



Student Handbook 2024

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ABN 68 095 476 029 | CRICOS Provider Code 02353C

Welcome to SEA English Academy!

We're thrilled to welcome you to our English language school in the heart of Melbourne CBD. With over 20 years of experience, originally in Manly, New South Wales, we've helped more than 3000 students from 40+ countries achieve their English learning goals.

Our motto is simple: "Belong... Enjoy... Succeed." We want you to feel like you belong here, enjoy your time learning, and succeed in your English journey.

Whether you're new to Australia or just starting your language adventure, SEA is here for you. Our small class sizes mean you get the attention you need, and our experienced team is ready to guide you every step of the way.

So, welcome to SEA English Academy—where learning English is an adventure, and success is part of the journey. We wish you the best in your time here in Melbourne!

Student Administration Team

SEA English Academy

Disclaimer: The International Student Handbook is revised annually. Every effort has been made to ensure that the details and information contained in this Handbook are current at the time of printing (Apr 2024). SEA English Academy reserves the right to amend or change details in this Handbook as necessary. Consumers of this Handbook are advised to check updated details with the Institute. SEA English Academy disclaims all liability to loss or damage incurred as a result of incomplete or inaccurate information.

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School Information and Contact Details

SEA Melbourne Campus

Address: Shop 21/108 Bourke St, Melbourne VIC 3000

Tel: (03) 9041 6887 (in Australia) / +61 3 9041 6887 (Overseas)

Email: admissions@sea-english.edu.au

Website: www.sea-english.edu.au

Facebook: SEA English Academy

Instagram: @sea_melb

Registered Provider Details

Company Name: Sydney English Academy Pty. Ltd.

Trading Name: **SEA English Academy**

ABN: 68 095 476 029

CRICOS Provider Code: 02353C

Office Hours

Monday to Friday 9 am to 9:30 pm (Melbourne Time)

Emergency Contacts and Useful Information

Institute Contacts

SEA English Academy	<p>Address: Shop 21/108 Bourke St, Melbourne VIC 3000 (In Paramount Shopping Centre)</p> <p>Phone: (03) 9041 6887</p> <p>Email: admissions@sea-english.edu.au</p> <p>Web: www.sea-english.edu.au</p> <p>CRICOS No.: 02353C</p>
Teachers	<p>You will get contact details when you arrive at SEA English Academy.</p> <p>Please see your Teachers about:</p> <ul style="list-style-type: none"> • Content of Course • Teaching procedures • Assessments
Director of Studies	<p>You will get contact details when you arrive at SEA English Academy.</p> <p>Please see the Director of Studies about:</p> <ul style="list-style-type: none"> • The program as a whole • Academic regulations • Difficulties with study • Decisions to defer from study • Help with reading, writing, notetaking and preparation for tests and assignments
International Student Advisors	<p>You will get contact details when you arrive at SEA English Academy.</p> <p>Phone: (03) 9041 6887</p> <p>For matters relating to:</p> <ul style="list-style-type: none"> ▪ Visa ▪ Enrolment ▪ Insurance (Medical) ▪ Academic Progression ▪ Attendance warning letters ▪ Financial ▪ Accommodation ▪ Health Care ▪ General information regarding the Institute's policies and procedures
International Student 24 Hour Emergency Contact	<p>Contact Name: Mingyang Xie (CEO)</p> <p>Contact Number: 0430 092 777</p>
Student Administration Office	<p>Phone: (03) 9041 6887</p> <p>For matters relating to:</p> <ul style="list-style-type: none"> ▪ Timetable ▪ Course Enrolment ▪ Forms ▪ Change of Address ▪ Fee Payments ▪ Student IDs

Services Contacts

Disability Advisor	<p>You will get contact details when you arrive at SEA English Academy.</p> <p>Telephone: (03) 9041 6887</p> <p>For matters relating to:</p> <p>Study adjustments or Referral to appropriate agencies</p>
Counselling	<p>You will get contact details when you arrive at SEA English Academy.</p>

	Victoria University Psychologist Clinic VU at MetroWest Address: 138 Nicholson St, Fitzroy VIC 3065 Telephone: (03) 9919 2353 For matters relating to: Relationships Homesickness Personal
General Practice Services	Paramount Medical Clinic @ The Paramount Retail Centre Address: 9-10/108 Bourke St, Melbourne VIC 3000 Phone: (03) 8627 8500

Consumer Protection	Consumer protection provides advice and support regarding consumer issues such as tenancy. Tel: 1300 55 81 81 or visit https://www.consumer.vic.gov.au/
Crime Stoppers	Freecall 1800 333 000 if you witness a crime, or visit https://www.crimestoppersvic.com.au/
Crisis Counselling	Lifeline: Tel: 131 114 for confidential counselling by trained professionals, 24 hours a day. Tel: 1300 131 114 This is a Lifeline counselling service as well which operates Monday-Friday 9:00am-5:00pm
Department of Home Affairs (DHA)	Tel: 131 881 Street address: 1010 La Trobe St, Melbourne VIC 3000 Counter hours: 09:00-16:00 Monday - Friday
Department Foreign Affairs and Trade (DFAT)	https://www.dfat.gov.au/
Emergency – Police, Fire, Ambulance	Tel: 000 This is a 24 hour free service. Say what you need ('police', 'fire' or 'ambulance') and remember to give your address.
Essential Services – Electricity, Gas and Water	Electricity and Gas Suppliers: AGL Tel: 131 245 www.agl.com.au Origin Energy: Tel: 132 463 www.originenergy.com.au TruEnergy: Tel: 133 466 www.truenergy.com.au http://www.urbanutilities.com.au/
Health and Medical Services	SEA ENGLISH ACADEMY's preferred health care provider is OSHC Medibank . https://www.medibank.com.au/

	Medical Practitioners (Doctors): Look in the Yellow Pages Directory under <i>Medical Practitioners</i> for a doctor near you, or you can make an appointment to see these doctors closest to the Institute.
Public Hospitals	https://www2.health.vic.gov.au/hospitals-and-health-services/public-hospitals-victoria
Housing	The following websites are a good source of information to begin with, when searching for accommodation: <ul style="list-style-type: none"> • www.domain.com.au; • www.realestate.com.au
Interpreting and Translation	DHA Telephone Interpreting Service (TIS): Tel: 1300 575 847 or visit https://immi.homeaffairs.gov.au/settling-in-australia/settle-in-australia/language-services
Information about employee rights, entitlements and pay	Fair Work Ombudsman: http://www.fairwork.gov.au/
Justices of the Peace	Find a Justice of the Peace (JP) here http://www.justice.qld.gov.au/justice-services/justices-of-the-peace/jps-search or just visit your local police station
Taxation	Tax File Numbers, tax information and superannuation: www.ato.gov.au or Tel: 132 861
Transport	For Victoria public transport, please refer to https://www.ptv.vic.gov.au/ Taxis: <ul style="list-style-type: none"> • http://www.13cabs.com.au/ 132 227 • http://www.silvertop.com.au/ 131 008 • https://www.uber.com/en-AU/cities/melbourne/ Vic Roads: For information on drivers licence or other road related matters, visit https://www.vicroads.vic.gov.au/
Tourism Information	For tourism related information visit: https://www.visitvictoria.com/ https://www.travelvictoria.com.au/ https://www.studymelbourne.vic.gov.au/

SECTION 1

COURSE INFORMATION

1.1 General English	1.2 English for Academic Purposes
1.3 Learning Pathways	1.4 Placement Assessment
1.5 Teaching Methods	1.6 Excursions
1.7 Assessments	1.8 Plagiarism
1.9 Qualifications of Teachers	1.10 Number of Students in the class
1.11 English Only Policy	1.12 Course Information
1.13 Course Completion	1.14 Homework and Self study
1.15 Orientation Program	

1.1 General English (042504F)

Course Overview

SEA English Academy currently offers Intensive English at four (4) Levels:

- Elementary
- Pre-Intermediate
- Intermediate
- Upper-Intermediate

Students come to SEA English Academy with different proficiencies across the four macro skills and, as a result, all students need to take a placement test prior to the commencement of classes. All students take a speaking and writing test which is marked by the Director of Studies or the Assistant Director of Studies according to a criterion-referenced scale. These tests and scales form the basis of the Placement Tests. Because the courses can accommodate students with only a very low grasp of English, SEA English Academy is able to accept students into the Elementary course even if they are at a very low level.

Course Duration

ELICOS Standard C1.1 d)

The standard course length is 50 weeks of General English. Each week there are 20 face-to-face contact hours, with additional homework given for each day of class. Students can enter on Monday or the first day of the week in any week of the year, with the exception of the two weeks over Christmas/New Year. The minimum enrolment period is two weeks. The 50-week period is made up of five levels that each correspond to 10 weeks of coursework. The week of the course has a corresponding chapter of the textbook with syllabus and assessments. The expectation is that after the student has completed 10 weeks of a level, they would be able to advance to the next level of the course.

Students who have long enrolments with the College are eligible to apply for study breaks. It is not reasonable to expect students to attend full time classes for 50 weeks in a row. For every 10 weeks that a student is enrolled in the course, they are able to apply for 2 weeks of study break. There is a maximum of 10 weeks of study break over the duration of the full 50-week course.

Weekly Timetable

ELICOS Standard C1.1 o)

Students can choose either a morning or evening timetable. Morning classes run for a total of five hours each day from Monday to Thursday. Evening classes run for a total of four hours each day from Monday to Friday. Students are required to attend 20 hours of face-to-face classes each week.

AM Class (09:00 – 14:30)

Sessions \ Day	Monday	Tuesday	Wednesday	Thursday	Friday
09:00 – 11:45	Session 1	Session 1	Session 1	Session 1	No Class
	Break Time				
	Session 2	Session 2	Session 2	Session 2	
11:45 – 12:15	Lunch Break – 30 minutes				
12:15 – 14:30	Session 3	Session 3	Session 3	Session 3	

PM Class (17:30 – 21:30)

Sessions \ Day	Monday	Tuesday	Wednesday	Thursday	Friday
17:30 – 21:30	Session 1	Session 1	Session 1	Session 1	Session 1
	Break Time				
	Session 2	Session 2	Session 2	Session 2	Session 2

Course Objectives**Elementary****By the end of the course Learners should:**

- Be familiar with the alphabet and pronunciation of individual sounds
- Be able to use both bilingual and English-English dictionaries to check pronunciation and spelling, and find meaning of unknown words
- Be able to identify basic parts of speech, such as verb/noun/adjective/preposition
- Be able to structure simple Subject + Verb + Object sentences
- Be able to express simple ideas, both written and oral in simple but coherent sentences
- Be able to produce and understand the language necessary to:
 - share personal information
 - talk about dis/likes
 - talk about in/ability
 - ask & answer simple questions

- order a coffee to takeaway and food in a restaurant
- go shopping
- purchase tickets/interpret timetables
- make simple requests
- make plans with other people
- conduct simple telephone conversations
- Be able to use the basic verb tenses:
 - present simple
 - present continuous
 - past simple
 - be + going to
 - present perfect
- Be able to extract specific information through listening for key words in a range of everyday situations
- Demonstrate reduced L1 interference and have some awareness of stress, intonation, and linking
- Be confident in their ability to convey simple facts in a group oral presentation
- Be familiar with aspects of Australian culture and lifestyle

Theme Topics/Vocabulary	Grammar/Function	Pronunciation	Suggested Supplementary Texts & Activities
Module 1 p.4 <ul style="list-style-type: none"> • Introductions • The World • Classroom language • Days of the weeks • Numbers • Arriving in London 	1. verb 'be' 2. subject pronouns 3. possessive adjectives	<ul style="list-style-type: none"> – vowel sounds, word stress – / ə/, / tʃ/, /ʃ/, / dʒ/ – sentence stress – / əʊ/, /ʊ:/, /ɑ:/ – the alphabet 	<i>This is my brother</i> PW1 <i>Name</i> wk.sht <i>Chit Chat</i> CGE ex.2 <i>Where are you from</i> wk.sht <i>be: wh-questions</i> EGG <i>Visiting Cards</i> RERP <i>Countries and Nationalities</i> EVCG
Module 2 p.12 <ul style="list-style-type: none"> • Everyday objects • Feelings • Directions • Modifiers • Revise and check 	1. a/an 2. plurals 3. this/that/these/those 4. adjectives 5. imperatives, <i>let's</i>	<ul style="list-style-type: none"> – final s and es – <i>th</i> – long and short vowel sounds – understanding connected speech 	<i>My favourite things</i> wk.sht <i>Lost umbrellas</i> ECG ex.13 <i>All about you</i> NHERB ex.13.2 <i>Basic adjectives</i> wk.sht <i>Adjectives: ed & ing endings</i> wk.sht

Module 3 p.20 <ul style="list-style-type: none"> Things I like Verb phrases Work and play Jobs Question words Ordering a coffee 	<ol style="list-style-type: none"> present simple + present simple – present simple ? word order in questions 	<ul style="list-style-type: none"> third person s /ɜː/ sentence stress 	<i>Jobs quiz</i> wk.sht <i>Friends RERP</i> ex3 <i>Half a crossword: Jobs</i> VGA1 <i>Chinese chequers</i> PG <i>But what are they doing now</i> RPIRP <i>The story of the three bears</i> wk.sht
Module 4 p.28 <ul style="list-style-type: none"> Family Everyday activities Short life/Long life Adverbs & expressions of frequency Revise and check 	<ol style="list-style-type: none"> <i>whose..?</i> possessives prepositions of time (<i>at, in, on</i>) and place (<i>at, in, to</i>) position of adverbs & expressions of frequency 	<ul style="list-style-type: none"> /ʌ/ the letter <i>o</i> linking and sentence stress the letter <i>h</i> 	<i>in/on/at</i> wk.sht <i>Time prepositions</i> EGG <i>What we do at weekends</i> PW1 <i>Photo album</i> RERP <i>Who's who?</i> RPIRP <i>Family tree</i> wk.sht <i>The family</i> EV <i>Every day actions</i> EVG
Module 5 p.36 <ul style="list-style-type: none"> The X factor Verb phrases Neighbours Sun and the City The weather and seasons In a clothes shop 	<ol style="list-style-type: none"> <i>can / can't</i> present continuous present simple or present continuous? 	<ul style="list-style-type: none"> sentence stress / ɪ / places in London 	<i>Put it together</i> ECG <i>Present continuous: wh- questions</i> EGG <i>Find the differences</i> GGA1 <i>Find someone who can</i> wk.sht <i>Can you?</i> RERP <i>Where am I?</i> ECG <i>Weather</i> EVG
Theme Topics/Vocabulary	Grammar/Function	Pronunciation	Suggested Supplementary Texts & Activities
Module 6 p.44 <ul style="list-style-type: none"> Reading in English Phone language Favourite times The date; ordinal numbers Music Revise and check 	<ol style="list-style-type: none"> object pronouns: <i>me, you, him, etc</i> <i>like + (verb + ing)</i> revision: <i>be</i> or <i>do</i>? 	<ul style="list-style-type: none"> /aɪ/, /ɪ/, /ɪː/ consonant clusters; saying the date /j/ 	<i>Personal pronouns: subject, object</i> EGG <i>Possessive pronouns</i> wk.sht <i>Important dates</i> wk.sht <i>Possessive pronouns</i> EGG <i>Speed dating</i> wk.sht <i>Telephone quiz</i> wk.sht

Module 7 p.52 <ul style="list-style-type: none"> Going out Word formation A night to remember Past time expressions <i>go, have, get</i> Getting lost 	<ol style="list-style-type: none"> past simple of <i>be</i>: <i>was / were</i> past simple: regular verbs past simple: irregular verbs 	<ul style="list-style-type: none"> sentence stress <i>ed</i> endings 	<i>Cinderella</i> wk.sht <i>Past simple: wh-questions</i> EGG <i>The fishing trip</i> TGA <i>Where were you?</i> RERP <i>Poor Fabio</i> RERP <i>Silent letter crossword</i> wk.sht <i>English families (have got)</i> TGA <i>How was your holiday?</i> RERP
Module 8 p.60 <ul style="list-style-type: none"> A murder story Irregular verbs The house Prepositions of place Revise and check 	<ol style="list-style-type: none"> past simple: regular and irregular <i>there is/ there are, some/any</i> + plural nouns <i>there was/there were</i> 	<ul style="list-style-type: none"> past simple verbs /eə/ and /ɪə/ sentence stress silent letters 	<i>Where? Prepositions of place</i> wk.sht <i>Story puzzle</i> TGA <i>Furniture</i> EVG <i>Kitchen objects</i> wk.sht <i>There is, there are</i> EEG <i>Family Feud</i> wk.sht
Module 9 p.68 <ul style="list-style-type: none"> Food Food containers High numbers Quiz night At a restaurant 	<ol style="list-style-type: none"> countable/uncountable nouns; <i>a/an, some/any</i> quantifiers: <i>how much/how many, a lot of, etc</i> comparative adjectives 	<ul style="list-style-type: none"> the letters eə /j/ and /s/ /ə/, sentence stress 	<i>Snap (containers)</i> RERP <i>Comparative pairs</i> NHERB <i>Cookery Crossword</i> TGA <i>How many?</i> ECG <i>Shopping Lists</i> ECG <i>Countable/Uncountable</i> wk.sht
Module 10 p.76 <ul style="list-style-type: none"> Place and buildings Holidays Couchsurfing Verb Phrases Revise and check 	<ol style="list-style-type: none"> superlative adjectives <i>be going to</i> (plans) future time expressions <i>be going to</i> (predictions) 	<ul style="list-style-type: none"> consonant groups sentence stress the letters oo 	<i>Superlative questionnaire</i> wk.sht <i>At the airport</i> NHERB <i>What am I going to do?</i> RERP <i>The Countryside</i> EVG <i>World quiz</i> RERP <i>Going to</i> wk.sht <i>Find the person with</i> RERP
Theme Topics/Vocabulary	Grammar/Function	Pronunciation	Suggested Supplementary Texts & Activities
Module 11 p.84 <ul style="list-style-type: none"> Common adverbs 	<ol style="list-style-type: none"> adverbs (manner and modifiers) verbs + to + infinitive 	<ul style="list-style-type: none"> word stress sentence stress 	<i>The princess and the frog</i> wk.sht <i>I do it my way</i> RERP

<ul style="list-style-type: none"> Verbs that take the infinitive The internet Going home 	3. articles		<i>Shopping for the family</i> TGA <i>Quickly, slowly, badly</i> EGPE <i>Stress moves</i> PG
Module 12 p.92 <ul style="list-style-type: none"> Books and films Irregular past participles Word groups <i>The English File</i> questionnaire Revise and check 	1. present perfect 2. present perfect or past simple? 3. revision: question formation	<ul style="list-style-type: none"> – sentence stress – irregular past participles – revision: sounds 	<i>I've just wk.sht</i> <i>What's happened?</i> RPIRP <i>Have you ever..?</i> RERP <i>Cinema</i> EVIU <i>Irregular verbs</i> EVIU <i>Battleships</i> <i>(pronunciation)</i> PG

Pre-Intermediate

By the end of the course Learners should:

- Be familiar with the verb tenses (with the exception of Future Continuous and Future Perfect)
- Demonstrate an ability to select verb tenses appropriate to the situation or task
- Demonstrate an awareness not only of the form of the language but also of its application in real life situations outside the classroom
- Demonstrate increased accuracy through an awareness of typical mistakes, and appropriate correction
- Demonstrate clear pronunciation of sounds, and intonation appropriate to convey desired meaning
- Demonstrate greater clarity in speech through an awareness of stress, strong and weak forms and linking
- Be able to follow the gist of everyday conversations through focusing on key words and intonation
- Be able to select language appropriate to a range of everyday situations in order to:
 - ask questions and respond in a natural way
 - make and respond to compliments
 - make offers and check it's OK to do things
 - make and respond to suggestions
 - tell stories about your experience
 - make plans and arrange what to do
 - ask for permission to do things
 - give advice and instructions
 - ask questions in a more polite way
 - report what people said
 - talk about future plans
 - talk about past habits
 - talk about feelings
 - discuss the environment and environmental issues
 - ask and answer linked questions

- Demonstrate increased fluency through uninhibited participation in a range of communication activities
- Be able to explain incidents and ideas by giving examples and drawing on comparisons when they do not know the exact word
- Be able to read and understand texts on a variety of subjects, and begin to use strategies to deal with unknown vocabulary
- Begin to reflect on the learning process and adapt learning styles appropriately

Theme Topic	Grammar/Function	Vocabulary /Pronunciation	Suggested Supplementary Texts & Activities
Unit 1 p.6 Your World <ul style="list-style-type: none"> • Discussing how you spend your time • Talking about people around you • Talking about everyday activities • Keeping a conversation going • Composing an informal email 	1. Questions & short answers 2. Present simple v. Present continuous	<ul style="list-style-type: none"> • People you know • Everyday activities • Sentence stress in questions • Using intonation to show interest 	1.
Unit 2 p.16 Memory <ul style="list-style-type: none"> • Describing personal memories • Talking about your childhood • Discussing important world events 	1. Past simple & past continuous 2. Would & used to	<ul style="list-style-type: none"> • Childhood • Remembering & forgetting • World events • Past simple _ed endings 	1.
Unit 3 p.26 Across the Globe <ul style="list-style-type: none"> • Comparing & describing places • Talking about travel problems • Writing a travel blog 	1. Comparatives & superlatives 2. Different ways of comparing	<ul style="list-style-type: none"> • Features & sights • Adjectives for describing places • Stress & / / sounds in comparative phrases • Sentence stress in polite questions 	1.
Unit 4 p. 36 Real Lives	1. Present perfect	<ul style="list-style-type: none"> • Personal qualities • Life events 	1.

<ul style="list-style-type: none"> Talking about personal qualities & achievements Nominating someone for an award Talking about life events 	continuous and simple 2. Past simple	<ul style="list-style-type: none"> Strong & weak forms of 'have' Linking in time phrases 	
Unit 5 p.46 Go for it! <ul style="list-style-type: none"> Talking about ambitions Talking about work Choosing the successful applicant Making a formal phone call 	1. Future forms 2. Future clauses with if, when, unless etc (conditionals)	<ul style="list-style-type: none"> Word families Work Word stress in word families Polite intonation in questions 	1.
Theme Topic	Grammar/Function	Vocabulary /Pronunciation	Suggested Supplementary Texts & Activities
Unit 6 p.56 True Stories <ul style="list-style-type: none"> Retelling a story Talking about coincidences Talking about disasters 	1. Past perfect 2. Reported speech	<ul style="list-style-type: none"> 'say' & 'tell' Adverbs for telling stories Hearing the difference between past simple & past perfect in connected speech 	1.
Unit 7 p. 66 Must see! <ul style="list-style-type: none"> Talking about a show you love/hate Writing reviews Making social arrangements 	1. _ed / _ing adjectives 2. The passive	<ul style="list-style-type: none"> Entertainment & television Extreme adjectives Word stress Sentence stress 	
Unit 8 p.76 Social Life <ul style="list-style-type: none"> Talking about norms & customs Giving tips on how to behave Discussing gaming & addictions 	1. Will & shall for instant responses 2. Polite requests	<ul style="list-style-type: none"> Social behaviour Norms & customs Polite intonation in requests 	1.

Unit 9 p.86 Stuff! <ul style="list-style-type: none"> Describing how gadgets work Talking about things you couldn't live without Buying things Composing a thank you message 	<ol style="list-style-type: none"> Defining relative clauses Quantifiers 	<ul style="list-style-type: none"> Gadgets Everyday objects Stress in compound nouns 	1
Unit 10 p.96 Society & Change <ul style="list-style-type: none"> Discussing social issues & change Making predictions Talking about facts & figures 	<ol style="list-style-type: none"> Making predictions Hypothetical possibilities with 'if' (conditionals) 	<ul style="list-style-type: none"> Numbers & statistics Society & change Social issues Shifting stress in word families 'll or 'd in connected speech 	1.
Theme Topic	Grammar/Function	Vocabulary /Pronunciation	Suggested Supplementary Texts & Activities
Unit 11 p.106 Rules <ul style="list-style-type: none"> Discussing new laws Expressing & responding to opinions Talking about crime & punishment 	<ol style="list-style-type: none"> Obligation & permission in the present Obligation & permission in the past 	<ul style="list-style-type: none"> Linking words Crime & punishment Modal verbs in connected speech 	1.
Unit 12 p.116 Your Choice <ul style="list-style-type: none"> Moral dilemmas Learning to live in a new country 	<ol style="list-style-type: none"> Could have, should have, would have Hypothetical situations in the past with 	<ul style="list-style-type: none"> Problems & solutions Past modal forms in connected speech 	1.

<ul style="list-style-type: none"> Talking about problems & solutions 	'if' (conditionals)		
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Intermediate

By the end of the course Learners should:

- Be familiar with the verb tenses (with the exception of Future Continuous and Future Perfect)
- Demonstrate an ability to select verb tenses appropriate to the situation or task
- Demonstrate an awareness not only of the form of the language but also of its application in real life situations outside the classroom
- Demonstrate increased accuracy through an awareness of typical mistakes, and appropriate correction
- Demonstrate clear pronunciation of sounds, and intonation appropriate to convey desired meaning
- Demonstrate greater clarity in speech through an awareness of stress, strong and weak forms and linking
- Be able to follow the gist of everyday conversations through focusing on key words and intonation
- Be able to select language appropriate to a range of everyday situations in order to:
 - ask questions and respond in a natural way
 - make and respond to compliments
 - make offers and check it's OK to do things
 - make and respond to suggestions
 - tell stories about your experience
 - make plans and arrange what to do
 - ask for permission to do things
 - give advice and instructions
 - ask questions in a more polite way
 - report what people said
 - talk about future plans
 - talk about past habits
 - talk about feelings
 - discuss the environment and environmental issues
 - ask and answer linked questions
- Demonstrate increased fluency through uninhibited participation in a range of communication activities
- Be able to explain incidents and ideas by giving examples and drawing on comparisons when they do not know the exact word
- Be able to read and understand texts on a variety of subjects, and begin to use strategies to deal with unknown vocabulary
- Begin to reflect on the learning process and adapt learning styles appropriately

Theme Topic	Grammar/Function	Vocabulary /Pronunciation	Suggested Supplementary Texts & Activities
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Unit 1 p.6 Your World <ul style="list-style-type: none"> Discussing how you spend your time Talking about people around you Talking about everyday activities Keeping a conversation going Composing an informal email 	3. Questions & short answers 4. Present simple v. Present continuous	<ul style="list-style-type: none"> People you know Everyday activities Sentence stress in questions Using intonation to show interest 	2. <i>Questions, questions, questions.</i> NIO 3. <i>Present Continuous Mime Race.</i> Wksht 4. <i>Natural Conversation.</i> Wksht
Unit 2 p.16 Memory <ul style="list-style-type: none"> Describing personal memories Talking about your childhood Discussing important world events 	3. Past simple & past continuous 4. Would & used to	<ul style="list-style-type: none"> Childhood Remembering & forgetting World events Past simple _ed endings 	2. <i>Moments in American History.</i> NIO 3. <i>Good News, Bad News.</i> ICG 4. <i>Who's at the Millionaire's Ball?</i> Wksht
Unit 3 p.26 Across the Globe <ul style="list-style-type: none"> Comparing & describing places Talking about travel problems Writing a travel blog 	3. Comparatives & superlatives 4. Different ways of comparing	<ul style="list-style-type: none"> Features & sights Adjectives for describing places Stress & / / sounds in comparative phrases Sentence stress in polite questions 	2. <i>Holiday Crossword.</i> RIRP 3. <i>Describing Towns and Cities.</i> Wksht 4. <i>Postcards.</i> NIO 5. <i>Old School Friends.</i> GGA1
Unit 4 p. 36 Real Lives <ul style="list-style-type: none"> Talking about personal qualities & achievements Nominating someone for an award Talking about life events 	3. Present perfect continuous and simple 4. Past simple	<ul style="list-style-type: none"> Personal qualities Life events Strong & weak forms of 'have' Linking in time phrases 	2. <i>Present Perfect Question Board.</i> Wksht 3. <i>Guess What I've Been Doing!</i> ICG 4. <i>Globetrotters.</i> NIO.

Unit 5 p.46 Go for it! <ul style="list-style-type: none"> Talking about ambitions Talking about work Choosing the successful applicant Making a formal phone call 	3. Future forms 4. Future clauses with if, when, unless etc (conditionals)	<ul style="list-style-type: none"> Word families Work Word stress in word families Polite intonation in questions 	2. <i>Talk About The Future.</i> Wksht 3. <i>The Job Interview.</i> Wksht. 4. <i>Houseparties.</i> ICG
Theme Topic	Grammar/Function	Vocabulary /Pronunciation	Suggested Supplementary Texts & Activities
Unit 6 p.56 True Stories <ul style="list-style-type: none"> Retelling a story Talking about coincidences Talking about disasters 	3. Past perfect 4. Reported speech	<ul style="list-style-type: none"> 'say' & 'tell' Adverbs for telling stories Hearing the difference between past simple & past perfect in connected speech 	2. <i>Detective Work.</i> ICG 3. <i>Reported Speech.</i> NIO. 4. <i>Geri the Goat.</i> GGA2 5. <i>Reported Speech Dominoes.</i> RIRP 6. <i>Past Perfect Dominoes.</i> NIO
Unit 7 p. 66 Must see! <ul style="list-style-type: none"> Talking about a show you love/hate Writing reviews Making social arrangements 	3. _ed / _ing adjectives 4. The passive	<ul style="list-style-type: none"> Entertainment & television Extreme adjectives Word stress Sentence stress 	1. <i>It's Happened to Me!</i> NIO 2. <i>Amazing Facts.</i> RIRP 3. <i>Have You Ever?</i> Wksht. 4. <i>Film Review.</i> RIRP
Unit 8 p.76 Social Life <ul style="list-style-type: none"> Talking about norms & customs Giving tips on how to behave 	3. Will & shall for instant responses 4. Polite requests	<ul style="list-style-type: none"> Social behaviour Norms & customs Polite intonation in requests 	1. <i>One of those Days.</i> RIRP 2. <i>Discussing Stereotypes, Racism and Sexism.</i> Wksht. 3. <i>Promises, Promises.</i> ICG

<ul style="list-style-type: none"> Discussing gaming & addictions 			
Unit 9 p.86 Stuff! <ul style="list-style-type: none"> Describing how gadgets work Talking about things you couldn't live without Buying things Composing a thank you message 	3. Defining relative clauses 4. Quantifiers	<ul style="list-style-type: none"> Gadgets Everyday objects Stress in compound nouns 	1. <i>Clueless.</i> Wksht. 2. <i>Definition Auction.</i> NIO 3. <i>When I Was At School.</i> Wksht.
Unit 10 p.96 Society & Change <ul style="list-style-type: none"> Discussing social issues & change Making predictions Talking about facts & figures 	3. Making predictions 4. Hypothetical possibilities with 'if' (conditionals)	<ul style="list-style-type: none"> Numbers & statistics Society & change Social issues Shifting stress in word families 'll or 'd in connected speech 	2. <i>If You Come Here.</i> RIRP 3. <i>What Will Happen If...?</i> RIRP 4. <i>Find Your Partner Strips.</i> Wksht. 5. <i>Why Not?</i> ICG
Theme Topic	Grammar/Function	Vocabulary /Pronunciation	Suggested Supplementary Texts & Activities
Unit 11 p.106 Rules <ul style="list-style-type: none"> Discussing new laws Expressing & responding to opinions Talking about crime & punishment 	3. Obligation & permission in the present 4. Obligation & permission in the past	<ul style="list-style-type: none"> Linking words Crime & punishment Modal verbs in connected speech 	2. <i>On Safari.</i> RIRP 3. <i>Rules and Regulations.</i> NIO 4. <i>Married Life.</i> ICG

Unit 12 p.116 Your Choice <ul style="list-style-type: none"> • Moral dilemmas • Learning to live in a new country • Talking about problems & solutions 	3. Could have, should have, would have 4. Hypothetical situations in the past with 'if' (conditionals)	<ul style="list-style-type: none"> • Problems & solutions • Past modal forms in connected speech 	2. <i>Moral Dilemmas: What if...?</i> Wksht. 3. <i>What Went Wrong?</i> RIRP 4. <i>Imagine.</i> RIRP 5. <i>Lifemap.</i> ICG
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Upper-Intermediate

By the end of the course Learners should:

- Be able to express their ideas clearly, fluently and mostly accurately
- Be able to follow and contribute to conversations and discussions at a natural pace through the use of appropriate language:
 - Get into a conversation
 - Interrupt
 - Give evidence to support a point of view
 - Refer back
 - Persuade
 - Exclaim
 - Agree/disagree
 - Contrast
 - Respond
 - Emphasise
- Be able to give a well-structure, clear coherent oral presentation, delivered fluently with little reliance on written support materials
- Be able to read and understand a wide variety of texts written for native speakers, through the use of strategies such as predicting content and guessing unknown vocabulary
- In their written work, demonstrate a sound understanding of the form of language through the appropriate use of paragraphing and a range of sentences structures – simple/compound/complex
- Be familiar with and able to use the verb tenses in their various applications
- Be able to identify the subtle variations in meaning between one verb tense and another and to choose the verb tense that best conveys the desired meaning
- In both written work and in their speech demonstrate an awareness of tone and register through the appropriate choice of vocabulary and intonation
- Be able to pick up on subtleties of tone and mood in both reading and listening texts
- Possess an extensive vocabulary and demonstrate a natural use of phrasal verbs, slang and idiom
- Be familiar with and able to converse on a wide range of topics including aspects of Australian culture, history and society

Theme Topic	Grammar/Function	Vocabulary /Pronunciation	Suggested Supplementary Texts & Activities
Unit 1 p.6 Your World <ul style="list-style-type: none"> Discuss your past and present Talking about personal characteristics Responding to how people feel Keeping a conversation going Planning and drafting a biography 	5. Auxiliary verbs 6. Past and present verb forms	<ul style="list-style-type: none"> Relationships Friendship Wordspot: <i>get</i> Auxiliary verbs Sounding sympathetic 	5. <i>Party Guests.</i> Wksht. 6. <i>Murder in the Classroom.</i> Wksht. 7. <i>Get cards.</i> Wksht. 8. <i>Biographies.</i> Wksht (on cardboard).
Unit 2 p.16 Ups and Downs <ul style="list-style-type: none"> Talking about happiness Describing how you feel Doing a survey 	5. Forming adjectives 6. Forming nouns and gerunds	<ul style="list-style-type: none"> Feelings Things that make you feel good Noun suffixes 	1. <i>Prefix and Suffix Dominoes.</i> CUTR 2. <i>Design Your Own Soap Opera.</i> CUTR 3. <i>Impossible?</i> RUIRP
Unit 3 p. 26 It All Went Wrong <ul style="list-style-type: none"> Reading news articles Telling a story from two points of view Dealing with unexpected problems Writing a narrative 	5. Narrative tenses 6. Continuous aspect in other tenses	<ul style="list-style-type: none"> Mishaps Crime and punishment Headlines Sounding calm or angry 	6. <i>What's Wrong With It?</i> Wksht. 7. <i>Something Strange Happened on the Way to...</i> RUIRP 8. <i>Sidney and the Circus.</i> CUTR
Unit 4 p.36 Your Mind <ul style="list-style-type: none"> Talking about personal characteristics Debating nature vs nurture 	5. Use of the passive 6. Passive forms with <i>have</i> and <i>get</i>	<ul style="list-style-type: none"> Mental skills Personal characteristics Wordspot: <i>mind</i> Word stress 	5. <i>It's Happened to Me!</i> Wksht. 6. <i>Passive Scrabble.</i> CUTR 7. <i>Passive Board Game</i>

<ul style="list-style-type: none"> • Reading about personality • Choosing a suitable candidate 			(Have/Get). Wksht.
Unit 5 p. 46 Face to Face <ul style="list-style-type: none"> • Planning a party • Learning colloquial language • Dealing with problems on the telephone • Writing different types of messages • Talking about dating and relationships 	5. Review of future forms 6. More complex question forms	<ul style="list-style-type: none"> • Getting together • Colloquial language • Dating • Intonation of statements and questions 	5. <i>Tomorrow's World</i> . RUIRP 6. <i>The SupaSaver Debate</i> . CUTR 7. <i>Crystal Balls</i> . ICG
Unit 6 p. 46 Big Ideas <ul style="list-style-type: none"> • Talking about human achievements • Presenting a TV programme • Discussing inventions 	1. Perfect tenses 2. Present perfect simple and continuous	<ul style="list-style-type: none"> • Human achievements • Wordspot: <i>first</i> • Weak and strong forms in questions 	1. <i>Questions</i> . CUTR 2. <i>Who's Worked for the CIA?</i> CUTR 3. <i>A Wonderful Life</i> . Wksht.
Unit 7 p.66 Events <ul style="list-style-type: none"> • Talking about celebrations • Discussing special events • Presenting ideas for an event • Reviewing an event • Dealing with awkward social situations 	5. Relative clauses 6. Quantifiers	<ul style="list-style-type: none"> • Celebrations and protests • Special events • Wordspot: <i>take</i> • Sounding polite 	7. <i>Relative Clauses Crossword</i> . CUTR 8. <i>Tea Plantation Workers Strike</i> . Wksht. 9. <i>Give Me A Clue</i> . RUIRP 10. <i>Relatively Speaking</i> . ICG
Unit 8 p. 76 Strange But True <ul style="list-style-type: none"> • Reading stories • Listening to stories 	5. Overview of modal verbs 6. Past modals	<ul style="list-style-type: none"> • Extreme adjectives • The weak form of <i>have</i> • Mysteries and oddities 	1. <i>Suggestive Shapes</i> . ICG 2. <i>Whatever Can Have Happened?</i> GGA2

<ul style="list-style-type: none"> Discussing mysteries 			3. <i>The Maze of Terror</i> . CUTR 4. <i>When We Were Ten</i> . RUIRP 5. <i>Inventions</i> . Wksht.
Unit 9 p.86 Getting It Right <ul style="list-style-type: none"> Taking notes Collecting and presenting tips Giving advice and suggestions Writing a cover letter 	5. Use and non-use of articles 6. Different ways of giving emphasis	<ul style="list-style-type: none"> Phrasal verbs Wordspot: <i>right</i> and <i>wrong</i> Using stress for emphasis 	1. <i>Where on Earth Are We?</i> CUTR 2. <i>Ways of Adding Emphasis</i> . Wksht. 3. <i>The Genuine Article</i> . CUTR
Unit 10 p. 96 Media <ul style="list-style-type: none"> Reporting people's words Summarising what people say Reading facts and figures Talking about the media Discussing an article Learning about film 	1. Reporting people's exact words 2. Verbs that summarise what people say	<ul style="list-style-type: none"> The media Wordspot: <i>speak</i> and <i>talk</i> Reporting what people said 	1. <i>The Marriage From Hell</i> . CUTR 2. <i>Reporting a Crime</i> . CUTR 3. <i>The Interpreter</i> . NIO
Unit 11 p.106 Life Issues <ul style="list-style-type: none"> Talking about hypothetical situations in the present Talking about hypothetical situations in the past Discussing scientific processes Discussing a controversial issue 	1. Second conditional 2. Third conditional	<ul style="list-style-type: none"> Science and processes Wordspot: <i>life</i> Word stress Vowel sounds 	6. <i>A Nightmare Holiday</i> . CUTR 7. <i>I Wish He Wouldn't Do That!</i> Wksht. 8. <i>Conditionals</i> . Wksht. 9. <i>Life Would Have Been Different</i> . RUIRP

<ul style="list-style-type: none"> • Reporting opinions • Writing a 'for' and 'against' essay 			
Unit 12 p. 116 Fame <ul style="list-style-type: none"> • Talking about celebrities and the media • Learning vocabulary about fame • Using different verb forms 	<ol style="list-style-type: none"> 1. Use of gerunds and infinitives 2. Different gerund and infinitive forms 	<ul style="list-style-type: none"> • Fame • Sentence stress 	<ol style="list-style-type: none"> 1. <i>Fame and Fortune.</i> CUTR 2. <i>Gerund and Infinitive Dominoes.</i> CUTR. 3. <i>Describing Problems.</i> Wksht.

1.2 English for Academic Purposes (EAP) (113988M)

Course Overview

The English for Academic Purposes (EAP) course prepares students for further study in an academic setting while also improving their underlying proficiency in English. After completing the course, students may seek to continue their study in foundation studies programs, universities or other tertiary education institutions. The course integrates the four macro skills of Reading, Writing, Speaking and Listening, as well as Grammar, Vocabulary, and Academic Skills.

English for Academic Purposes (EAP) at SEA English Academy has two levels:

- EAP Foundation
- EAP Advanced

The course incorporates themes relevant to a variety of higher education courses so that students are exposed to materials and tasks similar to those they will find in English-medium higher education institutions. The classes seek to give students an understanding of academic culture in English speaking institutions. The course also recognizes that students may have a range of learning styles which need to be catered for using a variety of teaching methods.

During the course, students are required to complete assignments and situations that are similar to those that they will encounter in higher education. The course caters for different learning styles and takes place in a cross-cultural environment which encourages students to draw on their experiences and express their individuality.

SEA English Academy course levels incorporate the learning outcomes, and are informed by, the Common European Framework of Reference.

CEFR Level	EAP Level	Description of proficiency
B2	EAP Foundation	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	EAP Advanced	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing a controlled use of organisational patterns, connectors and cohesive devices.

ELICOS Standard C1.1 f)

Students need to have completed General English Upper Intermediate to enter into the English for Academic Purposes (EAP) or First Certificate English Preparation Course. See table below.

CEFR Exit Level	General English	English for Academic Purposes (EAP)	First Certificate English Preparation Course
C1	-	EAP Advanced	
B2	Upper Intermediate	EAP Foundation	First Certificate
B1	Intermediate	-	
A2	Pre Intermediate	-	
A1+	Elementary	-	

Entry Requirements

ELICOS Standard C1.1 j)

Before commencing classes in the EAP course, students need to have either completed Upper Intermediate in the General English course or be able to otherwise prove a B1 proficiency in English. If students have not completed Upper Intermediate, they can present a recognised test score to gain direct entry to a course. If

they have a B1 level equivalent in a well-recognised English test, including IELTS, PTE Academic, TOEFL, or Cambridge, they will also be able to enter the course.

Students may also seek to transfer to English for Academic Purposes from the First Certificate English. In most cases students will be able to transfer to the equivalent class because the entry requirements for both courses are the same. However, students need to speak to the Director of Studies about their study plan and get approval before changing. Students also need to consider whether a change in course will affect their pathway if they are on one.

Students can enter in either Week 1 or Week 6 of the cycle. Monday or the first teaching day of the week in any week of the year, except for the two weeks over Christmas/New Year. The minimum enrolment period is five weeks.

Course Duration

ELICOS Standard C1.1 d)

The standard course length is 20 weeks of English for Academic Purposes. Each week there are 20 face-to-face contact hours, with additional homework given for each day of class. The college is closed for two weeks over the Christmas/New Year Period. Students enter the course either in Week 1 or Week 6 of the course on a fixed intake basis. This coincides with the start of one half of the course. Summative assessments are completed in Weeks 5 and 10. Students have the best chance of achieving the learning outcomes tested in the Summative assessments if they enter in Week 1 and Week 6.

Due to the demanding nature of the course and the fact that assessments such as the researched essay and oral presentation span multiple weeks, students are not able to take study breaks during their EAP course.

The minimum enrolment period is five weeks with the expectation that the majority of students will complete 10 weeks. The 20-week period is made up of two levels that each correspond to 10 weeks of coursework. The week of the course has a corresponding chapter of the textbook with syllabus and assessments. The expectation is that after the student has completed 10 weeks of a level, they would be able to advance to the next level of the course.

Students who struggle to master the content at any of the levels can spend longer at the level until they are ready to move up. This however is rare and done to help students that have significant difficulty learning English. In this case, the Director of Studies is likely to provide the student with academic counselling as per the Progress, Attendance and Academic Counselling Policy and the Change of Course and Level Policy. If a student has completed 20 weeks at a level and is still not ready to move up, or complete the course, the college will offer to release the student and refund the remaining weeks of their enrolment.

Course Objectives

ELICOS Standard C1.1 i)

The curriculum, syllabus and assessments are designed to help students achieve both Course Objectives and the more detailed and measurable Learning Outcomes.

The Course Objectives in the English for Academic Purposes course are to enable students:

- To develop the academic skills necessary to participate effectively in university at a diploma level or higher level course in an English speaking country
- To improve their overall English proficiency in terms of the four macro skills
- To develop core knowledge of the academic vocabulary and grammar commonly used in Academic contexts
- To develop awareness of sociocultural knowledge relating to communication in English as used with native speakers and with other non-native speakers where English is used as a lingua franca to prepare students for higher education contexts with local and international students
- To develop academic study skills that will maximise efficiency of study in class and externally
- To develop independent learning skills for ongoing improvement in language proficiency, even once students enter vocational or higher education.

Learning Outcomes

ELICOS Standard C1.1 i)

These Course Objectives are broken down into Learning Outcomes based on the key areas of competency: speaking, listening, reading, writing, grammar, and vocabulary. Academic skills are embedded into each of the categories, e.g. aspects of academic essay writing are incorporated into the learning outcomes relating to 'writing'.

The Learning Outcomes are more detailed and specific statements that express what students will be able to do at the end of the course. Learner outcomes are phrased in learner oriented terms and students are expected to be aware of these at the beginning and throughout the course. In each level, students and teachers aim to complete these Learning Outcomes to ensure that they reach the standard of that level.

The progression students are expected to make in the learning outcomes varies at each level in accordance with the CEFR level that students are studying at. These learning outcomes are coded as F for EAP Foundation and A for EAP Advanced.

EAP Foundation	
Skill Area	Learning Outcomes
Speaking	<p>F-S.1 Can have extended discussions and give opinions on a range of familiar and many unfamiliar academic topics with little difficulty</p> <p>F-S.2 Can consistently express a range of simple and more complex ideas in tutorials and group work fluently, giving reasons and examples for points of view</p> <p>F-S.3 Can use a variety of signposts and adopts an appropriate academic style and register in presentations with confidence</p> <p>F-S.4 Can use accurate pronunciation of consonants, vowels, stress and intonation consistently and naturally with some systematic errors</p>

Listening	<p>F-L.1 Can listen for the main ideas (gist) and keywords on a wide range of familiar and a variety of unfamiliar academic topics with accuracy</p> <p>F-L.2 Can listen for detailed meaning on a wide range of familiar and some unfamiliar academic topics with accuracy</p> <p>F-L.3 Can consistently recognise and follow the lecturer's aims, attitudes, purposes and inferences with confidence</p> <p>F-L.4 Can use a range of listening strategies, such as note taking and prediction, to follow complex lectures with increasing confidence and accuracy</p>
Reading	<p>F-R.1 Can skim and scan a range of simple and complex academic texts for main ideas (gist) and keywords accurately and with increasing efficiency</p> <p>F-R.2 Can read a range of simple and complex academic texts for detailed information with some confidence</p> <p>F-R.3 Can follow a writer's argument and reasoning in extended and more complex academic texts with increasing confidence</p> <p>F-R.4 Can identify and recognise features and some of the nuances of a range of academic text types and genres with increasing familiarity</p> <p>F-R.5 Can generally use a wide range of reading strategies to answer questions about complex academic texts accurately</p> <p>F-R.6 Can generally infer the meaning of unknown words from context with accuracy</p> <p>F-R.7 Can generally prioritise what to read and identify key paragraphs for closer reading with increasing efficiency</p>
Writing	<p>F-W.1 Can research, plan, write and edit a range of text types and genres</p> <p>F-W.2 Can structure arguments and reports with opening and closing paragraphs, supporting reasoning and examples with increasing fluency</p> <p>F-W.3 Can use formal writing features such as punctuation and spelling appropriate to academic texts with increasing fluency</p> <p>F-W.4 Can link between ideas coherently, cohesively and with few inappropriacies</p> <p>F-W.5 Can consistently use referencing in essays from a range of sources and some unsystematic errors in use of referencing conventions</p> <p>F-W.6 Can consistently approach essay questions and research with an increasingly critical mind and without plagiarising</p>
Grammar	<p>F-G.1 Can use and recognise a range of simple and a range of complex grammatical structures appropriate to academic contexts accurately and appropriately</p>
Vocabulary	<p>F-V.1 Can use and recognise a wide range of vocabulary on a variety of familiar and a variety of unfamiliar academic topics with increasing flexibility</p> <p>F-V.2 Can use a range of basic and complex word-building strategies to develop a broader vocabulary such as collocation, suffixes, word families and compounding</p>

EAP Advanced	
Skill Area	Learning Outcomes

Speaking	<p>A-S.1 Can have extended discussions and give opinions on a wide range of familiar and unfamiliar academic topics naturally</p> <p>A-S.2 Can express a wide range of complex ideas in tutorials and group work fluently, giving reasons and examples for points of view</p> <p>A-S.3 Can use a variety of signposts flexibly and adopts an appropriate academic style and register in presentations naturally</p> <p>A-S.4 Can use accurate pronunciation of consonants, vowels, stress and intonation with little to no strain on the listener</p>
Listening	<p>A-L.1 Can listen for the main ideas (gist) and keywords on a wide range of familiar and a wide variety of uncommon academic topics with few inappropriacies</p> <p>A-L.2 Can listen for detailed meaning on a wide range of familiar and unfamiliar academic topics.</p> <p>A-L.3 Can consistently recognise and follow the lecturer's aims, attitudes, purposes and inferences on complex topics</p> <p>A-L.4 Can use a wide range of listening strategies, such as note taking and prediction, to follow complex lectures accurately and reliably</p>
Reading	<p>A-R.1 Can consistently skim and scan a range of simple and complex academic texts for main ideas (gist) and keywords accurately and efficiency</p> <p>A-R.2 Can consistently read a range of simple and complex academic texts for detailed information confidently and accurately</p> <p>A-R.3 Can follow a writer's argument and reasoning in a wide range of complex and extended academic texts confidently and clearly</p> <p>A-R.4 Can identify and recognise features and nuances of a wide range of academic text types and genres with increasing familiarity</p> <p>A-R.5 Can consistently use a wide range of reading strategies to answer questions about complex academic texts accurately</p> <p>A-R.6 Can consistently infer the meaning of unknown words from context with accuracy</p> <p>A-R.7 Can prioritise what to read and identify key paragraphs for closer reading efficiently and confidently</p>
Writing	<p>A-W.1 Can research, plan, draft, write and edit a wide range of text types and genres</p> <p>A-W.2 Can effectively and reliably structure arguments and reports with opening and closing paragraphs, supporting reasoning and examples</p> <p>A-W.3 Can effectively and reliably use appropriate formal writing features such as punctuation and spelling appropriate to academic texts</p> <p>A-W.4 Can effectively link between simple and complex ideas coherently, cohesively and effectively</p> <p>A-W.5 Can consistently use referencing in essays from a wide range of well-chosen sources and effective use of referencing conventions</p> <p>A-W.6 Can consistently approach essay questions and research with an increasingly critical mind and without plagiarising</p>
Grammar	<p>A-G.1 Can use and recognise a wide range of simple and complex grammatical structures appropriate to academic contexts accurately, appropriately and flexibly</p>
Vocabulary	<p>A-V.1 Can use and recognise a wide range of vocabulary on a wide range of familiar and unfamiliar academic topics with flexibility and nuance</p>

A-V.2 Can use a wide range of basic and complex word-building strategies to develop a broader vocabulary such as collocation, suffixes, word families and compounding

These learning outcomes are further detailed with additional information such as the specific grammatical structures and vocabulary that are covered in the class in the syllabus.

At the end of the course, students will have developed a range of academic skills utilising the four macro-skills, the grammatical knowledge and vocabulary to attend courses in English-medium tertiary education institutions anywhere in the world. They will also have the critical thinking skills and cultural knowledge to succeed in these learning environments.

Weekly Timetable

ELICOS Standard C1.1 o)

Students can choose either a Day or Afternoon timetable. Morning classes run for 5 hours a day from Monday to Thursday and Afternoon classes run for a total of four hours each day from Monday to Friday. Students are required to attend 20 hours of face-to-face classes each week.

Day Classes

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am - 11:45am	Core Textbook	Core Textbook	Core Textbook	Core Textbook	Formative Listening, Formative Reading and Tutorial Speaking
12:15pm - 2:30pm	Core Textbook	Core Textbook	Core Textbook	Formative Writing	Weekly Test / Freer Speaking

Evening Classes

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
3:30pm - 6:30pm	Core Textbook	Core Textbook	Core Textbook	Core Textbook	Formative Listening, Formative Reading and Tutorial Speaking
7:00pm - 9:00pm	Core Textbook	Core Textbook	Core Textbook	Formative Writing	Weekly Test / Freer Speaking

Schedule in Week 5 - Presentations

Day Classes

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am - 11:45am	Watching and analysing a	Developing the slides and checked by teacher	Preparation/ Practice /	Presentations continue	Excursion

	presentation strategies		Presentations start		
12:15pm - 2:30pm	Reading of sources and Planning	Formative Listening, Formative Reading and Tutorial Speaking	Presentations continue	Presentations completed / Feedback & Review	

Evening Classes

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
3:30pm - 6:30pm	Watching and analysing a presentation strategies	Developing the slides and checked by teacher	Preparation/ Practice / Presentations start	Presentations continue	Excursion
7:00pm - 9:00pm	Reading of sources and Planning	Formative Listening, Formative Reading and Tutorial Speaking	Presentations continue	Presentations completed / Feedback & Review	

Schedule in Week 10 - Researched Essay

Day Classes

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
9:00am - 11:45am	Reviewing Essay writing strategies	Writing the first draft	Drafts returned to students with feedback	Feedback on Essays	Excursion
12:15pm - 2:30pm	Reading of sources and Planning	Submitting the first draft	Final Submission of Essays	Formative Listening, Formative Reading and Tutorial Speaking	

Evening Classes

Sessions	Monday	Tuesday	Wednesday	Thursday	Friday
3:30pm - 6:30pm	Reviewing Essay writing strategies	Writing the first draft	Drafts returned to students with feedback	Feedback on Essays	Excursion
7:00pm - 9:00pm	Reading of sources and Planning	Submitting the first draft	Final Submission of Essays	Formative Listening, Formative Reading and Tutorial Speaking	

1.3 Learning Pathways

CEFR Level	General English Level	Description of proficiency
A1+	Elementary	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
A2	Pre-Intermediate	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
B1	Intermediate	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
B2	Upper Intermediate	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Relationship with Other Courses and Articulation

ELICOS Standard C1.1 f)

Students need to have completed General English Upper Intermediate to enter into the English for Academic Purposes (EAP) or First Certificate English Preparation Course. See table below.

CEFR Exit Level	General English	English for Academic Purposes (EAP)	First Certificate English Preparation Course
C1	-	EAP Advanced	
B2	Upper Intermediate	EAP Foundation	First Certificate
B1	Intermediate	-	
A2	Pre Intermediate	-	
A1+	Elementary	-	

1.4 Placement Test

Students come to SEA English Academy with different proficiencies across the four macro skills and, as a result, all students need to take a placement test prior to the commencement of classes. All students take a speaking and writing test which is marked by the Director of Studies according to a criterion-referenced scale. These tests and scales form the basis of the **Placement Tests**. Because the courses can accommodate students with only a very low grasp of English, SEA English Academy is able to accept students into the Elementary course even if they are at a very low level.

1.5 Teaching Methods

In Australia, teaching and learning methods may be different to your country. Learning is very interactive and we will encourage you to take responsibility for your own learning. Teachers use a wide range of techniques and authentic material to encourage and to assist you to enjoy learning. In particular:

- You often work in pairs and groups
 - o This helps you develop speaking and listening skills, as well as grammar and oral communication.
 - o This helps you be more active in your learning.
- You will also do individual work.
- We use student-centred methods.
- We give you verbal feedback regularly. The feedback is descriptive and helps you to improve.
- You will use printed textbooks and worksheets. However, we also use a wide range of other resources: brochures, magazine, maps, directories, e-learning materials, audio visual materials, audio tapes and excursions.
- Do you have a question? Do you need extra help to understand something? Please ask the teacher and express your opinions in class.

- Teachers encourage you to take responsibility for your learning. You can self-evaluate your work and sometimes give providing feedback to your classmates. We encourage you to use the SEA English Academy library, read newspapers, watch television, go to the cinema and practice speaking in English.
- We have an *English Only* speaking policy. You must speak only in English - this will build up your confidence and help you develop valuable skills.
- We use various forms of educational technology to support your language learning. For example, you can prepare projects and booklets using photos and other visuals.

1.6 Excursions

Excursions are very useful, enjoyable learning experiences. Activities associated with excursions help to reinforce what you learn in class. Sometimes you will pay an entry fee to participate in excursions. However, we always try to keep this to a minimum. Excursions will involve activities to help you develop your language knowledge and skills. Some places you might visit on excursion are: Queens Victoria Market, Immigration museum etc.

1.7 Assessments

You will do a number of different assessments at SEA English Academy.

- The placement test and interview before you start your classes
- Regular progress tests in class of your reading, writing, speaking and listening skills
- Comprehensive tests every five weeks.

On a daily basis, your class teacher will observe your learning needs and give you support. If you do not progress (e.g. Elementary to Pre-Intermediate to Intermediate), the Director of Studies will work with you to develop a plan and help you.

You can ask your teacher about your progress at any time.

Before you move to the next level (e.g. Elementary to Pre-Intermediate):

- Generally, you will need at least ten (10) weeks in the level.
- You must demonstrate through your speaking, listening, reading and writing skills that you are ready for the next level.
- Your teachers will also consider your attendance.
- Your teachers and the Director of Studies must be confident that going to the next level will help your learning – if you go to the next level too early or too late, it will be difficult for you to learn and enjoy your studies.

1.8 Plagiarism & Cheating

In Australia, plagiarism is a serious form of academic misconduct. Plagiarism is when you copy other people's work without acknowledgement. Your teachers will help you learn how to reference and how to write using your own words.

You will not pass your assessment if you plagiarize or cheat. SEA English Academy provides support for you to learn how to avoid plagiarism.

1.9 Qualification of Teachers

All English language teachers at SEA English Academy are fully qualified and experienced in teaching international students. All have Bachelor degrees or equivalent with additional qualifications in teaching English as a second language (e.g. Master degrees in TESOL or Applied Linguistics). ELICOS Standards 2018 (legislation.gov.au)

1.10 Number of Students in Class

The number of students in any in any class will vary. However, the maximum number is 18 students, with an average of 15 students.

1.11 Speaking English Only Policy

At SEA English Academy, we aim to provide high quality learning outcomes within a caring and supportive learning environment. To help create this environment, we ask you to speak English only at the college.

- If you speak your own language, you exclude other people at SEA English Academy who cannot speak your language. SEA English Academy is an inclusive community – we want everyone here to feel comfortable and part of the community.
- If you speak more English, your speaking will improve!
- If your friends are speaking English, your listening will improve!

1.12 Course Information

Early in your course, you will receive information about:

- The goals and objectives of your course
- The books and materials to be used
- Themes and topics to be studied
- Excursions, homework, computer learning and self-study expectations
- Your assessments.

1.13 Course Completion

When you pass all your required assessments for the course, you will receive three types of certificates at the end of the course.

- Certificate of Completion – this shows your qualification and level achieved as well as the length of the course.
- Certificate of Partial Completion – this shows you have partially complete the course and the results you achieved.
- Certificate of Attendance – this shows your attendance percentage.

1.14 Homework and Self-Study

Your teachers will give you homework tasks to help practice basic skills learnt in class. Homework varies and may include written work, reading a text or watching a TV program.

You will also be expected to do some self-study in addition to your attendance in your course. Resources are available in the library for you to access. Please ask us if you need help or want to request a resource (e.g. book, app, game, magazine, etc.)

1.15 Orientation Program

Orientation is compulsory for all students. At orientation, we welcome to the SEA English Academy community and give you essential information about your timetables, classroom expectations, policies, visa information, attendance, course progress and assessments.

For Orientation, please bring:

- Your passport
- Letter of Offer
- Your contact details
- Emergency contact details (e.g. your parents)

You will also do the placement test and receive an Orientation of the facilities and campus. In addition, you will receive a student ID card, a student Log-in and an orientation pack.

1.16 Extra Classes

To support your learning, and to get the most out of your English program, we seasonally provide a range of extra classes, all of which are free of charge:

- Pronunciation & dialogue
- Newspaper Reading
- Resume Writing / Cover Letter workshops

- Conversation classes
- IELTS Support

SECTION 2

STUDENT SUPPORT SERVICES

2.1 Student Induction and Orientation	2.2 International Student Support Services
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2.1 Student Induction and Orientation

You can talk to any member of staff to discuss questions or address any queries about your studies or welfare.

Student Induction Checklist

In the first two weeks of your course, use this induction checklist to help you organize information. You can tick the checklist as you go. Your teacher will also sign a similar Induction Checklist – this will go into your Student File as part of our Quality Assurance processes. If you are not sure of any aspect of your course orientation, please ask at reception.

I have received induction on the following:

Role of Student Support Team	<input type="checkbox"/>
How to access staff	<input type="checkbox"/>
Student Welfare Services	<input type="checkbox"/>
Explanation on how to access teachers	<input type="checkbox"/>
Course outline and qualifications on completion	<input type="checkbox"/>
Explanation of books and learning materials required and cost	<input type="checkbox"/>
Timetable for the term	<input type="checkbox"/>
Dates when assessments occur	<input type="checkbox"/>
Dates of relevant excursions	<input type="checkbox"/>
Explanation of policies and procedures	<input type="checkbox"/>
Student Visa obligations	<input type="checkbox"/>
ESOS Rights and Responsibilities	<input type="checkbox"/>

2.2 International Student Support Services

Our International Student Support Team can assist you in your transition to a new study environment at SEA English Academy and help you to make the necessary cultural adjustments. Our friendly team is trained to give you all the assistance you need. The first few weeks can be the most difficult time for students in a new and unfamiliar country. We recognize this and offer you a range of student support services. Please contact the team for a confidential discussion. The International Student Support Team members can be emailed or contacted at the campus info@sea-english.com.

Assistance with everyday practical difficulties

- Accommodation
- Overseas Student Health Cover
- Visa requirements
- Orientation and enrolment
- Student ID cards
- Application for Tax File Numbers
- Resume Writing and Job skills

Advice on Course related matters

- Policies and procedures
- Assessments
- Learning support
- Computer usage
- Extracurricular activities
- Attendance

Referrals to other agencies

- Immigration matters
- Legal matters
- Specialist counselling
- Health and wellbeing

Cultural Adjustments

- Understanding the stages of adjustment
- Strategies to ease transition to a new culture
- Dealing with homesickness

Problem Solving and Decision Making

- Housing
- Finances
- Work
- Study
- Legal issues

Personal adjustments and relationships

- Counselling
- Self-help resources

SECTION 3

STUDENT VISA CONDITIONS, RIGHTS AND RESPONSIBILITIES

3.1 International student's rights and responsibilities	3.2 Visa information
3.3 Attendance Policy	3.4 Courses Progress Policy
3.5 Reporting Requirements	3.6 Student Behavior: Code of Conduct

3.1 International Student's Rights and Responsibilities

The Australian government laws promote quality education and consumer protection for overseas students. The ESOS Act 2000 and the National Code 2018 are laws to protect international students. SEA English Academy's CRICOS Number is 02353C. CRICOS Registration guarantees that the course and the education provider meet high standards.

Your Rights

The ESOS laws protect you as a consumer. These include the right to:

Receive from SEA ENGLISH ACADEMY, before enrolling, current and accurate information about courses, fees, mode of study and other information. If you are under 18 years, you can only get a visa only if your accommodation, support and welfare are organized. This is to ensure safety.

Sign a written agreement with SEA ENGLISH ACADEMY, before you pay fees, listing the services to be provided, fees payable and information about refunds. You should keep a copy of the Refunds Policy.

Get the education you paid for. You can ask for a refund or be placed in another course if your provider is unable to teach your course.

There is a range of information you have the right to know about and services that must be offered. These include:

- Orientation and access to support services to help you study and adjust to life in Australia
- Who the contact officer/s are for overseas students
- If you can apply for course credit
- Circumstances as to when your enrolment can be deferred, suspended or cancelled
- What your providers requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well
- If attendance will be monitored for your courses
- A complaints and appeals process

One of the laws says that an education provider (e.g. SEA English Academy) cannot enroll a student who wants to transfer to another course, until certain conditions are met. If you have not completed six months of study with your principal provider, you will need permission to transfer from that provider.

Your Responsibilities

- As an overseas student on a student visa, you have a number of responsibilities. You must:
- Satisfy your student visa conditions
- Maintain an Overseas Student Health Cover for the entire period of your stay
- Meet the terms of your written agreement with SEA English Academy
- Inform SEA ENGLISH ACADEMY if you change your address

- Maintain satisfactory course progress
- Follow the requirements for attendance.

For further information on the ESOS Act and the National Code 2018, please contact the International Student Support Team at SEA English Academy or refer to www.dese.gov.au

3.2 Visa Information

Arranging Visas

Your visa situation is unique and requires individual attention by professional staff. You can obtain more information about visas and conditions by contacting:

Department of Home Affairs (DHA)

The Australian Department of Home Affairs gives you comprehensive information about student visa requirements and the application process, as well as application document checklists to assist you with your application. Visit <https://www.homeaffairs.gov.au/> for the latest information.

Department of Foreign Affairs and Trade (DFAT)

The Department of Foreign Affairs and Trade website www.dfat.gov.au/embassies has a comprehensive list of Australian embassies, high commissions, consulates and representative offices around the world. Your consulate can help you with legal advice on your rights and advice on health concerns and travel warnings.

Migration Agents

A migration agent can assist you in submitting your visa application and communicate with DHA on your behalf, but please note that **you do not need to use a migration agent** to lodge any kind of visa application.

Education Agents

Education agents promote various Australian education programs and institutions internationally and are a good way for students to apply to study in Australia. Agents are experienced in making international student applications and applying for visas. Most speak both English and the local language so this makes the application process a lot simpler and generally hassle free for students and parents. Most do not charge for their service as they collect a commission from the institution you choose to attend. However, some agents do charge small amounts or offer additional services for which they charge. You can check with your Australian education provider for contact details of agents they recommend or ask around your local community to find an agent near you.

Please Note: Education Agents are NOT licensed to provide migration advice.

Visa Conditions

If you are granted a visa, you must abide by its conditions. Failure to comply with these conditions could result in the cancellation of your visa. These conditions include (but are not limited to):

- Complete the course within the duration specific in the CoE
- Maintain satisfactory attendance
- Maintain satisfactory academic progress
- Maintain approved Overseas Student Health Cover (OSHC) while in Australia
- Remain with the principal education provider for 6 calendar months, unless issued a letter of release from the provider to attend another institution and a letter of offer from the new institution.
- Notify your training provider of your Australian address and any subsequent changes of address within 7 days.

For a full list of **mandatory** and **discretionary** student visa conditions please visit

<https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions/see-your-visa-conditions?product=500>

1. Keep your visa current

- The expiry date is printed on the visa label in your passport
- Changes in your enrolment may affect your visa
- You must renew your visa before your current visa expires

2. Change of contact details

- Inform SEA ENGLISH ACADEMY of your residential address within seven days of arriving in Australia
- Any further change of address must be lodged with SEA ENGLISH ACADEMY within seven days

3. Enrol full time and be expected to finish your course within the date specified on your visa

4. Complete six months of study before considering a change of provider. You will need a Letter of Release from your provider and a letter of offer from your new provider if you are seeking release before this six month period

5. Understand your Work Rights

- You must have a valid student visa with Permission to Work issued by DHA
- You can work a maximum of 40 hours per fortnight during study periods and unlimited hours between semesters.

6. Overseas Student Health Cover

You are expected to maintain adequate Overseas Student Health Cover for the duration of your

studies. It is your responsibility to ensure your cover does not lapse. The International Student Support Team can assist to organize a renewal.

7. Attendance You must attend classes as detailed in SEA ENGLISH ACADEMY's Attendance Policy (English) and Course Progress Policy for all courses.

8. Satisfactory Course Progress

You are required to achieve satisfactory academic results in each semester of your study, or you will be required to fully participate in an Intervention Plan, so that you can complete your studies within the expected duration of your course.

3.3 Attendance Policy

SEA English Academy expects you to attend all classes. Your attendance is recorded for every class at 30-minute intervals. Your attendance must be over 80% in your course. This is one of your visa conditions. SEA ENGLISH ACADEMY is legally obliged to report students with unsatisfactory attendance to the DHA. This may result in an automatic cancellation of your student visa.

You will receive attendance warning letters and if you do, you must take them seriously and respond immediately.

You must tell us immediately if your address or phone number changes.

We record and monitor attendance daily.

If you are absent for more than five (5) consecutive days without approval, we will send you a warning letter.

After any scheduled holiday period, if you do not return back to classes on time, we may cancel your enrolment and send you a letter saying have 20 working days to appeal the cancellation.

If you cannot achieve 80% attendance for your course, we will send you an Intent to Report to the DHA Notification. You will have 20 working days to access the Internal Complaints and Appeals Process.

If your appeal is unsuccessful, we will notify DHA and they may cancel your student visa.

Absences related to illnesses

If you cannot come to class because you are sick:

We will mark you absent if you are sick.

See a doctor and get a medical certificate.

Bring us the medical certificate as soon as possible – we will make a copy and add it to your file.

We do not change your attendance percentage if you give us a medical certificate. The medical certificate may change the action we take if your attendance falls below 80%. If your attendance falls below 80% and

you may be reported to the DHA for not satisfying attendance requirements. This may result in visa cancellation.

3.4 Course Progress Policy

SEA English Academy is legally obliged to record, monitor and report your Course Progress. Your teachers will assess your course progress at regular intervals in your English Language course to ensure you are progressing well. We assess your language skills at regular intervals so that your learning goals can be monitored and revised.

At each level there are several assessment tasks which you will be informed about at the beginning of the course. You must pass all these assessments in order to progress to the next level or to achieve satisfactory course progress.

You must pass the level specified in order to meet the English Language entrance requirements for your next study.

At the end of each course, you are expected to progress to the next level. If your grades are not sufficient to progress, the Director of Studies will discuss the reasons for unsatisfactory course progress and any academic or welfare issues affecting study. You may be placed on an Intervention Plan. This is a support strategy to help you progress. We will write a plan with learning goals and timelines to support areas of learning weaknesses as well as possible Referral to the Student Counselor. There are many strategies to support learning.

3.5 Reporting Requirements

SEA ENGLISH ACADEMY is required under Australian Government law to enter the enrolment of all international students into PRISMS, a database reporting system linked to DHA. The reporting required by PRISMS is exception reporting. This occurs when a student:

- Does not commence or recommence on time after holidays. In other words, the student may not turn up or has not arranged for a later start because of compelling and compassionate reasons; or
- Ends their study before they complete their course; or
- Changes their program or duration; or
- Fails to comply with their visa conditions regarding attendance or academic performance

SEA English Academy has an obligation to report these situations through the PRISMS system. If a student is considered to be non-compliant, the PRISMS system will generate a non-compliance notice which is sent to the student. This may result in a cancellation of the visa.

3.6 Student Behaviours: Code of Conduct

Expectations

This Code of Conduct clearly defines student and staff rights and responsibilities related to appropriate conduct. The purpose of the Code is to create a caring and supportive learning environment in which all members of the learning community can participate safely and effectively. We take this Code of Conduct very seriously.

Aims

The aims of this Code of Conduct are to:

Provide a learning culture that prepares students to learn effectively and to gain the necessary skills for employment or further studies.

Provide superior education in which students are encouraged to strive for excellence.

Requirements

Educators and students will help to contribute to this aim.

Students will practice the qualities that employers seek and at all times act in a respectful and courteous manner.

An environment free of harassment, discrimination and threatening behavior will operate at all times.

Values

Diversity and differences

Co-operation

Respect

Tolerance

Freedom of expression grounded in social responsibility.

Whilst on campus, we expect all students to behave in a considerate and respectful manner towards other students, staff and visitors. Unacceptable behavior restricts academic progress and hinders the work performance of others.

Speak in English whilst on campus

Be respectful and courteous to everyone

Be punctual and attend all classes

Arrive and leave class at scheduled times, otherwise seek permission from your teacher

In class, allow everyone an opportunity to learn. Listen and avoid interrupting others

Submit all work on time

If you miss class it is your responsibility to catch up

Turn off your mobile phones

Adhere to the required dress and safety standards in your relevant course

Alcohol, drugs and smoking are strictly prohibited

Place all rubbish in the bins provided in the classroom

Consequences of unacceptable behaviour

A breach of the Code of Conduct occurs when your behaviour affects the learning and good order of the Institute. Disciplinary action will be taken for behaviour which is disruptive and unacceptable. We may ask the student to leave the classroom or we may refuse them entry. Your teacher will discuss the behavior with you and you will enter into an agreement about what is expected to rectify the situation. If a student's behaviour threatens the safety of others and interferes with the teaching and learning process or causes damage to property, the student may be suspended or excluded.

We will not accept intimidation, bullying, threatening or violence of any sort.

Suspension

In relation to disciplinary matters, we can suspend students, according to the Student Discipline Policy and Procedures. Suspension occurs when a student stops studying for a week or more. We must tell DHA if we suspend a student. If the period of suspension exceeds 28 days, DHA may cancel the student's visa.

Examples of Misconduct

Examples of behavior that is not acceptable include, but are not limited to the following:

Disrupting learning of others

Disrupting the teacher from teaching

Not following directions of staff member


Endangering the health and safety of staff or students

Harassment (gender, age, race, sexual preference or religious beliefs)

Willfully damage property of SEA ENGLISH ACADEMY or any other person studying or working at the Institute.

Bullying behavior (physical and verbal)

Breach of rules relating to conduct of assessments



Possession of prohibited substances (drugs, alcohol, weapons)

Being under the influence of drugs or alcohol

Dishonest conduct

SECTION 4

STUDENT WELFARE INFORMATION

4.1 Health and Medical	4.2 Adjusting to a New Culture
4.3 Counseling	4.4 Housing and Accommodation
4.5 Bringing your Family	4.6 Working in Australia
4.7 Communication	4.8 Financial Information
4.9 Transport	4.10 Driving in Melbourne
4.11 Leisure Activities	4.12 Legal Matters

4.1 Health and Medical

Emergencies – Dial 000 (Police, Ambulance, Fire Brigade)

The Triple Zero (**000**) service is the quickest way to get the right emergency service to help you. You should use it to contact Police, Fire or Ambulance services in life threatening or emergency situations only. You should not call emergency 000 lines for general medical assistance. Carry a mobile phone with you, with your ICE (In Case of Emergency) contact entered in the phone contacts.

Police

In Australia, police protect people and properties, detect and prevent crime, and preserve peace for everyone. They are not connected to the military or politics. The police can help you feel safe. In a **non-emergency situation** you can contact your local police station directly. Please refer to the White Pages or Yellow Pages Telephone Directories or online (www.whitepages.com.au; www.yellowpages.com.au) for details of the station in your area, or alternatively, phone Telstra Directory Information Assistance on 1223.

Fire

The fire brigade extinguishes fires, rescues people from fires in cars and buildings, and helps in situations where gas or chemicals become a danger. Call **000** as soon as a fire starts no matter how small or large the fire may be.

Ambulance

Ambulances provide immediate medical attention and **emergency transportation to hospital**. Dial **000**

State Emergency Service

The State Emergency Service (**SES**) is an emergency and rescue service dedicated to providing assistance in natural disasters, rescues, road crashes and extreme weather conditions. It is made up almost entirely of volunteers and operates in all States and Territories in Australia. For emergency assistance in a **FLOOD** or **STORM** dial **132 500**.

Lifeline

Lifeline's **13 11 14** service is staffed by trained volunteer telephone counsellors who are ready to take calls 24-hour a day, any day of the week from anywhere in Australia. These volunteers operate from Lifeline Centres in every State and Territory around Australia.

Anyone can call Lifeline. The service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. Lifeline telephone counsellors are ready to talk and listen no matter how big or how small the problem might seem. They are trained to offer emotional support in times of crisis or when callers may be feeling low or in need of advice.

Poisons Information Line

The poisons information line provides the public and health professionals with prompt, up-to-date and appropriate information, and advice to assist in the management of poisonings and suspected poisonings. The seriousness of a poisoning situation is assessed after a detailed history is obtained from the caller. Members of the public may be then given first aid instructions, information on possible symptoms, and advised on the need for assessment by a doctor or referral to hospital. The Australia-wide **Poisons Information Centres** have a common telephone number: **131 126**.

Emergency Translation

For translation service in an emergency situation dial **1300 655 010**

Overseas Student Health Cover (OSHC)

Overseas Student Health Cover is a requirement of entry into Australia for all international students and their dependents. It is your responsibility to ensure that you have adequate cover for the entire duration of your student visa.

All students are free to choose their own health care provider, but SEA ENGLISH ACADEMY's preferred health care provider is Medibank.

Please check at reception to receive updated information and brochures on what is covered by your health cover insurance or you can visit <https://www.medibank.com.au/>. In general, OSHC covers treatment by a doctor, either in a public hospital or in a doctor's surgery. It also covers pathology and x rays, ambulance transport and a limited amount of prescription medication.

Please refer to the Overseas Student Health Care Cover brochure and information services located at Student Administration for details of services covered. These include:

- Out of hospital medical services
- In hospital medical services
- Prescription medicines
- Ambulance services

You can also download helpful information on doctors and fact sheets by visiting the OSHC website. To make a claim the telephone number is 1800 651 349. The 24 hour emergency helpline is 1800 814 781.

Health Care Card

You paid your OSHC fee with your initial tuition fees before arrival in Australia. We will give you your health care card at enrolment. It usually takes two weeks from the receipt of your application.

What if you get sick before receiving your card?

All international students are covered from the date of their arrival in Australia. However, if you need to see a doctor, you will have to pay the required amount and keep the receipt. Once you receive your ahm card you will be reimbursed for the appropriate amount.

Why do you need health cover?

Medical treatment in Australia is expensive and if you have an accident or get sick, OSHC will cover many of your expenses

It is a requirement of your student visa condition set out by DHA

If you don't have OSHC and you let your cover lapse, your visa could be cancelled

Ensures peace of mind

Medical Help

If you are sick and it is not an emergency, you can visit a GP (General Practitioner). GP's take care of non-emergencies and can refer you to specialists if needed. To find a GP closest to you, check in the Yellow Pages Directory under Medical Practitioners. If you need an interpreter during your medical visit your doctor may be able to provide you one from the Translating and Interpreting Service (TIS): TEL 131 450. At times, there may be a cost involved.

Medicines

If you are sick, your doctor may prescribe medicines such as antibiotics. Prescription medication is available at the chemist or pharmacist. Your OSHC will only pay for limited prescriptions. Make sure you show your health card when paying for your prescriptions. If you have any questions about medicines, speak to the chemist or phone the Medicine Line on 1300 888 763, during business hours.

Pharmacies/chemists also provide a variety of over-the-counter medications useful for treating colds, headaches, allergies and the like which do not require a prescription. Ask the pharmacist on duty for advice regarding the best medication for your symptoms. Ensure that you advise the pharmacist of any other medications you may be taking.

Dentists/ Optometrists/Physiotherapists

Your Overseas Student Health Cover does not generally cover for these services. You should consult the Yellow pages directory under the particular headings to select a service near to you.

General Health

Studying and working can be stressful at times. Make sure you eat and drink plenty of water. A balanced diet of fruit and vegetables does not have to be expensive. Find a sport or recreation activity that will help you to relax. Your health is important for your happiness, your social life and your studies. Take time to look after yourself and ensure you don't miss classes.

If you are ill, you should visit the doctor and always ask for a medical certificate.

For further information on health matters, please visit the following **websites**:

Nutrition Australia www.nutritionaustralia.org

Heart Foundation www.theheartfoundation.net

Alternative Therapies

A range of alternative therapies, such as massage, acupuncture, homeopathy etc. are available in Melbourne's CBD and suburbs. Please refer to the Yellow Pages Telephone Directory or www.yellowpages.com.au for services in your area.

Mental Wellbeing

Living in a new culture can be challenging. If you feel lonely or stressed, talk to friends or SEA ENGLISH ACADEMY staff. SEA ENGLISH ACADEMY has a qualified support services team who can provide brief confidential counselling. For more serious issues, your GP or medical health centre are able to refer you to professionals who can help.

Sexual Health

In the first instance, you may wish to speak with your General Practitioner/ Doctor, who can assist you or refer you to another specialist for any sexual related matters. There are a number of other agencies that can help as well.

Please refer to the Yellow Pages Telephone Directory, under the particular headings, to select a service near to you.

4.2 Adjusting to a New Culture

Strategies for adjusting to the new culture

The following strategies can help students to adjust to their new culture and decrease the impact of culture shock:

- Keep in touch with family or friends by writing emails, letters or talking on the phone. However, try not to phone home too frequently as, for some, this may inhibit efforts to make adjustments.
- Exercise and learn to relax
- Look for similarities in cultures
- Do familiar activities, especially those that use skills that you already have. This will help you to feel comfortable
- Get involved in activities that help you meet people and make new friends: join clubs and societies
- Look for information and explore your new environment, preferably with other people - this will help you feel more in control
- Keep in touch with people from the Institute
- Get to know a few people well by spending some significant experiences with them e.g. going to movies or outings together rather than meeting lots of people only once at parties
- Remember you may feel negative about new surroundings but you will start to feel better as soon as you become more settled in routines
- Get plenty of sleep. Coping with new situations uses up your energy and is exhausting

- Use English as much as possible – this will help you improve and feel more confident. Use the SEA English Academy library, read the local newspaper and watch television
- Find out about support services at the Institute
- Set small goals that you can achieve every day (e.g. ‘Today I will talk to another student about the weather.’)
- Observe what others do in the same situation and think about why they do it that way. Talk to them so as to can improve understanding
- Ask questions if you don’t understand.

4.3 Counselling

Counseling is a form of communication and problem solving. Counseling can help you succeed in living and studying in Australia. SEA ENGLISH ACADEMY has a full-time support services staff who can provide brief confidential counseling. They may help resolve your issue quickly or refer you for more specialized help to external qualified counsellors if required. Online resources and other self-help resources can also be very useful. Counseling can help you to:

- Understand what is expected of you
- Understand the education system in Australia
- Communicate effectively
- Recognize and cope with pressures
- Manage stress and anxiety
- Help develop confidence and a sense of direction
- Deal with relationship and family issues
- Manage personal crises
- Manage homesickness and adjustment
- Manage family expectations
- Cope with stress and anxiety
- Manage financial matters
- Deal with depression
- Deal with grief and loss

4.4 Housing and Accommodation

Although most students want to live within walking distance of the campus, this is not always possible and depends on availability and cost. Often it is more convenient and more cost-effective to live further from the campus but closer to shops and public transport.

SEA ENGLISH ACADEMY can provide you with useful information and tips on how to find suitable accommodation in Melbourne. We have a range of brochures on different types of accommodation, what you need to be careful about and information on your rights and responsibilities. We provide you access to external providers with whom you can discuss accommodation options, guidelines for finding suitable accommodation, dealing with complaints, how to sort out disagreements and how to share accommodation.

Tenancy

In Australia there are many laws which protect the rights of tenants. Sometimes students share a house with flatmates on a verbal agreement only, without signing a lease. This does protect them against eviction, rent increases or disputes. The Tenants Victoria (<https://tenantsvic.org.au/>) is also useful. The Tenants Victoria have various information, which can assist you as well, dealing with:

- Repairs
- Bonds
- Rent Increases
- Utility charges
- Keeping the mates in housemates
- Assignment and subletting
- Breach of duty notices
- When you want to leave
- Notices to vacate
- Breaking a lease
- Ending a tenancy
- Eviction

Dealing with agents and landlords

You should know your rights as a tenant. Try to always have communication in writing with a date and signature. Keep receipts and know what the procedures are for urgent and non-urgent repairs.

Receipts and rent increase

Always keep a copy of your receipts. If your lease and your agreement is fixed term, your agent or landlord cannot increase your rent.

Bond and condition report

The bond is a security deposit paid at the beginning of a tenancy. Your agent will give you a Condition Report - you must thoroughly check this before you sign and return it. Keep copies of the bond deposit and condition report. You will get your bond back at the end of the tenancy, depending on the condition of the premises.

Types of Accommodation

Temporary accommodation

International students usually stay in temporary accommodation until they can find more suitable arrangements. Temporary accommodation may be any of the following:

- Shared accommodation with other student/s
- Staying with friends or family

- Staying in a hotel/motel type apartment
- Boarding with a family in a house
- Homestay

Renting a Whole House or Unit

Renting a house or unit provides personal freedom and independence. If you are sharing, it can reduce costs. This is the most common type of accommodation chosen by international students. A weekly rent is charged for a furnished/unfurnished flat or house. Other costs include electricity, gas, and telephone. You may also need to consider purchasing utensils, appliances and furniture, taking out insurance on household items as well as the increased tasks you will face such as shopping, cooking and cleaning.

When renting, you will have to sign a Tenancy Agreement, usually for a minimum of six months. A Tenancy Agreement is a legal document which sets out rental conditions, together with the minimum period of time for which the property is rented. You will generally pay rent 2-4 weeks in advance.

Signing a Lease

In most cases, the landlord will require the tenant to sign a lease. A lease is a written agreement between a tenant and a landlord that describes the responsibilities of each party. This is a binding legal document that commits the student to a specific period of residency in the unit.

Inspection of Property

Most landlords will inspect the property with you on commencement of your tenancy. They do this with a list of furniture and fittings in each room of the property so that the two of you can agree on the condition of the property at the commencement of the tenancy.

During the inspection:

- Look carefully for anything that is **not** on the list
- Add it to the list
- Sign the document
- Get the landlord to sign it
- Keep a copy.

When you are the tenant, the condition of these things will be your responsibility. This will happen again at the end of your tenancy and the final condition of the property may determine the return of your full security deposit.

If the landlord does not suggest this inspection, you might suggest it yourself to make sure everyone (including you) gets fair treatment.

Ensure that **smoke alarms** are installed in the property - this is a legal requirement. Smoke alarms are devices that detect smoke and sound an alarm. Smoke alarms alert and wake people allowing valuable time to get out of a house during a fire. When you go to sleep, your sense of smell also goes to sleep. If there is a fire, toxic fumes may overcome you before you wake up.

Handy Hints:

- Check the smoke alarm battery once a month by pressing the test button on the smoke alarm. If you cannot reach the button easily, use a broom handle to press the test button
- Keep the smoke alarm clean. Dust and debris can interfere with their operation, so vacuum over and around your smoke alarm regularly
- Replace the batteries yearly. Pick a public holiday or your birthday and replace the batteries each year on that day.
- When the battery is low the smoke alarm will sound a short 'BEEP' every minute or so. This alerts you the battery is low and needs replacing.
- Smoke alarms must never have paint on them
- If cooking and smoke sets off the alarm, do not remove it or take the battery out. Turn on the range fan, open a window or wave a towel near the alarm
- Do not remove the batteries from your smoke alarm or cover your smoke alarm to prevent it from operating.

(Source: Metropolitan Fire Brigade, Melbourne)

Utilities

Unless someone is already living in the dwelling, the new tenant must start utility services, such as telephone, electricity, gas and water. This requires contacting each individual company and arranging for the services to be connected from a specified date. The companies providing these utilities also require a small security deposit. Generally, you can choose one provider for both gas and electricity. If someone has vacated the property before you, contact these utility companies for connection of services to ensure all previous accounts have been finalised and paid for by the previous tenant.

Restrictions

The lease may contain restrictions, such as not permitting animals or children in the dwelling. Ask the landlord about his/her particular requirements. Make sure that you know and understand these restrictions before you sign the lease. If you do not obey the restrictions on the lease, the landlord can ask you to leave.

Shared accommodation

A single person or couples – maybe local residents or other international students - often offer shared accommodation. Responsibilities involved in shared accommodation include shopping, cooking and cleaning for oneself. Also, the share mates can share the bond equally.

Shared accommodation can reduce ongoing costs and help you to form extended friendships. However, sharing also can create conflicts if you do not discuss and agree on arrangements. Spend some time thinking about these questions - it may save conflict with your housemates:

Rent:	Who is responsible for paying rent? How much does each person contribute? When do you give your share of the rent?
Costs:	How will you pay for telephone, electricity, gas food, water?
Food:	Who is responsible for shopping? How will you share the cost of food?
Household Chores:	Who will do the basic cooking and cleaning? Do you have an established roster?

Home stay

Homestay families charge a set weekly fee to cover all expenses associated with food and shelter, including two meals per day, provision of facilities (e.g. towels, blankets, sheets, eating utensils), fuel costs (gas and electricity) and cleaning services (e.g. sweeping and dusting of rooms). Unless otherwise requested, students have their own bedroom with study facilities (e.g. bookcase, desk, study lights) together with the use of other living areas, (e.g. lounge, dining, bathroom and toilet) within the flat/house. The home stay provider may be either a single person or a family.

Home stay can offer a secure family atmosphere and the family looks after your everyday needs. It is also an opportunity to improve your English. Lack of privacy and cultural differences can be issues sometimes.

4.5 Bringing Your Family

If you are bringing your child/children to Australia to live with you, the following details are provided regarding Childcare and Schooling.

Childcare

Many day care centres have long waiting periods before the children can start attending.

Schooling

You will need to locate a school for any school aged dependants accompanying you to Australia. For information please visit the Victoria Department of Education and Training website:

<https://www.education.vic.gov.au/>

This website provides easy access to a wealth of information about Victoria government schools. Explore the site and access information that includes school curriculum and programs, special features and virtual tours

of schools that match your interest, and if you find a school that suits your preferences you can make an enquiry to the school using our easy to use online enquiry form. You can send your questions to schools directly or simply request an information package from the school.

There are two types of schools in Australia: State Schools (Government) and Private Schools (Independent or Non-Government). You will be required to pay school fees and may also need to purchase a school uniform, textbooks and other sundry items as necessary for study.

The school year usually runs from late January to mid-December. It is divided into two semesters with two terms in each and vacation breaks for Easter, winter, spring and summer.

Please include school reports with your important documents to bring to Australia.

4.6 Working in Australia

Permission to Work

From 26 April 2008, people granted student visas will automatically receive permission to work with their visa grant. Most student visa holders will no longer need to apply separately in Australia for permission to work. Please note that you will NOT be able to work in Australia until the first official day of classes when SEA ENGLISH ACADEMY will confirm your study commencement.

Working while studying

1. You cannot start work until you have commenced your course of study.
2. You can work a maximum of 48 hours per fortnight during study periods and unlimited hours when your course is **not in session**. Please visit the website for more information www.immi.gov.au/students/students/working_while_studying/conditions.htm.
3. The Department of Home Affairs (DHA) considers your course to be '**in session**':
 - for the duration of the advertised semesters (including periods when exams are being held)
 - if you have completed your studies and your Confirmation of Enrolment is still in effect
 - if you are undertaking another course, during a break from your main course and the points will be credited to your main course.

(Source: Department of Home Affairs)

For a full list of **mandatory** and **discretionary** student visa conditions please visit <https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions/see-your-visa-conditions?product=500>

Tax File Number (TFN)

When you get a student visa with work rights, you can work up to 40 hours per fortnight during study periods and unlimited hours during vacation periods.

Your tax file number is a unique number which helps you with starting a job or lodging a tax return. It is also an important form of identification in Australia. You need a TFN so that you don't pay more tax than you need to. You must keep your TFN secure and not provide it on the internet or share it with friends. It is your responsibility to guard your TFN against identity theft. In Australia, using other people's identity or misusing your Tax File Number can lead to hefty fines or even a jail sentence.

No one can ask you for your TFN **except** for employers, banks, or other financial institutions, the Australian Tax Office (ATO), some federal government agencies, tax agents and superannuation fund companies.

Your Tax File Number will assist you to:

- Lodge a tax return
- Start or change jobs
- Limit the amount of tax you pay

If you do not have a student visa with Permission to Work, you can apply for a TFN as soon as you have confirmed your enrolment and have a Student ID card. For more information, please visit the ATO website: <https://www.ato.gov.au/Forms/TFN-application-or-enquiry-for-individuals---instructions/>

Looking for work?

For international students, working to earn a living can be a fact of life. However, you must remember the restriction on hours imposed by your student visa condition. The laws and regulations that govern employment in Australia vary widely according to the job you do. You should carefully check out details or call for information if you are not sure. From time to time international students can be vulnerable.

Visit the Victoria Government's 'Employment and jobs' website – it gives information for job seekers, employees and employers about finding a job, starting work and workplace issues, including pay and conditions. Visit <https://jobs.careers.vic.gov.au/>

Community

Notice boards in local shopping centers or public meeting places such as Community Centers and Clubs often list jobs.

Networking

This is one of the main ways that students get jobs. Talk to your friends, class colleagues, graduating students leaving their casual jobs, friends, families, local shopkeepers. Anyone & everyone is a potential lead to a job.

Employment agencies

There are a number of employment agencies which may be able to assist you as well. There is often a charge for this. You can search for these online or in the Yellow Pages Directory.

Volunteering

Consider volunteering - it will help you develop valuable work skills, improve your communication skills,

make new friends and contacts and most importantly expand your network. You can explore new career options. Visit <https://www.vacro.org.au/Pages/Category/about>

Door knocking or “cold canvassing”

Contact employers you want to work for. Approach staff in shops, restaurants or offices and ask to speak to the Manager. Send a letter expressing interest in working at a particular place or make a phone call. Most fast-food restaurant hire staff this way. Have a letter or short resume to leave with the Manager. Make sure that you choose a quiet time to approach prospective employers.

Other avenues to explore are:

- Hospitality
- Newspaper or leaflet delivery
- Pizza delivery
- Factory or seasonal work
- Tutoring
- Farm work

Look for signs in shop windows advertising for staff.

Talk to your friends and look online for information about possible employers. Some farms, for example, do not pay international students correctly or provide suitable conditions – do some research.

4.7 Communication

Postal services

Australia Post manages postal services in Australia. The cost of a letter to another Australian address is usually \$0.60.

Australia Post has branches in every suburb. Sometimes these in shopping centers and news agencies. Australia Post offers a Bill Pay service where you can pay telephone, electricity, tax, gas and credit card bills. It is a convenient place to get many things done. It is also a Commonwealth Bank agent.

The closest Post Office to the Institute is 42-60 Albert Street. There are also red and yellow post boxes around the city where you can lodge your stamped letters. For further information, check the website www.auspost.com.au

Telephones

Telstra Australia and Optus Communications are Australia’s major telecommunication providers. However, there are many other providers offering interstate and international services at a competitive rate, as well as fax, mobile and network services. The area code for Victoria is 03. The country code for Australia is +61. International calls can be made directly from all phones. Sundays are an excellent day to make interstate or international calls due to all-day discount rates.

- Dial the international access code 0011 first.

- Dial your home country code. If you are not sure what your home country code is you can find out by ringing 132 200
- Dial the area code for your city. Remember not to dial the zero.
- Finally, dial your family's number.

Phone cards

Some shops sell international phone cards – they can also be a cheaper way to call home. Shops usually display signs to show they sell these international phone cards.

Telephone Directories

Yellow Pages: useful for searching business numbers www.yellowpages.com.au

White pages: useful for searching residential phone numbers and addresses/business names
www.whitepages.com.au

Directory Assistance

Local and National: 1223 (home phone)

International: 1225 (home page)

You can dial these numbers when you are not sure of a phone number. The numbers to dial may be different for mobile numbers depending on your provider.

Computers and Internet

These services are available at the Institute. You may need to book in during peak hour usage. There are also many internet cafés. Cost start from \$2 per 15 minutes. There are a number of Internet Service Providers (ISP) who offer dial up and broadband services for home use. If you have a mobile or a private phone, sometimes it is cheaper to have these as a package. Your friends can probably tell you what is cheap.

Mobile Phones

Sometimes maybe you want to phone home frequently, especially if you are feeling lonely or sad. International calls can be quite expensive and result in additional, unnecessary, financial pressure. If you plan to bring your phone from home, check if the SIM card system is compatible and accessible for international calls. Often other students in Australia will tell you.

You have two options with mobile phones:

Purchase a mobile phone through a plan with a phone company. Phone companies offer competitive packages and you need to carefully check these out. Phone companies require very strict identification documents. They will require proof such as an eCoE as evidence that you will stay in Australia longer than the period of the plan.

Purchase a pre-paid mobile phone service. These are readily available in a range of stores such as newsagents and supermarkets.

Translating and Interpreting

Visit: <https://www.tisnational.gov.au/>

This telephone interpreting service is available 24 hours. Refer to the website for a list of services and costs.

4.8 Financial Information

The major banks in Victoria are: ANZ, Commonwealth, Westpac, National Bank etc. A number of building societies, credit unions also provide banking and financial services. Most banks have automatic teller machines (ATMs) and offer internet banking facilities. For internet banking, you will need to register with your bank to gain access and be given a confidential password that allows you to use your accounts online.

For locations of ATMs please refer to the telephone directories, or the following bank websites:

National Australia Bank	www.nab.com.au
ANZ	www.anz.com.au
Commonwealth Bank	www.commbank.com.au
Westpac	www.westpac.com.au

Opening an account

To open a bank account, you will need a passport and proof of enrolment or identity. Banks vary with their services and costs. Opening hours are usually Monday-Friday between 9.00am and 4:30pm and some banks open on weekends. Please check details on the websites or ask at the bank information services.

Money exchange

You can exchange money at a bank. You should always check the rates as these vary from bank to bank.

Currency

Australia has the following currency notes and coins:

Currency notes: \$5.00; \$10.00; \$20.00; \$50.00; \$100.00

Coins: 5c; 10; 20; 50c; \$1.00; \$2.00

Telegraphic transfers

It can take three working days for money to be deposited into your account through Telegraphic Transfer. The bank may charge a fee of approximately \$10.00 and also a currency conversion fee. Check details with your bank.

Bank draft/cheque

It can take 30 days for an overseas bank cheque to clear. You may also have to pay a bank currency conversion fee. In order to avoid delays, ensure that the person sending money has your complete bank account details. Also make sure your bank has your current contact details.

Financial advice

Whenever you make a purchase, make sure the products you buy are from a registered company, shop or business. This helps to ensure customer protection. SEA ENGLISH ACADEMY conducts workshops and has a number of resources about budgeting and finances.

Insurance

You have a range of insurance options in Australia to protect you from possible financial losses. You can insure your valuable possessions against theft or damage: cameras, watches, jewelry, electric goods and computers.

Lending Money

It is not a good idea to lend money to friends, especially large amounts. It can cause conflict especially if it is not repaid.

Budgeting

It is important to budget – otherwise, you can quickly spend too much money. Plan your expenses carefully. Initial expenses can be quite high. These include accommodation, furniture, connections for gas, electricity or telephones. Regular expenses also include:

1. Bills
2. Rent
3. Food
4. Transportation
5. Study-related expenses
6. Unexpected costs such as medical expenses

Tips for saving money

- Use a weekly or monthly *go* card for public transport – it will be cheaper than a daily ticket
- Move to cheaper accommodation or share with others
- Buy only groceries you really need
- Have a meal before you go shopping. If you are hungry, you are likely to spend more.
- Scan the newspapers and leaflets for discounts
- Compare prices of fruit and vegetables
- Buy only fruit and vegetables in season

- Be aware of impulse buying
- Learn to compare prices per unit to determine the best value for money
- Watch the supermarket shelves. Items at eye level are often more expensive than those on lower shelves.

You can choose to open an account in any **Bank, Credit Union or Building Society** in Australia. Do your research to get the best deal.

4.9 Transport

Melbourne's train and tram services run between 5am and midnight, Monday to Thursday, with extended hours to around 1am on Friday and Saturday nights. On Sunday, trains and trams run from 7am to 11pm. Many of Melbourne's bus routes run from 6am – 9pm Mon – Fri, 8am – 9pm Saturday and 9am – 9pm Sunday.

Visit public transport Victoria at <http://ptv.vic.gov.au> Here you will find a Free iPhone app that lets you view service times, use the journey planner and set your favourite stops. The app gives you real-time departures and arrivals for all tram stops. It stores timetables locally on your phone, so it doesn't use your data pack / cap when using offline departures.

Local taxi companies

- <http://www.13cabs.com.au/> 132 227
- <http://www.silvertop.com.au/> 131 008
- <https://www.uber.com/en-AU/cities/melbourne/>

You can access taxis from taxi ranks or book them in advance. Taxis are relatively expensive, especially if you have to travel long distances. You can incur additional charges as well:

- Late night surcharge from midnight to 6:00 am
- Travelling on toll roads
- Airport rank charges

4.10 Driving in Australia

If you plan to drive, you must drive carefully and learn all the road rules in Victoria. The Department of Transport and Main Roads is responsible for vehicle registrations and licenses. You should take some lessons to familiarize yourself with the local driving conditions.

You can contact the Vic Roads if you wish to apply for a driver's licence. For more information: <https://www.vicroads.vic.gov.au/>

Student visa holders can drive a current and valid overseas driver's license (in English or with an English translation) if

- You remain a temporary overseas visitor
- Your overseas licence remains current
- You have not been disqualified from driving in that State or elsewhere and
- You have not had your licence suspended or cancelled or your visiting driver privileges withdrawn.
- You must also carry a photo ID.

In Australia:

- Drive on the left side of the road
- Wear a seat belt for both driver and passengers
- Keep to the speed limits. Speed limits must be observed at all times. These vary from 40km/h in school zones, to 50km/h in the city to 100km/h on the freeways
- Driving under the influence of alcohol or drugs is a criminal offence and heavy penalties apply. Random breath testing and speed cameras operate throughout Victoria. Drivers must not exceed the legal alcohol limit of 0.05.
- It is illegal to drive and talk on a mobile phone. You will get fines will be incurred.

Buying a Car

Buying a car is expensive as you also have to pay running costs. Think carefully before you buy a car. Always buy from a licensed dealer. Check for important things to consider.

Some of the costs involved are listed below:

- Annual registration, which includes compulsory third party insurance: \$350-\$450 per year
- Annual insurance. Check with RACV Insurance – [RACV | Roadside Assist, Car Loans, Insurance & Travel](#) or the Yellow Pages phone directory for other insurance companies.
- Repairs
- Petrol
- Parking

Registration and Insurance

Registration and third party insurance is compulsory in Australia. If a person is injured and your car is unregistered or not insured, you may be personally liable for medical expenses and compensations awarded for injuries.

4.11 Leisure Activities

SEA ENGLISH ACADEMY Club

SEA ENGLISH ACADEMY Club organizes a range of fun activities. Check the events on the notice board. You can take an active role in the club and experience fun along the way. SEA ENGLISH ACADEMY Club promotes a sense of belonging and enjoyment to celebrate cultural and social activities.

Visitor Information Centres

For details of visitor information centres, please refer to <https://www.visitvictoria.com/>

Religion

In Australia, people can practice any religion they choose, as long as it does not break any laws (such as violence against another person).

Melbourne has a range of places for worship and religion. Listed below are websites for some of the major religions.

Buddhist: www.buddhanet.net

Christian: <https://cityonahill.com.au/melbourne>

Hindu: www.hinducouncil.com.au

Islamic: www.islam_australia.com.au

Catholic: <http://bne.catholic.net.au>

Presbyterian: www.pcq.org.au

Jewish: <http://www.jewishaustralia.com/prayer.htm>

Shopping

Melbourne has a wide range of shopping facilities from major retail outlets to bargain shops, markets, factory outlets and boutique shops. Bargaining is not a common practice in Australia. Most department stores and supermarkets have fixed prices, although they do have discount from time to time.

Supermarkets

These are generally easy to find and are great for basic necessities. Supermarkets are generally located in large suburban shopping centers. Goods are displayed in long parallel aisles. The price is fixed and displayed near the item. Supermarket prices vary, but are usually cheaper than specialty stores and there are genuine discounts available

Some of the major supermarkets are: Coles, Woolworths, Aldi, 7Eleven and IGA. Most are open from 6am to midnight.

Markets

To check a marketplace nearest you, visit <https://www.visitvictoria.com/regions/melbourne/things-to-do/shopping/markets>. Markets are a great place for fresh good quality produce at prices lower than

supermarkets. Many markets also sell souvenirs, clothing, arts and craft, Asian and gourmet foods as well as secondhand goods.

Department Stores

Department stores stock a range of household goods and appliances, as well as clothing. The major department stores are: Kmart, Big W and Target. Myer and David Jones stores stock designer labels and more exclusive brands.

4.12 Legal Matters

Your Safety

Carry a mobile phone with you, with your ICE (In Case of Emergency) contact entered in the phone contacts.

If you are ever in immediate danger or fear for your safety, call 000 and ask for the police immediately.

Obeying the Law

When you got a visa to study in Australia, you signed a document (Australian Values Statement Temporary) agreeing to respect Australian values and obey the laws of Australia for the duration of your stay. It is important to comply with the laws (including State and Territory laws - if you break the law, you can get a fine or the cancellation of your visa and possible deportation back home (or imprisonment if convicted of a serious crime).

You can find a comprehensive outline of Australian law and the legal system at: www.australia.gov.au.

Police

In Australia, there are State and Federal police. Police have a duty to prevent and detect crime and to protect life and property. In some situations, police have the right to arrest people and take them to the police station. You must always co-operate with the police. However, you have rights if the police need to question you.

Your legal rights

You are considered innocent until proven guilty in a court of law.

If questioned by the police remain calm. You must give your correct name and address. However, you do not have to say anything that may incriminate you. You do not have to go with the police unless formally arrested.

If police arrest you, the police will tell you that you are under arrest. In this event, the police will charge you, take you into custody and lodge a formal legal complaint against you. You have the right to get details of the charge. You only need to give your name and address. You are allowed to make a phone call or ask for an interpreter. You can ask for a lawyer or a friend to assist you.

Bribery

Do not attempt to bribe a police officer or any official. It is considered a serious matter.

Violence and discrimination

It is against the law to discriminate or harass someone on the basis of age, gender, physical features, religious beliefs, race, marital status, political beliefs or disability. Violence, including domestic violence is also a serious matter and people engaged in these acts can be charged.

Smoking, drinking and drugs

Smoking is banned in many public places in Australia – including airports, government offices, medical centres and workplaces.

You cannot smoke:

anywhere inside pubs, clubs, restaurants and workplaces

in commercial outdoor eating or drinking areas

in outdoor public places such as patrolled beaches, children's playground equipment, major sport stadiums within 4 metres of non-residential building entrances.

Non-smoking areas are often (but not always) shown by a sign. If you are not sure whether smoking is permitted, ask. Smokers must also dispose of their cigarette butts properly – NOT on the ground. You must be 18 years or older to buy cigarettes and tobacco products.

You must be 18 years or older to drink alcohol legally in Australia. Drinking alcohol in a public place, such as footpaths, parks and beaches, is illegal. Some public places may allow a small amount of responsible alcohol consumption with food. Always check the park rules if you are not sure. In these places, if you or your friends are drunk, noisy, rude or aggressive, people will probably call the police.

All drugs, other than those prescribed by a doctor or general practitioner, are illegal in Australia.

Noise and Pollution

Laws protect Australians from too much noise. Your neighbours will generally tolerate occasional noise, but if it is frequent, very loud or occurs at night, they might complain to police, your real estate agent or landlord.

The Environment

Native plants and animals are protected by Australian law. Do not collect or capture native plants and animals – this is illegal and can result in large fines or imprisonment. You should also avoid lighting fires outdoors as in extreme dry conditions, one small spark from an outdoor fire can turn into a raging bushfire! For information fire restrictions please visit the Country Fire Authority website: <https://www.cfa.vic.gov.au/>

Pets and animals

It is illegal to keep native Australian animals as pets. Owners of dogs and cats must have these pets registered with their local council. You cannot bring any animal or pet into Australia without quarantine. Mistreatment of pets is illegal and the RSPCA have the power to confiscate animals and prosecute the owners with heavy fines or imprisonment.

SECTION 5

POLICIES

5.1 Refund Policy	5.2 Complaints and Appeals Policy
5.3 Attendance policy	5.4 Course Progress Policy
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5.1 Refund Policy

The **Refund Policy** is available to you on the website www.sea-english.com. All requests for refunds must be submitted in writing with all supporting documentation using the *Application for Refund* For also available on the website. The refund will be made to the same person or body from whom the payment was received, unless the student gives written directions to pay someone else

REFUND POLICY	AMOUNT REFUNDED
Provider Default In the event that a) The course does not start on the agreed starting date day; b) The course stops being provided after commencement and before it is completed; c) The course is not provided fully to the student	<p><i>Provider default is considered when:</i></p> <ol style="list-style-type: none"> 1) The course does not start on the agreed starting date, which is notified in the Letter of Offer 2) The course stops being provided after commencement and before it is completed 3) The course is not provided fully to the student because the institute has a sanction imposed by a government regulator; or 4) An Offer of a place is withdrawn by the institute and no incorrect or incomplete information has been provided to the student. <p>In the unlikely event that the institute is unable to deliver a course in full, the student will in the first instance be offered an alternative course in which the entry requirements are met and which is acceptable to the student. If a suitable course is not offered, then a refund of an amount of unexpended pre-paid tuition fees will be made by the Tuition Protection Services Director (TPS Director)</p> <p>The student has the right to choose whether he/she would prefer a refund equivalent to the unexpended pre-paid tuition fees, or to accept a place in another course.</p> <p>If the student chooses placement in another course, the Institute will ask the student to sign a document to indicate acceptance of the placement. Where the student agrees to this arrangement, the institute will not be liable to refund the money owed for the original enrolment.</p> <p>If the institute is unable to provide a refund or place a student in an alternative course then the TPS Director will place the student or provide a refund in accordance with the TPS.</p>
Visa Rejection	<p>If your visa is refused before you start your course, you are entitled to a full refund of all tuition fees except any administration fees. Documentary evidence of visa rejection must be provided.</p> <p>If your visa is refused after you start your course, you are entitled to a refund of the fees paid for the part of your course after the date of your withdrawal.</p> <p>Fees will be refunded within 28 days.</p>

	No fees will be refunded if the visa application is rejected due to false information or fraudulent documents provided by the student.
Student Withdrawal	a) Withdrawal from a course more than 10 weeks before commencement: all tuition fees are paid, less any administration fees b) Withdrawal from a course, more than 4 weeks and up to 10 weeks: 70% of tuition fees, less any application and administration fees c) Withdrawal after the course starts: no refund d) Withdrawal of course 28 days before commencement: no refund
Student Default In the event that a) a student breaches a condition of their student visa; or b) the student misbehaves and whose enrolment is cancelled due to misbehavior; or c) does not commence on time, without permission. d) does not pay due fees; or e) the student provides false information or fraudulent documents.	No refund
Overseas Health Cover	All applications for refunds must be made directly to the medical insurance company with which the student is a member
Permanent Residency	In the event a student gains permanent residency, there is no refund in the study period in which the permanent residency was granted

The Student Agreement and the availability of complaints and appeals processes do not remove the rights of the student to take further action under Australia's consumer protection laws.

5.2 Complaints and Appeals Policy

SEA English Academy endeavors to foster positive relationships within its supportive learning community. Complaints will be dealt with in a timely, equitable, fair and consistent manner following the principles of natural justice. Parties to complaints and appeals will not be victimized or discriminated against. **Confidentiality** will be respected unless the use of information is authorized by law. All parties have a right to be represented by a **support person** at any stage of the complaints and appeals procedure. There will be **no**

reprisals or disadvantage arising as a result of a student making a complaint in good faith. There is **no cost** involved for the internal or external complaints and appeals process.

A student's enrolment will be maintained during the complaints and appeals procedure. A **written statement of outcomes** will be provided to students. Records will be maintained of all complaints and associated outcomes.

Issues identified in the complaints and appeals procedures will be followed through for improvement and action.

Nothing in the Institute's Complaints and Appeals Policy negates the right of any overseas student to pursue other legal remedies in accordance with the ESOS Act 2000.

This Policy applies to any aspect of a student's experience at SEA ENGLISH ACADEMY. The procedure covers but is not limited to academic and administrative complaints and appeals which relate to decisions and actions associated with **administrative** or **academic** services.

Academic complaints include:

- Assessment and promotions to higher levels
- Student discipline decisions
- Attendance records and warning letters
- Class timetabling decisions
- Course progress decisions
- Issues relating to authorship or intellectual property
- Grading

Administrative complaints include:

- Payment of fees and charges
- Selection, enrolment, suspension and cancellation of enrolment decisions
- Course transfer
- Transfer to other providers
- Graduation
- Time limits for completion/modification
- Interaction with SEA ENGLISH ACADEMY staff
- Personal information

How does the Complaints and Appeals process work?

The SEA English Academy Complaints and Appeals process involves three stages.

Stage 1: Informal Complaint Resolution

In the first instance, you should discuss the matter directly with the person involved in the circumstances. If you feel uncomfortable, you can approach the Director of Studies or the International Student Support staff.

You have 10 working days to initiate the informal complaint process.

The Director of Studies will take appropriate action to resolve the matter.

This informal complaint resolution process must be completed within 10 business days from the date of contact with the Director of Studies.

You will be advised of the outcome in within 2 business days of the conclusion of the informal complaint resolution process.

SEA ENGLISH ACADEMY will rectify any substantiated complaints. If the complaint remains unresolved, you can lodge a formal complaint.

Stage 2: Formal Complaint Resolution

You can lodge a formal complaint to the Principal Administrator by completing the Complaints and Appeals Application, within 5 days of completion of the informal complaint resolution process.

If you lodge a complaint and then decide to withdraw, you must put this in writing to the Principal Administrator.

Your application will be acknowledged within 5 business days of receipt and a date to discuss a possible resolution will be set, within 10 days. The Principal Administrator will gather all relevant information and give you an opportunity to resolve the matter.

After all considerations, the Principal Administrator may decide to dismiss the formal complaint, or uphold the formal complaint, or take any other action as appropriate.

A formal record will be kept of all actions taken and you will be notified of the outcome in writing within 15 days from the receipt of the complaint. Reasons for the outcome will be given.

The decision of the Principal Administrator is final and not subject to any further internal review.

However, you may seek review from an external body.

Stage 3: External Appeal

Students can make an external appeal through the Overseas Students Ombudsman Office.

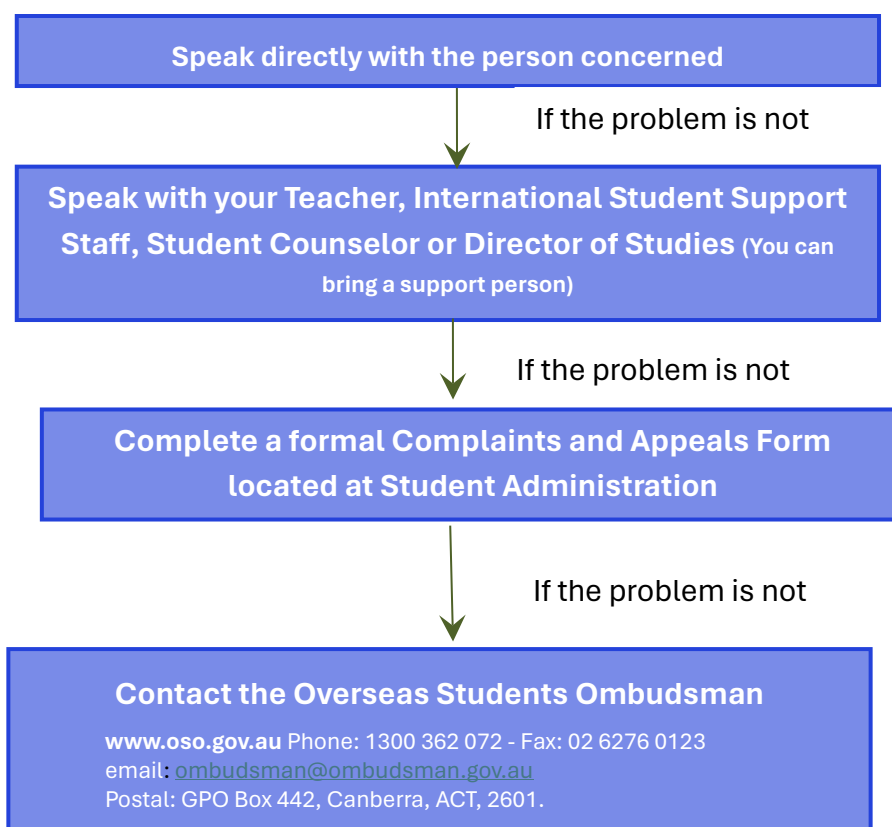
There is no cost for this. Contact details for the Overseas Students Ombudsman Office are:

www.oso.gov.au
Phone: 1300 362 072
Fax: 02 6276 0123
email: ombudsman@ombudsman.gov.au
Postal: GPO Box 442, Canberra, ACT, 2601.

Any recommended corrective and preventative action required will be actioned immediately by SEA ENGLISH ACADEMY. The outcome of the appeal will be advised in writing to you within 10 days of this decision.

COMPLAINTS AND APPEALS FLOW CHART

Remember: • No cost to you
• You can have a support person at any time



5.3 Attendance Policy

This is outlined in Section 3 of the Student Handbook.

5.4 Course Progress Policy

This is outlined in Section 3 of the Student Handbook.

5.5 Deferment, Suspension and Cancellation Policies

Deferment

SEA English Academy will only allow a **deferment** of the **commencement** of studies on the grounds of compassionate and compelling circumstances.

Suspension

Once a student has commenced studies, **suspension of study** will only be allowed under compassionate and compelling circumstances. If suspension is granted by the Principal Executive Officer, it will be recorded on PRISMS. Request for suspension must be made in writing on the ***Application for Deferment of Commencement or Suspension of Studies Form***, and will be considered within 10 working days.

In the event SEA ENGLISH ACADEMY **suspends** a student (**1-28 days**), in accordance with the Institute's Behaviour Policy/Code of Conduct, excluded students must abide by all conditions of study set out in relation to studies. Students will receive a ***Letter of Intention to Suspend or Cancel Enrolment***.

For a breach of the Institute's Behaviour Policy/Code of Conduct, where **suspension** is for **more than 28 days**, students are required to return to their home country by DHA unless compassionate and compelling circumstances exist. Students are required to abide by all conditions set out by the terms of suspension.

Exclusion

- The Institute will cancel the enrolment of a student under the following circumstances:
- Failure to pay course fees within 30 days
- Any behavior identified as resulting in cancellation in the Institute's Behaviour Policy/Code of Conduct

SEA English Academy is required to report failure to maintain satisfactory course progress and failure to maintain satisfactory attendance to DHA which will result in the cancellation of the student's visa.

Complaints and Appeals

Student's requesting deferment or suspension and are dissatisfied with the Institute's decision, may access the Institute's Complaints and Appeals process.

Student Advice

Deferment, suspension and cancellation of enrolment can have an effect on a student's visa as a result of changes to enrolment status. Students are informed in such circumstances to seek relevant expert advice and to contact DHA.

5.6 Transfer Policy

A Student Visa condition restricts students from transferring to another provider before completing 6 months of their principal course of study.

Students wishing to obtain a Letter of Release must complete, sign, date and lodge the *Application for Release* form to the office of the Principal Administrator.

The Principal Administrator will assess a student's request for a Letter of Release against its policies and procedures and may grant a Letter of Release when a student has:

- Provided a letter from another registered provider confirming that a valid enrolment offer has been made;
- Provided an *Application for Release* detailing the reasons for enrolling in another course;
- Written approval for the change from the scholarship body if a sponsor is paying tuition fees.

The Application for Release will be assessed to ensure that the transfer will not be detrimental to the student's future and that all support options at the Institute have been availed.

The Principal Administrator will consider the release application in light of the education goals and individual circumstances of the student.

Students will be advised in writing of the outcome of the *Application for Release*, within 10 business days of the lodgment of a completed release application. There is no charge for a Letter of Release.

When a release is granted, the student's CoE will be cancelled on PRISMS and the student will be advised to contact DHA to seek advice on whether a new student visa is required.

The student may apply for a refund in accordance with SEA ENGLISH ACADEMY Refund Policy.

5.7 Compassionate and Compelling Circumstances

Students are required to produce evidence of any compassionate and compelling circumstances. Evidence presented will be reviewed by SEA ENGLISH ACADEMY in terms of making appropriate decisions.

Compassionate or compelling circumstances are generally deemed to be those beyond the control of an individual. These circumstances would be considered as having an impact on the student's course progress and well-being. These circumstances could include, but are not limited to:

- A serious medical condition or injury

- A bereavement of close family members such as parents or grandparents
- A major political upheaval or natural disaster in the home country requiring immediate travel
- A traumatic event, which could include but is not limited to involvement in or witnessing of an accident: a crime committed against the student or the student has witnessed a crime and this has impacted on the student.

Supporting documentation

The range of supporting documentation could include:

Medical Certificates

Medical certificates must be issued by a registered medical practitioner. The certificate must state that:

- the student has a medical condition and is unfit to attend classes
- the length of time the student will be unfit for class
- the doctor's contact details

Death Certificates

These certificates must be certified and translated into English.

Evidence of a Major Political Upheaval or Natural Disaster

This must be within reasonable proximity to the student's family and must be able to be verified.

Evidence of a Traumatic Experience

Evidence may include a police report or a report from a registered psychologist, or other suitably qualified professional. All contact details must be included for verification purposes. The psychologist's registration number must be included in the report.

5.8 Critical Incident Policy

SEA ENGLISH ACADEMY has a duty of care to students and has a policy for the management of a critical incident. Critical incidents include but are not limited to:

- Missing students
- Severe verbal or psychological aggression
- Death, serious injury or threat
- Natural disaster
- Issues such as domestic violence, sexual assault, drugs or alcohol abuse
- Non-life threatening events that could qualify as a critical incident

In the event of a critical incident, the Institute will:

1. Assess risks and delineate a response action

2. Devise critical management plan to manage the various aspects of the incident
3. Liaise with emergency and other services
4. Contact student's relative or other appropriate contacts
5. Liaise with other bodies such as home care, foreign embassies or consulates
6. Counsel and manage students and staff not directly involved in the incident
7. Maintain records on the Student's file.

5.9 Occupational Health and Safety Policy (OH & S)

The aim of SEA English Academy's OH&S policy is to achieve a healthy, low risk and quality working environment, with the commitment and co-operation of all SEA English Academy employees, students and visitors. The key principles of this policy are:

- SEA English Academy recognises the importance to comply with or exceed the spirit and intent of relevant legislation and statutory requirements, codes of practice and industry standards and make adequate provision of resources to meet these requirements.
- SEA English Academy acknowledges the need to promote health, safety, environmental and quality awareness in the development of standard work practices.

Injuries

- Report any injury or accident no matter how small to your lecturer immediately
- For injuries such as cuts, minor burns or any injury requiring assistance from the first aid cabinet, the incident must be recorded in the Incident Register Log, which is located near the first aid cabinet
- Any injury requiring medical, ambulance or a hospital visit, an Incident report is completed by the teacher
- Please ensure you understand instructions before using unfamiliar equipment
- When lifting, crouch down, bend knees and keep your back as straight as possible. Always lift gradually
- Report any unsafe conditions or practices to your teacher
- Never leave a hazardous area unattended.

Hazard report

If you notice something on campus which could cause injury to someone, please advise Reception as soon as possible without delay. A hazard report form will be completed and the situation will be fully investigated.

Critical incidents

In the event of a serious incident, the Institute has a documented critical incident plan which is there to ensure that any person in the Institute is fully supported

Fire, emergencies and evacuation procedures

From time to time students will participate in fire drills. Fire exit systems are located throughout the building. Familiarize yourself with locations of fire exits and fire extinguishers.

In the event of a fire, no matter how small:

- Remain calm
- Do not use the lift. Use only the stairwell
- Be aware of the danger of smoke. Always report the smell of smoke.
- Follow Teacher directions
- Keep clear of the building to allow emergency access
- Do not re-enter until authorized by the fire department

In the event of an evacuation, your teacher will instruct you to move out of the building through the nearest safe exit doors. Please obey and follow your lecturer's instructions. Your lecturer will record your attendance.

Bomb threat/substance threat

These threats usually come by phone, but they can also be written. If there is a suspicious letter or parcel make sure it is handled by a minimum number of people so as not to destroy the evidence. If you receive an email, save this on your computer. Here are some general things to keep in mind:

1. Remain calm
2. Record the number of the caller if possible
3. Keep the receiver off the hook to allow retracing if the caller hangs up.
4. Keep the caller on the line as long as possible in an effort to gain the maximum amount of information
5. Listen for any background noise such as music, voices, machinery.