

QMS 322 - Student Code of Conduct

1. INTRODUCTION

- 1.1 The purpose of this *Student Code of Conduct* is to establish standards required of students of Chisholm Institute. The *Code* is designed to explain to students their obligations and responsibilities, and convey principles to enhance the Chisholm Learning Experience.
- 1.2 A Code of Conduct cannot encompass all possible situations. Where direction is required beyond the provision of this *Code*, it must be sought from an appropriate staff member or supervisor, and referenced against existing and applicable Institute procedure(s).
- 1.3 Students who breach the standards of this *Code* may be subject to disciplinary action through the Institute's Student Misconduct procedure, which for serious breaches may involve permanent expulsion from Chisholm Institute and, in cases of suspected criminal activity, may involve referral of the matter to the relevant law enforcement authority(s).

2. REFERENCES

- 2.1 Education Services for Overseas Students Act 2000 (ESOS)
- 2.2 Education Services for Overseas Students Regulations 2001
- 2.3 The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (The National Code 2007)
- 2.4 Australian Quality Training Framework (2007)
- 2.5 Victorian Equal Opportunity Act 1995
- 2.6 Federal Disability Discrimination Act 1992
- 2.7 Disability Standards for Education 2004
- 2.8 Higher Education Support Act 2003

3. UNDERPINNING PRINCIPLES

- 3.1 Chisholm Institute's Strategic Directions and Stated Values underpin the Principles and Standards contained within this *Student Code of Conduct*. They are contained in Figure 1.

Figure 1

Our strategic vision and purpose			
Chisholm is the catalyst for dynamic career pathways in our region accelerating economic and social prosperity through skills and qualifications			
OUR VALUES					
Making a difference through learning	Integrity and respect	Service and relevance	Diversity	Excellence	Sustainable practice
<i>This means:</i> Creating opportunities that transform individuals and organisations Securing resources to enhance the success of our region	<i>This means:</i> Working in ways that build trust with learners, colleagues and partners Displaying the open communication and transparency of decision-making	<i>This means:</i> Individualising learning and services Imparting the most up-to-date information and skills	<i>This means:</i> Drawing on difference as a resource in learning Celebrating the richness of our many cultures	<i>This means:</i> Setting, achieving and maintaining best practice Building reputation that surpasses competitors	<i>This means:</i> Balancing financial, social and environmental returns Maintaining a future focused mindset
<i>Our focus</i>	<i>Our approach</i>			<i>Our undertaking now for the future</i>	

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4. PRINCIPLES OF PRACTICE

4.1 This *Code of Conduct* establishes the following Principles of Practice. These Principles reflect the attributes required of all students towards the Chisholm Learning Experience:

- **Respect in Learning:** Encouragement and appreciation of the diversity of ideas and opinions in pursuit of learning. Encouragement of an environment respectful of learning participants, contributions and outcomes. Encouragement of the development of trust within and for the learning experience.
- **Accountability in Learning:** Observation of all reasonable expectations and directions within and for the learning experience. Recognition, anticipation and acceptance of the consequences of your actions and the decisions you make. Usage of all learning facilities, resources and services appropriately and with consideration for others.
- **Responsiveness to Learning:** Contribution to the ongoing improvement of the learning experience, through the provision of accurate information as appropriate and upon request. Use of recognised Institute processes to ensure open, fair and transparent procedures that are based on merit for making decisions.
- **Equity in Learning:** Demonstration of dignity, respect and courtesy to all students, staff and visitors. Encouragement of an environment free from intimidation, bullying, harassment or discrimination of any kind. Recognition of individual differences and complying with all legal and reasonable requests regarding the treatment of others.

5. STANDARDS

5.1 This *Code of Conduct* establishes the following standards of behaviour as requirements of all students towards the learning experience. At all times students of Chisholm Institute must:

- follow all regulations and requirements of Chisholm. Secondary school students attending Chisholm are also required to adhere to their respective school's Code of Conduct
- follow all lawful and reasonable directions from staff;
- respect staff and students;
- ensure the safety, comfort and freedom of others;
- demonstrate honest, responsible, courteous and ethical behaviour;
- submit work truthfully and attribute ownership appropriately;
- use all equipment and resources safely, appropriately and legitimately;
- maintain consistent punctuality;
- allow only appropriate materials to be displayed, through appropriate avenues;
- provide honest and accurate information in all appropriate matters and upon request;
- use recognised Institute procedures and processes for complaints, redress and resolutions;
- use transport responsibly and safely, whether approaching, within, or exiting Institute grounds;
- follow all occupational health and safety requirements;

5.2 Additionally, this *Code of Conduct* establishes the following standards of behaviour as unacceptable:

- bullying, assault or intimidation;
- displaying aggressive, disruptive, disrespectful or ill mannered behaviour or unwanted interaction towards others;

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- inappropriately interfering with, or causing wilful or negligent damage to the learning environment and MyChisholm;
- inappropriate use of IT software and hardware including email, MyChisholm and mobile phones;
- copying others work and submitting without acknowledging true ownership;
- attending under the influence, or in possession, of alcohol, drugs or any prohibited substance;
- attending with weapons or items likely to cause harm or intimidation to others at any time;
- smoking on any Chisholm site; discriminating against anyone on the grounds of sex, gender identity, sexual orientation, lawful sexual activity, marital, parental or carer status, pregnancy, breastfeeding, age, physical features, disability, impairment, race, political or religious belief or activity, and industrial activity.

6. LEGAL FRAMEWORK

6.1 This Code of Conduct has been developed reflective of the requirements and obligations of Chisholm Institute towards staff and students under State and Federal Legislation. Such as:

- Victorian Equal Opportunity Act 1995
- Federal Disability Discrimination Act 1992
- Disability Standards for Education 2004
- Worksafe Legislation in relation to Bullying

7. RELATED PROCEDURES

7.1 This Code of Conduct is part of the Institute's Quality Management System, which sets out all the policies and procedures of the Institute. Of particular relevance are:

- 7.1.1 QMS 307 - Duty of Care
- 7.1.2 QMS 325 - Student Misconduct
- 7.1.3 QMS 401 - Students at Risk
- 7.1.4 QMS 402 - Assessment
- 7.1.5 QMS 502 - Copyright
- 7.1.6 QMS 505 - Privacy
- 7.1.7 QMS 506 - Information Technology Usage
- 7.1.8 QMS 512 - Library
- 7.1.9 QMS 519 - Complaints
- 7.1.10 QMS 814 - Staff Code of Conduct
- 7.1.11 QMS 909 - Smoking
- 7.1.12 QMS 920 - OH&S Responsibilities - General
- 7.1.13 QMS 924 - Children on Campus

8. REVIEW

This procedure is due for review: 31 April 2012

The process owner shall review this document twelve (12), months after initial publication and thereafter at twelve (12) monthly intervals.

9. KEYWORDS

QMS 322, Student Code, Conduct, Misconduct.

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