



STUDENT RESOURCE

Student Handbook

Everything you need to know about studying with HHE

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Heed Education Pty Ltd trading as Heed Health Education

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Student Handbook Disclaimer

This Student Handbook is published by Heed Education Pty Ltd (ABN 21 617 613 984), trading as Heed Health Education and Heed Education. The business names “Heed Health Education”, “Heed Education” and “HHE” may be used interchangeably throughout this handbook.

The information contained in this handbook is correct at the time of publication. Changes to legislation, regulatory requirements, training products, government programs or HHE policies and procedures may affect the currency of the information provided. HHE reserves the right to vary, replace or update information when required.

Students should refer to the HHE website and their eSkilled Student Dashboard for current information, policies, forms, course requirements and updates. If you are unsure whether information remains current, please contact HHE before relying on it.

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This handbook has been prepared as a resource to help students understand their rights, responsibilities and obligations, as well as HHE’s responsibilities as a Registered Training Organisation. It should be read together with the student’s course information, enrolment agreement, fee information and the resources available through the eSkilled Student Dashboard.

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How to use this Handbook

This handbook explains the main requirements, services, policies and processes that apply while you study with HHE. It should be read with your course information, enrolment agreement, training plan or schedule, fee information and the resources in your eSkilled Student Dashboard.

Your two main Information Hubs

For current course information, fees, intake and census dates, locations and public policies, visit heedhealtheducation.com.au. For information specific to your enrolment - including learning resources, assessment tasks, notices, forms, workshop preparation and support contacts - use your eSkilled Student Dashboard. If information appears inconsistent, contact HHE before acting on it.



Welcome to Heed Health Education

Dear Student,

On behalf of myself and the entire team at Heed Health Education, I extend a heartfelt welcome to you.

At Heed, we are deeply committed to nurturing the growth of aspiring healthcare professionals. Our mission is to empower individuals to pursue their dreams and build meaningful careers in pre-hospital and out-of-hospital care. Whether you've joined us as a stepping stone toward university studies or are seeking a fulfilling role in the healthcare sector, you are now part of a community that values compassion, excellence, and lifelong learning.

Your enrolment marks the beginning of what we hope will be a long and rewarding journey in a dynamic and fast-paced industry. Pre-hospital care demands not only technical skill and clinical knowledge but also empathy, resilience, and a deep sense of purpose. Our goal is to support you in developing the foundational competencies that will serve your future patients and communities with excellence.

Success in our programs requires active engagement—through study, clinical placements, and exposure to new and sometimes challenging environments. We encourage you to immerse yourself fully in the learning experience, participate in trainer-led sessions, connect with industry professionals, and take advantage of every opportunity to grow.

Throughout my career as a paramedic, one phrase has always stayed with me: “Knowledge dispels fear.” In this field, your knowledge and skills can profoundly influence patient outcomes. Stay curious, remain humble, and never stop learning—because every lesson brings you closer to becoming the clinician your future patients will rely on.

At Heed, our support goes beyond academics. We understand that life can present personal challenges, and the nature of healthcare work can be emotionally demanding. That's why we offer a free and confidential wellbeing service, Relationship Matters, available to all students throughout their time with us. Your wellbeing is just as important as your education.

We are excited to walk alongside you on this journey and look forward to seeing you thrive in your studies and beyond.

Warm regards,

Brodie White
Chief Executive and Paramedic
Heed Education
E: manager@heededucation.edu.au



1. About HHE

Heed Education Pty Ltd, trading as Heed Health Education and Heed Education, is a Registered Training Organisation (RTO 45064). Heed Health Education (HHE) is the specialist education and training arm of Medical Edge Australia (MEA), a private ambulance and out-of-hospital healthcare organisation. HHE remains the RTO and the entity responsible for your training, assessment, student support, certification and regulatory obligations.

HHE focuses on health education, including nationally recognised first aid and out-of-hospital healthcare training. Our programs combine flexible online study, trainer support, practical skills development and, where required, supervised clinical placement.

Our Commitment to Students

- Clear, accurate and accessible information before and during enrolment.
- Training and assessment that is engaging, current, fair and consistent.
- Qualified trainers and assessors with relevant industry experience and currency.
- Inclusive learning that respects diversity and supports student wellbeing.
- Reasonable adjustment where it can be made without compromising safety or competency requirements.
- Timely feedback, transparent decisions and fair complaints and appeals processes.
- Secure and accurate management of student information and records.
- Continuous improvement informed by student, staff and industry feedback.

Nationally Recognised Training

HHE may deliver qualifications, skill sets and units of competency within its current scope of registration. Scope and course availability can change. The authoritative list of training products HHE is registered to deliver is available on training.gov.au, and courses currently offered are listed on the [HHE website](#). Your enrolment documentation confirms the training product that applies to you.

At the time of creating this document, HHE has the following qualifications and units of competency on scope:

- HLT51020 Diploma of Emergency Health Care
- HLT41120 Certificate IV in Health Care
- HLT31120 Certificate III in Non-Emergency Patient Transport
- HLT21020 Certificate II in Medical Service First Response
- HLTAID009 Provide cardiopulmonary resuscitation
- HLTAID010 Provide basic emergency life support
- HLTAID011 Provide First Aid
- HLTAID012 Provide First Aid in an education and care setting
- HLTAID013 Provide First Aid in remote or isolated site
- HLTAID014 Provide Advanced First Aid
- HLTAID015 Provide advanced resuscitation and oxygen therapy
- HLTAID016 Manage first aid services and resources
- PUAEME008 Provide pain management
- PUAEME007 Provide emergency care for suspected spinal injury
- HLTENN039 Apply principles of wound management
- HLTHPS008 Provide clinical mentoring in the work environment

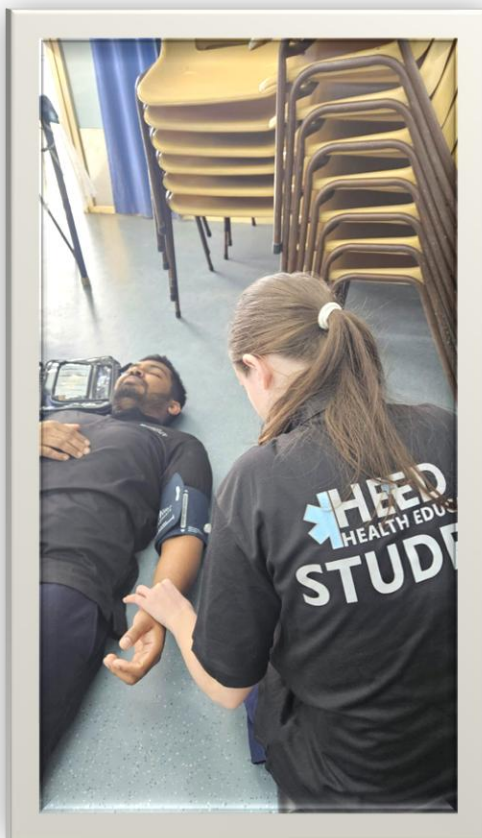
2. Information Before Enrolment

HHE provides enough information for you to make an informed decision before you enrol or pay fees. Please refer to the [HHE Website](#), read the current course page, this handbook and any course guide, fee schedule, enrolment agreement or VSL information supplied to you.

Course Information Includes

- Training product code and title and the certification to be issued.
- Entry requirements, prerequisites and any age, physical, licensing, vaccination, screening or placement conditions.
- Delivery mode, expected duration, study commitment and attendance requirements.
- Online learning, practical workshops, simulated activities and clinical placement requirements.
- Assessment methods and equipment, technology, textbook, uniform and travel requirements.
- Fees, payment options, refund conditions, VSL information where applicable, and other possible costs.
- Support, reasonable adjustment, complaints and appeals information.
- Any third party involved in recruitment, training, assessment or placement.

Current public information is available at heedhealtheducation.com.au. Instructions specific to enrolled students are available through the eSkilled Student Dashboard.



HHE Qualification Courses and Duration

HHE's health qualification pathway is outlined below. The duration shown is the standard maximum completion period from the course commencement date, unless HHE approves a different arrangement in writing. Actual completion time may be affected by study load, attendance, assessment progress, credit transfer, Recognition of Prior Learning, workshop availability and clinical placement requirements.

Course code and qualification	Standard course duration
HLT21020 Certificate II in Medical Service First Response	6-12 months
HLT31120 Certificate III in Non-Emergency Patient Transport	Up to 12 months
HLT41120 Certificate IV in Health Care	Up to 18 months
HLT51020 Diploma of Emergency Health Care	18 months full-time or up to 24 months part-time

HHE also delivers nationally recognised first aid, resuscitation, emergency care and clinical skill units within its current scope of registration. The duration of a standalone unit or short-course program varies according to the training product, delivery method and assessment requirements. Check the relevant course page on the HHE website and your eSkilled Student Dashboard for the current duration, attendance requirements and schedule.

Scope and Course Availability

HHE's registered scope may change. [Training.gov.au](https://training.gov.au) is the authoritative source for HHE's current scope of registration. The HHE website identifies which courses are currently open for enrolment.



3. Enrolment, Entry Requirements and LLND

Application and Enrolment

1. Submit your application and supporting documents.
2. Speak with HHE about your goals, course suitability, entry requirements and delivery arrangements.
3. Complete required identity, USI, language, literacy, numeracy and digital capability checks and any course-specific screening.
4. Review and accept the enrolment agreement, fees and relevant policies.
5. If applying for a VET Student Loan (see below for further details on VSL), complete the separate eligibility and eCAF process.
6. After enrolment is confirmed, activate eSkilled and complete orientation.

Submitting an application does not guarantee enrolment. HHE may decline or defer an application where entry requirements are not met, the course is not suitable, required evidence is not supplied, safety cannot be appropriately managed, or HHE cannot provide the support required. We will explain the decision and, where possible, discuss a more suitable pathway or referral.

Language, Literacy, Numeracy and Digital Capability

HHE uses LLN Robot and Digital Robot, together with discussion and prior education evidence, to determine whether you have the foundation skills needed for your qualifications course. The assessment is not designed to catch you out. It helps HHE confirm course suitability and identify support or reasonable adjustment early. You must complete all screening independently.

Qualification	ACSF and digital capability benchmark
HLT21020 Certificate II in Medical Service First Response	Reading 2 Writing 2 Oral communication 2 Numeracy 2 Basic digital capability required.
HLT31120 Certificate III in Non-Emergency Patient Transport	Reading 3 Writing 3 Oral communication 3 Numeracy 2 Basic digital capability required.
HLT41120 Certificate IV in Health Care	Reading 4 Writing 3 Oral communication 3 Numeracy 2 Basic digital capability required. Overall competency at Exit Level 3 and working toward Level 4.
HLT51020 Diploma of Emergency Health Care	Reading 4 Writing 4 Oral communication 3 Numeracy 3 Basic digital capability required. Overall competency at Exit Level 3 and working at Level 4; VSL academic suitability requirements also apply.

The qualification course profiles above reflect HHE's Foundation Skills Assessment Policy and Procedure. HHE considers results together with course demands and individual circumstances. A result below a benchmark does not automatically mean you cannot study with HHE. We consider the size and nature of the gap, available support, reasonable adjustment, safety and whether successful completion is realistically achievable. Where a significant gap remains, HHE may recommend foundation skills development or a more suitable pathway. You may ask questions or appeal an enrolment decision.

Unique Student Identifier (USI)

A USI is your lifelong education number and links to your national VET record. HHE must collect and verify your USI and, unless an exemption applies, cannot issue nationally recognised certification without a valid USI. Create or retrieve your USI at usi.gov.au. Your details must match your identity documents exactly.

Identity, Residency, Health and Screening

HHE may require verified evidence of identity, age, citizenship or a valid visa for domestic studies (without restrictions) and other information relevant to enrolment, funding, VET Student Loan eligibility, course requirements or clinical placement.

Students undertaking clinical placement may be required to provide additional documentation before placement can commence, including:

- A current Working with Children Check or equivalent state or territory clearance
- A current National Police Check
- Evidence of immunisation history and any vaccinations required by HHE or the clinical placement host
- Other health, safety, screening or compliance documents required by the placement host or applicable legislation

Requirements may vary between placement hosts, jurisdictions and workplace environments. Students are responsible for obtaining the required documentation within the advised timeframe and for meeting any associated costs unless HHE confirms otherwise in writing. Failure to provide current and satisfactory documentation may delay or prevent clinical placement and could affect course progression or completion.

If you disclose a disability, impairment, health condition or support need, HHE may discuss the inherent requirements of the course and request relevant professional information where reasonably necessary to plan for safety, support or reasonable adjustment. All personal and health information will be handled confidentially and in accordance with HHE's Privacy Policy.

Students Under 18

HHE applies additional safeguarding and consent arrangements for students under 18. A parent or responsible adult may need to provide consent and participate in enrolment or support planning. Placement environments and activities must be suitable for the student's age and safety. VSL applicants under 18 must meet the government's parental consent or independence evidence requirements.



Collection and Verification of Student Records

As part of the enrolment process, HHE collects and verifies the information and supporting documents needed to confirm your identity, eligibility, course suitability and entry requirements. This may include your full legal name, date of birth, contact details, identification documents, Unique Student Identifier (USI), citizenship or residency evidence, previous qualifications, academic records and LLND assessment results. Additional documentation may be required for VET Student Loan eligibility, students under 18 or courses involving clinical placement.

You must provide information that is complete, accurate and current, and HHE may request original, certified or independently verifiable evidence. Student information and records are securely managed in accordance with HHE's Privacy Policy, Data and Records Management Policy and applicable legislative and regulatory requirements.

Further Information

This section provides a general overview of HHE's enrolment, entry and LLND requirements. Requirements may vary depending on the unit of competency and/or course, delivery arrangements and individual student circumstances.

Students should review the current Enrolment Policy and Procedure available on the [HHE website](#) before submitting an enrolment application. The policy provides further information about HHE's enrolment processes, entry requirements, foundation skills assessment, application decisions and student review rights.

If you have questions about your eligibility or the enrolment process, please contact HHE at study@heeducation.edu.au or 1300 552 243.

4. Getting Started in eSkilled

eSkilled is HHE's Student Management System (SMS) and Learning Management System (LMS). It is your main student workspace for course access and administration.

Your Student Dashboard may Include

- Orientation and course information.
- Unit learning resources and assessment tasks.
- Recorded content and links to live study sessions.
- Assessment submission, results and assessor feedback.
- Workshop calendars, preparation instructions and forms.
- Clinical placement information, logbooks and evidence requirements.
- Study plans, support information and progress communications.
- Policies, forms, notices, surveys and contact details.
- VSL fee and enrolment communications where applicable.

Keep your username and password secure. Do not allow another person to access your account, complete learning or submit work for you.

Check your dashboard and HHE communications regularly.

Notify HHE promptly if access is not working or your contact details change.

Technology Requirements

- A reliable computer or laptop with a supported operating system and current browser.
- Reliable internet and an individual email address.
- Camera, microphone and speakers or headset where required.
- Software capable of opening and creating common office documents and PDFs.
- A smartphone for some communications, evidence capture or placement activities.
- Secure file storage and a backup method.
- Chargers and your own device when attending workshops if instructed.

HHE can help with eSkilled access and course navigation, but generally cannot provide personal device repair, internet support or advanced computer training. Tell us early if technology access may affect participation so we can discuss available options.



5. Training and Learning with HHE

Online Learning

Online learning may include readings, learner guides, videos, recorded content, quizzes, activities, case studies and assessment tasks. Students also have access to regular LIVE study sessions where trainers explain key concepts, work through course content, answer questions and help students prepare for assessments and practical workshops.

Although online study provides flexibility, you are not expected to work through the course alone. HHE trainers and mentors are available throughout your course to provide guidance, clarify learning and assessment requirements, offer feedback and help you address difficulties before they affect your progress. You can ask questions through HHE's available support channels, attend LIVE study sessions and participate in progress check-ins. You may reach out whenever support is needed, with responses provided in line with HHE's normal operating and support hours.

Please follow your course schedule, attend required sessions, maintain regular progress and contact HHE early if you are unsure, falling behind or need additional support.

More information about online learning and student support is available on the HHE website and through your eSkilled Student Dashboard.

Clinical Intensive (Face-to-Face) Workshops

Clinical intensive workshops develop and assess hands-on skills through demonstrations, skills stations, teamwork, simulated patients and realistic scenarios. You may only attend the workshops when required pre-learning and pre-requisite tasks are complete. Workshop dates, locations, attendance requirements, clothing, equipment and safety instructions are provided through your dashboard and will be sent to you via email in the lead up to your workshop dates.

You must attend for the full required duration, arrive fit to participate and follow trainer and venue directions. Travel, accommodation and associated costs are generally your responsibility unless HHE confirms otherwise in writing.

Contact HHE early if illness, injury or exceptional circumstances may affect attendance.

Students can undertake their face-to-face training in a variety of locations around Australia, including QLD, VIC, WA, NSW and TAS.



Clinical Placement (Workplace Integrated Learning)

Many of the qualification courses require supervised clinical placement. HLT41120 Certificate IV in Health Care requires at least 80 hours and HLT51020 Diploma of Emergency Health Care requires at least 160 hours. Requirements for other courses are stated in the relevant course information.

Guaranteed Placement with Medical Edge Australia (MEA)

Through HHE's partnership with Medical Edge Australia (MEA), students enrolled in an HHE qualification that includes mandatory clinical placement are guaranteed access to an appropriate placement opportunity with MEA.

This guarantee applies once the student has completed all required learning, workshops, assessments, screening, onboarding and other placement prerequisites, and remains eligible and fit to participate. HHE and MEA work together to coordinate placement opportunities that allow students to develop and demonstrate skills in a supervised, real-world healthcare environment.

The MEA clinical placement is all-inclusive in the advertised HHE course cost, and students are not charged a separate placement fee by HHE or MEA. Unless HHE confirms otherwise in writing, students remain responsible for personal costs associated with attending placement, such as travel, accommodation, meals, required checks, vaccination evidence, uniforms and personal equipment.

Placement location, timing, roster arrangements, onboarding and scope are coordinated according to MEA's host capacity, operational and patient-care requirements, and the student's readiness and availability. HHE will work with eligible students to arrange their required placement; however, a specific venue, roster, event, shift pattern or commencement date cannot be guaranteed.

HHE may also approve placement with another suitable organisation where appropriate. Any placement proposed by a student must be approved by HHE before hours commence.

Placement Safety

A student may be removed from or paused in placement where safety, conduct, preparedness, attendance, confidentiality or performance concerns arise. HHE will review the circumstances, explain next steps and provide access to complaints and appeals.

Before placement you may need to complete

- Specified units and practical workshops.
- HHE and host orientation.
- Fitness for placement and required health or vaccination evidence.
- Police Check, Working with Children Check or other screening.
- Uniform, identification and equipment requirements.
- Confidentiality, privacy, safety and professional conduct declarations.

During placement

- Follow HHE and host policies, lawful instructions and scope limitations.
- Work under approved supervision and never misrepresent your role or competence.
- Protect patient, client and organisational privacy.
- Record hours and evidence accurately and obtain required supervisor sign-off.
- Report incidents, injuries, hazards, concerns or changes promptly.
- Understand that employment is not guaranteed by placement or course completion.

Clinical Placement Resources

Your eSkilled Student Dashboard is the central source for current clinical placement information, preparation requirements and support resources.

This includes the

- Fitness to Practice Handbook
- Clinical Field and Placement Support Handbook
- Clinical Placement Guidelines
- Relevant Student Distress and Seeking Help flowcharts
- Course-specific placement instructions, forms, checklists, logbooks and contact information.

Review these resources before placement and whenever you need guidance about readiness, professional expectations, safety, wellbeing or seeking help.

Check your dashboard regularly for updates and contact HHE if you cannot locate a resource or are unsure which requirements apply to you.



6. Attendance, Participation and Course Progress

Regular participation and steady progress are important parts of successfully completing your course with HHE. HHE's courses combine online learning, LIVE study sessions, practical or clinical intensive workshops, assessment activities and, where applicable, supervised clinical placement. Students are expected to participate genuinely in each component and demonstrate an ongoing commitment to developing the required knowledge, skills and professional behaviours.

The Standards for RTOs 2025 do not prescribe a single attendance percentage for all vocational education and training courses. However, HHE must ensure that training is appropriately structured and paced, that students have reasonable opportunities to progress, and that support is available when required. Students must therefore meet the attendance, participation, assessment, workshop and placement requirements specified for their course.

Genuine Students and Genuine Participation

To remain actively enrolled, students must demonstrate that they are genuine students who intend to undertake and complete their course. This includes:

- Providing accurate identity, contact, enrolment and eligibility information.
- Personally participating in the training and assessment activities assigned to them.
- Completing and submitting their own work by the required or agreed dates.
- Maintaining regular contact with HHE and responding to reasonable communication from trainers, assessors, mentors and Student Support.
- Participating in progress reviews, support meetings or study planning when requested.
- Following academic integrity requirements, including HHE's rules for assessment assistance and generative artificial intelligence.
- Demonstrating ongoing progress across online learning, practical training, assessment and clinical placement.
- Vet Student Loans requirements, including initial eCAF submission and quarterly progression points, indicating intent to take and continue receiving a VSL.
- Advising HHE promptly if personal circumstances, health, disability, technology access or other barriers may affect participation or progress.

HHE may request further information, identification, a student interview or other evidence where it is necessary to confirm a student's identity, participation, course suitability or genuine intention to study.

Requirements applying to genuine students, including any additional requirements for students accessing VET Student Loans, are explained in HHE's Genuine Student Policy available through the eSkilled Student Dashboard.

Online Learning and Assessment

Students are expected to continue progressing through their online modules in accordance with their course schedule or agreed study plan. Online participation may include:

- Logging into eSkilled regularly.
- Completing readings, learner guides, videos, quizzes and learning activities.
- Attending LIVE study sessions where scheduled or required.
- Communicating with trainers and mentors and asking questions when clarification is needed.
- Completing assessment tasks and responding to assessor feedback.
- Resubmitting work within an agreed timeframe where further evidence is required.
- Reviewing dashboard announcements, course updates and support information.

Online learning is flexible, but students should not leave modules and assessments until the end of their enrolment period. Regular progress helps students build the knowledge required for practical workshops and clinical placement. Students who are unsure about course content, assessment requirements or their progress should contact their trainer, mentor or Student Support early.

Practical and Clinical Intensive Workshops

Practical and clinical intensive workshops are active learning environments. Students are expected to attend for the full required duration and participate to the best of their ability.

Active participation includes:

- Arriving prepared and completing required pre-learning.
- Taking part in demonstrations, skills stations, scenarios and simulated assessments.
- Practising clinical and communication skills with other students.
- Accepting direction, coaching and feedback from trainers and assessors.
- Working respectfully and safely with classmates, simulated patients and equipment.
- Asking questions and using workshop time to build confidence and competence.
- Demonstrating professional behaviour, teamwork, communication and readiness for practice.

Attendance alone does not demonstrate participation or competence. Students must actively engage in workshop activities and provide the evidence required to meet the relevant unit requirements. A student may be asked to complete further preparation, repeat an activity or attend an additional workshop where they have not demonstrated adequate participation, readiness or competence.

Clinical Placement Participation

Clinical placement provides an opportunity to apply learning in a supervised, real-world healthcare environment. Students are expected to take an active and professional approach to placement and engage meaningfully with their allocated preceptors and placement team.

During placement, students should:

- Attend all allocated shifts punctually and remain for the required hours.
- Introduce themselves to their preceptor and clarify the learning opportunities available during each shift.
- Be proactive in seeking appropriate opportunities to observe, assist and practise within their approved role and scope.
- Ask relevant questions and seek clarification when unsure.

- Participate in patient care, documentation, equipment preparation, communication and other approved activities under supervision.
- Request and respond constructively to feedback from preceptors.
- Reflect on their performance and identify areas for continued development.
- Complete placement logbooks, attendance records and required evidence accurately.
- Maintain patient privacy, confidentiality, safety and professional conduct.
- Notify HHE and the placement host promptly of absence, illness, injury, distress or another concern affecting participation.

Students must not undertake activities beyond their approved scope, level of competence or supervision arrangements. Clinical placement is not a passive observational experience unless observation has been specifically directed by the preceptor. Students are expected to show initiative while continuing to follow lawful instructions, patient-care priorities and the operational requirements of the placement host.

Monitoring Student Engagement and Progress

HHE monitors student engagement and course progress so that support can be offered early and training and assessment requirements can be maintained. Evidence of engagement may include:

- Activity and module completion recorded in eSkilled.
- Attendance at LIVE study sessions and scheduled support sessions.
- Assessment submission, resubmission and completion.
- Attendance and active participation at practical workshops.
- Attendance, preceptor feedback and evidence from clinical placement.
- Communication with trainers, assessors, mentors and Student Support.
- Participation in an agreed study plan or Individual Support and Learning Plan.
- Completion of VET Student Loans progression requirements, where applicable.

HHE recognises that progress may be affected by illness, injury, disability, family responsibilities, employment, wellbeing concerns or other personal circumstances. Students are encouraged to communicate early so that available support, reasonable adjustment or alternative arrangements can be considered.

If Progress Slows

If a student is not progressing or participating as expected, HHE may contact them for a private progress discussion. HHE may work with the student to establish:

- A revised study plan and achievable milestones.
- Additional trainer or mentor support.
- Assessment guidance or scheduled study sessions.
- Reasonable adjustment or an Individual Support and Learning Plan.
- Wellbeing support or referral information.
- An approved extension, deferral or other course variation where appropriate.

Students are expected to respond to HHE's contact attempts and participate in agreed support arrangements. Continued non-engagement, failure to progress, repeated non-attendance or failure to communicate may result in formal intervention and, after appropriate notice and an opportunity to respond, suspension or cancellation of enrolment.

Further information about participation, monitoring, intervention and possible enrolment outcomes is available in **HHE's Student Engagement and Progress Policy and Genuine Student Policy** through the eSkilled Student Dashboard.

Deferral, Leave, Extension and Withdrawal

HHE understands that personal, health, family, employment or other circumstances may affect a student's ability to continue studying as originally planned. Depending on the situation and course requirements, students may apply to defer their studies, take an approved period of leave, request an extension or withdraw from their course.

Students should contact HHE as early as possible to discuss their circumstances and available options. Requests are not automatically approved and may be subject to eligibility requirements, supporting evidence, maximum course timeframes, workshop and clinical placement availability, training product requirements and applicable fees.

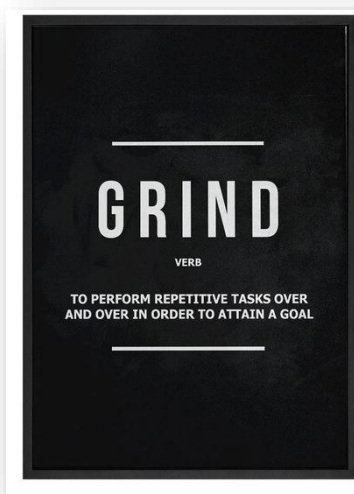
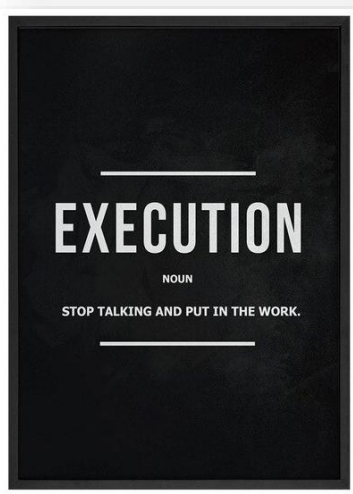
Before submitting a request, students should consider how the change may affect:

- Course completion dates and study schedules.
- Access to eSkilled and learning resources.
- Assessment submission dates.
- Practical workshop and clinical placement bookings.
- Fees, payment plans, refunds or other financial obligations.
- VET Student Loans census dates and possible HELP debt.
- Government benefits, funding or other eligibility arrangements.
- The currency of previously completed training or assessment.

Students must submit the relevant application form through their eSkilled Student Dashboard and provide any supporting documentation requested by HHE. Students should continue participating in their course until they receive written confirmation that their request has been approved and details of the outcome.

The full eligibility requirements, timeframes, evidence requirements and possible financial implications are explained in HHE's individual deferral, leave, extension and withdrawal policies and procedures. Current policies are available on the HHE website, and the required student application forms are available through the eSkilled Student Dashboard.

Students who are unsure which option or form applies should contact HHE Student Support before submitting their request.



7. Pandemic, Public Health Emergency and Major Disruption

A pandemic, communicable disease outbreak, natural disaster, severe weather event, government direction, venue closure, workforce disruption or other emergency may affect training, workshops, assessment or placement. HHE will respond according to current public health advice, legal requirements, risk assessments and the needs of students and host organisations.

Temporary measures may include

- Changing class sizes, schedules, locations or delivery mode.
- Postponing or rescheduling practical workshops or placement.
- Health screening, physical distancing, hygiene, ventilation, cleaning or PPE requirements.
- Alternative equipment, simulated activities or assessment arrangements where training product rules allow.
- Restricting attendance where a person is unwell, infectious, exposed or subject to a lawful direction.
- Additional check-ins, study support, reasonable adjustment and wellbeing referrals.

HHE will communicate changes as early as reasonably possible through email, the website and/or your eSkilled Student Dashboard. Students must follow current HHE, venue, placement host and government directions, notify HHE if affected, and not attend in person when doing so would create an unreasonable health or safety risk.

HHE will aim to minimise disadvantage and preserve assessment validity. Some practical requirements cannot be completed online or waived. Where a disruption causes delay, HHE will explain revised arrangements, any extension or deferral options, and fee or VSL implications. HHE is not responsible for indirect travel or accommodation losses beyond legal obligations, so students should use flexible arrangements and appropriate insurance where possible.

8. Student Support, Inclusion and Wellbeing

At HHE, we want every student to feel welcomed, respected, included and supported throughout their study journey. We understand that students come from different backgrounds, have different learning needs and may experience challenges at different times during their course.

Asking for support is a normal part of learning. You do not need to wait until a concern becomes serious or begins affecting your progress. If you are unsure, overwhelmed, falling behind or experiencing circumstances that may affect your study, please reach out early. Our trainers, mentors and Student Support team are here to listen, help you understand your options and connect you with appropriate support.

Learning and Study Support

HHE can provide or help coordinate support such as:

- Course orientation and help navigating eSkilled.
- Access to trainers, assessors and mentors.
- LIVE study sessions and opportunities to ask questions.
- Guidance about course content and assessment requirements.
- Assessment feedback and clarification.
- Language, literacy, numeracy and digital skills support.
- Study planning, progress check-ins and revised milestones.
- Individual Support and Learning Plans.
- Reasonable adjustment, where appropriate.
- Practical workshop and clinical placement preparation.
- Referrals to external support services where HHE cannot provide the required assistance directly.

If you are finding a particular part of your course difficult, please speak with your trainer or mentor. Students are not expected to manage every challenge alone, and contacting HHE early gives us the best opportunity to provide practical and timely support.

Inclusion and Belonging

HHE values diversity and is committed to providing a learning environment where students feel safe, respected and able to participate. We welcome students of different ages, cultures, languages, identities, beliefs, abilities, family circumstances, educational backgrounds and life experiences.

Discrimination, harassment, bullying, vilification, victimisation and other disrespectful behaviour are not accepted in HHE's online learning environments, LIVE study sessions, practical workshops, clinical placements or student communications.

Students are encouraged to let HHE know if a learning activity, environment, communication method or course requirement is creating a barrier to participation. We will listen respectfully, protect your privacy and work with you to identify reasonable and practical options.

Reasonable Adjustment

A reasonable adjustment is a change made to support a student with disability, injury, illness, neurodiversity or another identified need to participate in training and assessment.

Adjustments may include:

- Additional time or rest breaks.
- Alternative formats for learning information.
- Assistive technology.
- Adjusted communication methods.
- Changes to the way instructions are provided.
- Accessible facilities or equipment.
- Alternative assessment arrangements that still meet unit requirements.
- Additional preparation or support during practical activities.

Reasonable adjustment cannot remove an essential course requirement, reduce the standard of competency, create an unacceptable safety risk or require HHE or a placement provider to make an unjustifiable change. Adjustments are considered individually and may be documented in an Individual Support and Learning Plan.

Please refer to the ‘A Practical Guide for Students: Applying for Reasonable Adjustment Handbook’ and the ‘Reasonable Adjustment FACT Sheet for Students’ within your eSkilled Dashboard or discuss your needs with HHE as early as possible, particularly before attending practical workshops or clinical placement.

Student Health and Wellbeing

Studying can be rewarding, but it can also bring pressure. Students may experience stress, fatigue, financial concerns, family or work pressures, illness, grief, anxiety, reduced motivation or other personal challenges. These experiences can affect concentration, attendance, assessment progress and confidence.

Looking after your wellbeing is an important part of learning safely and effectively. Students are encouraged to:

- Maintain a realistic study routine.
- Take regular breaks and manage fatigue.
- Stay connected with supportive people.
- Ask questions when unsure.
- Respond to HHE progress check-ins.
- Seek help early if circumstances are affecting study.
- Avoid attending workshops or clinical placement when unwell or unsafe to participate.
- Use available professional or emergency support services when required.

HHE staff are not counsellors or medical practitioners, but they can listen, provide practical study support and help students identify appropriate internal or external services. Information will be treated respectfully and only shared where necessary to provide support, manage safety or meet a legal obligation.

Wellbeing Support and Referrals

Depending on your circumstances, available support may include:

- A private wellbeing or progress conversation.
- Temporary changes to study milestones.

- An Individual Support and Learning Plan.
- Reasonable adjustment.
- Additional trainer or mentor contact.
- An extension, leave or deferral application.
- Referral to HHE's Employee Assistance Program or another external service, where available.
- Referral to a general practitioner, counsellor, crisis service or community support organisation.

You are welcome to have a support person involved in a meeting where appropriate. HHE will explain any proposed action and work with you wherever possible.

Support During Practical Workshops and Clinical Placement

Practical workshops and clinical placement can sometimes be physically, emotionally or mentally demanding. Students may be exposed to realistic simulations, unfamiliar environments, challenging conversations or real-world patient care.

Please tell your trainer, preceptor or HHE contact if you:

- Feel unwell, unsafe, overwhelmed or distressed.
- Experience an injury, incident or concerning event.
- Are unsure about a task or instruction.
- Need a break or additional support.
- Have a health or personal circumstance that may affect safe participation.
- Are concerned about another student, patient or staff member.

Students should follow the relevant **Student Distress and Seeking Help flowchart** available through the eSkilled Student Dashboard. Immediate safety concerns must be reported promptly to the trainer, preceptor, placement host or HHE.

Privacy and Respectful Support

You only need to share information that is relevant to the support or adjustment you are requesting. HHE will handle personal and health information carefully and in accordance with its privacy and records-management requirements.

In some circumstances, HHE may need to share limited information with relevant staff, trainers, assessors or placement providers so that agreed support can be implemented safely. Wherever possible, this will be discussed with you first.



Level	What you may notice	Suggested response
Green - managing	Engaged and functioning; routine pressure	Use normal supports, healthy routines and regular check-ins.
Amber - emerging	Stress, fatigue, missed work, withdrawal or mild distress	Talk privately with HHE; consider practical support, referral, an ISLP or review.
Red - urgent	Immediate safety risk, severe distress, threat of harm or medical emergency	Call 000 if urgent. Contact an appropriate crisis or emergency service, then notify HHE when safe.

Finding Further Information

More information about available support, wellbeing, inclusion, early intervention, crisis assistance and referral options is available in the:

- HHE Student Health and Wellbeing Framework
- HHE Student Health and Wellbeing Booklet

These resources are available through the HHE website and your eSkilled Student Dashboard.

Your dashboard also contains relevant support contacts, forms, policies and Student Distress and Seeking Help flowcharts.

If you are unsure where to start, please contact HHE Student Support. You do not need to know exactly what type of help you require before reaching out, we can talk through the situation with you and help identify the next step.

HHE is not an emergency service

If you or another person is in immediate danger, call 000.

For crisis support in Australia, Lifeline is available on 13 11 14.

Current external support links are also available through your dashboard and the HHE website.

9. Fees, Payments, Refunds and Protection

HHE is committed to providing students with clear, accurate and transparent information about course fees and other possible costs before they enrol or make a payment. We want students to understand what they will be required to pay, when payments are due and what may happen if their enrolment or circumstances change.

Before enrolling, students should carefully review their course information, enrolment agreement, current Schedule of Fees, payment arrangements and applicable policies and procedures. Please ask HHE for clarification before accepting an enrolment offer or making a payment if anything is unclear.

Information Provided Before Enrolment

Depending on the course and payment method, information provided to students may include:

- The total advertised tuition fee.
- The amount required before commencing the course.
- Available payment plans and instalment dates.
- VET Student Loans information, where applicable.
- Materials, equipment, textbooks, uniforms or student resources included in the course cost.
- Practical workshop and clinical placement inclusions.
- Additional costs that may be the student's responsibility.
- Administrative charges that may apply in particular circumstances.
- Withdrawal, refund, transfer, deferral and extension conditions.
- Credit Transfer and Recognition of Prior Learning arrangements.
- Census dates and possible VSL debt implications, where applicable.

The current fees and charges are outlined in HHE's published course information and Schedule of Fees Document. Fees may be reviewed or updated; however, students will be informed about any change that affects their enrolment.

Initial Payments and Course Deposits

To protect students who pay course fees in advance, HHE will not require or accept more than **\$1,500 in prepaid tuition fees from an individual student for the same course before training commences**, unless an appropriate prepaid-fee protection arrangement permitted under the Standards for RTOs 2025 is in place.

The \$1,500 amount is the threshold at which additional prepaid-fee protection requirements apply. It is not necessarily the total course fee. Where the total tuition fee is greater than \$1,500, the remaining amount may be collected through an agreed payment plan as training and assessment services are delivered, or through another compliant payment or tuition-protection arrangement.

The same threshold applies regardless of whether prepaid fees are collected directly by HHE, through a third party or through multiple advance instalments relating to the same course.

Students will receive information explaining:

- The initial amount payable.
- Instalment amounts and due dates.
- The services or study period covered by each payment.

- Available fee-protection arrangements.
- Refund and withdrawal conditions.
- Any consequences of missed or dishonoured payments.

What Course Fees may Include

Course inclusions vary depending on the training product. The relevant course information will explain whether the advertised fee includes items such as:

- Online learning resources and access to eSkilled.
- LIVE study sessions and trainer or mentor support.
- Assessment and assessor feedback.
- Practical or clinical intensive workshops.
- HHE student resources or equipment.
- Clinical placement with Medical Edge Australia, where included in the qualification.
- Qualification Certification or a Statement of Attainment.

Other Costs may Include

- Textbooks or external resources.
- Uniform, footwear, PPE or clinical equipment.
- Travel, meals and accommodation for workshops or placement.
- Checks, screening, vaccinations or medical evidence.
- Host-related placement costs where disclosed.
- Replacement certificates, reassessment, re-enrolment, late changes or extensions where permitted and disclosed.

Payment Plans and Outstanding Fees

Where a payment plan is available, students are responsible for ensuring that payments are made by the agreed due dates. Students should contact HHE as soon as possible if they are experiencing financial difficulty or believe they may be unable to make a scheduled payment.

Depending on the student's enrolment agreement and the current Schedule of Fees, overdue or dishonoured payments may result in:

- A reminder or request for the student to contact HHE.
- An agreed revised payment arrangement.
- A late-payment or dishonoured-payment charge.
- Temporary restriction of course access.
- Suspension or cancellation of enrolment after appropriate notice.
- Outstanding amounts being referred for recovery.

HHE will not prevent a student from accessing its complaints and appeals processes because they have an outstanding account. Students experiencing financial hardship are encouraged to contact HHE early so their available options can be discussed.

Additional Fees and Charges

Additional administrative charges may apply in certain circumstances. These may include charges associated with:

- A subsequent course extension.
- A course transfer.
- Cancellation or non-attendance at a reserved clinical intensive workshop.
- Dishonoured or overdue payment-plan instalments.
- Replacement qualification documents.
- Course or unit upgrades following expiry or transition.
- Credit Transfer or Recognition of Prior Learning applications, where applicable.
- Additional training or assessment required beyond the services included in the original course fee.

Any additional fee will be applied in accordance with the student's enrolment agreement, the current Schedule of Fees and the relevant HHE policy and procedure that are located on the students eSkilled Dashboard. Students should check the current requirements before submitting an application or changing a workshop or placement booking.

Withdrawals and Refunds

Students may apply to withdraw from their entire course or from part of a course. The refund or financial outcome will depend on factors including:

- The student's payment method.
- The date HHE receives the completed withdrawal request.
- Whether training, assessment or other services have already been provided.
- The relevant refund conditions.
- Whether a VSL census date has passed.
- Any special circumstances supported by appropriate evidence.
- Fees or charges permitted under the enrolment agreement and applicable policy.

Submitting an enquiry or advising a trainer that you intend to leave does not automatically complete the withdrawal process. **Students must submit the required Withdrawal Request Form through their eSkilled Student Dashboard or using the method stated in the current Student Withdrawal Policy.**

HHE will confirm the outcome in writing, including the effective withdrawal date, any refund or outstanding amount, the VSL implications where applicable and information about any certification the student is eligible to receive.

Further requirements are outlined in HHE's Student Withdrawal Policy and applicable refund procedures.

Course Transfers, Extensions and Deferrals

A transfer, extension or deferral may affect course fees, payment arrangements, access to eSkilled, workshop bookings, clinical placement and the student's expected completion date.

Depending on the circumstances:

- An initial extension may be available without charge.
- A subsequent extension may attract an additional fee.
- A course transfer may involve an administrative charge and payment of any difference in course fees.

- A student returning from deferral may be affected by an updated course, training package or fee structure.
- Previously paid amounts may be transferred, credited or adjusted according to the approved outcome.

Students must complete the relevant application form through their eSkilled Student Dashboard and should review HHE's Course Transfer, Extension and Deferral Policy before applying.

Credit Transfer

Students who have previously completed an identical or equivalent nationally recognised unit may apply for Credit Transfer.

Students must submit the required **Credit Transfer Application Form** and provide acceptable evidence, such as an authenticated qualification, Statement of Attainment or USI transcript. HHE will verify the evidence and determine whether Credit Transfer can be granted in accordance with the training product requirements and HHE's assessment system.

An approved Credit Transfer may affect the remaining course fee or study plan. Any applicable administrative charge or course-fee adjustment will be managed according to the current **Schedule of Fees and Credit Transfer Policy and Procedure**.

If HHE is Unable to Deliver

If HHE is unable to provide training or assessment services for which a student has paid, HHE will apply its fee-protection and refund arrangements in accordance with the Standards for RTOs 2025 and any other applicable tuition-protection requirements.

Depending on the circumstances and applicable arrangements, this may include:

- Placement into an equivalent course with a suitable provider at no additional cost; or
- A refund of prepaid fees for training and services that have not been delivered.

HHE will communicate with affected students as soon as reasonably possible and explain the available options and next steps.

Finding the Current Information

This handbook provides an overview only. The detailed eligibility requirements, timeframes, evidence requirements, application processes and financial outcomes are contained in HHE's current policies and procedures.

Students should refer to the:

- Current Schedule of Fees
- Fees and Refunds Policy and Procedure
- Student Withdrawal Policy
- Course Transfer, Extension and Deferral Policy
- Credit Transfer Policy and Procedure

Current policies and procedures are available through the HHE website. Student application forms, including withdrawal, transfer, deferral, extension and Credit Transfer forms, are available through the eSkilled Student Dashboard.

If you are unsure about a fee, payment, refund or form, please contact HHE before making a payment or submitting a request.

10. VET Student Loans (VSL)

A VET Student Loan is an Australian Government income-contingent loan that helps eligible students pay tuition fees for an approved diploma-level or higher vocational education and training course.

The Australian Government pays the approved loan amount directly to HHE. The amount borrowed becomes part of the student's HELP debt and must be repaid through the Australian taxation system once the student's repayment income reaches the applicable threshold.

A VET Student Loan is a loan, not a scholarship, grant or discount. Students should carefully consider the financial implications before applying.

At HHE, VSL is available for the **HLT51020 Diploma of Emergency Health Care**, subject to HHE maintaining its approval as a VSL provider and the course remaining approved under the VET Student Loans program.

HHE currently structures the Diploma tuition fee so that eligible students with sufficient HELP balance and course loan-cap entitlement may have 100% of their tuition fees covered through VSL, with no HHE tuition gap payment. This does not mean that every student will automatically be eligible or that every course-related expense is covered.

Use Current Government Information

VSL rules, loan caps, HELP balance limits, repayment thresholds and eligibility can change. Read the current [VSL Student Manual](#) and information at dewr.gov.au/vet-student-loans and studyassist.gov.au. HHE provides required information but cannot give personal financial advice.

HHE's Current Fee Approach

HHE's current HLT51020 Diploma of Emergency Health Care fee structure is designed so that eligible students may have 100% of the tuition fee covered through VSL, subject to the applicable course loan cap, the student's available HELP balance, provider approval and government requirements.

Non-tuition costs are not covered by VSL.

Always check the current fee schedule and your personal eligibility before enrolment.

VSL Eligibility Requirements

To be eligible to apply for a VET Student Loan, a student must meet all applicable Australian Government requirements.

Eligibility is assessed individually. Enrolment in an approved course does not automatically mean that a student is eligible for a loan.

Generally, a student must:

- Be enrolled in an approved VSL course with an approved VSL provider.
- Meet the citizenship, visa and residency requirements.
- Be academically suited to undertake the approved course.
- Have a valid Unique Student Identifier.

- Have a valid Tax File Number or an appropriate Certificate of Application for a TFN.
- Have enough available HELP balance.
 - Students can only borrow up to their available HELP balance. Students who have previously used HELP or VSL assistance may have a reduced HELP balance or remaining course cap. If the available loan amount is less than the tuition fee, the student will be responsible for paying the difference. Students should check their available HELP balance through myGov before applying and notify HHE about any previous VSL enrolments that may affect their remaining entitlement.
- Have enough remaining VSL course loan-cap entitlement.
- Provide accurate and verifiable identity, citizenship, residency and academic evidence.
- Be undertaking the course primarily at a campus or through a provider located in Australia and meet the applicable Australian residency requirements.
- Be accepted into the course in accordance with HHE's entry requirements.
- Be a genuine student who is genuinely engaged in the course.
- Submit a complete and valid electronic Commonwealth Assistance Form(eCAF) after the required cooling-off period and on or before the applicable census date.

The Australian Government and HHE may request additional information or evidence before eligibility can be confirmed.

Citizenship, Visa and Residency Requirements

To be eligible for VSL, a student must generally be one of the following:

- An Australian citizen who meets the applicable study and residency requirements.
- A qualifying New Zealand Special Category Visa holder, or eligible former Special Category Visa holder, who meets the Australian Government's long-term residency requirements.
- A permanent humanitarian visa holder, or eligible former permanent humanitarian visa holder, who meets the applicable Australian residency requirements.
- A Pacific Engagement Visa holder who meets the applicable Australian residency requirements.

Permanent residents and temporary visa holders are not generally eligible unless they fall within a specifically eligible visa category.

Citizenship and residency rules can be complex. HHE must collect and verify suitable documentary evidence before approving a VSL application. Depending on the student's circumstances, evidence may include:

- An Australian passport.
- An Australian birth certificate.
- An Australian citizenship certificate.
- Visa documentation.
- International movement records.
- A parent's birth certificate or citizenship evidence.
- Other documents required by the Australian Government.

Students must be honest and accurate when providing this evidence. HHE cannot approve a loan where eligibility has not been satisfactorily established.

New Zealand Special Category Visa Holders

New Zealand Special Category Visa holders are not automatically eligible for VSL.

Eligible applicants must meet the Australian Government's long-term residency requirements, including requirements relating to:

- When they first became usually resident in Australia.
- Their age and family status when they first became resident.
- The total amount of time they have lived in Australia during the relevant periods.
- Their residency in Australia while undertaking the course.

HHE may require visa and international movement records to confirm eligibility.

Academic Suitability

Students must be academically suited to undertake the Diploma before HHE can approve their VSL application.

A student may demonstrate academic suitability by providing one or more of the following:

- An Australian Senior Secondary Certificate of Education, commonly referred to as a Year 12 certificate.
- An International Baccalaureate Diploma Programme diploma.
- Evidence of successfully completing a qualification delivered in English at Australian Qualifications Framework Level 4 or above.
- A satisfactory result from an approved language, literacy and numeracy assessment.

Where an LLN assessment is required, the student must demonstrate competence at or above **Exit Level 3 and working level 4 of the Australian Core Skills Framework in both reading and numeracy (see further details in Chapter 3)**.

HHE must also reasonably believe that the student has the skills and capability required to successfully undertake the course. Meeting the VSL academic-suitability requirement does not remove the need to meet HHE's course entry requirements, LLND requirements or other enrolment conditions.



Students Under 18 years of Age

Students who are under 18 must generally provide a completed **VET Student Loans Parental Consent Form** signed by a parent or guardian before HHE issues the eCAF invitation.

Parental consent may not be required where the student has been assessed by Centrelink as meeting the requirements for the independent rate of Youth Allowance. In this situation, the student must provide acceptable Centrelink evidence.

Additional HHE safeguarding, enrolment and support requirements may also apply to students under 18.

Applying through eCAF

Students who want to apply for VSL must tell HHE during the enrolment process.

Once HHE has assessed the student's eligibility and entered the required information, the student will receive an email from the Australian Government eCAF system. The email will normally come from:

eCAFsystem@education.gov.au

Students should check their junk or spam folder if the email is not received.

The eCAF will include pre-filled personal information. Students must check all information carefully before submitting the form. If anything is incorrect, the student should contact HHE and wait for the information to be corrected before submitting the eCAF.

Students must also provide:

- Their TFN.
- Their USI.
- A personal email address and telephone number.
- Information about their highest academic achievement.
- Information about any LLN assessment undertaken.

Students cannot submit a VSL application within the first two (2) business days after enrolling. This mandatory period provides time to consider the course, the enrolment decision and the financial implications of taking out a loan.

The eCAF must then be submitted:

- At least two (2) business days after enrolment; and
- No later than 11:59 pm Australian Eastern Standard Time on or before the first census date for which the student wants to access the loan.

A VET Student Loan cannot be backdated. If the eCAF is not correctly submitted by the relevant census date, the student will not receive VSL assistance for that study period and may be required to pay the tuition fee.

Submitting an eCAF does not guarantee final loan approval. The student must continue to meet all eligibility requirements, and the information provided must pass Australian Government verification.

eCAF

Units of study, census dates and notices

The HLT51020 Diploma of Emergency Health Care course is divided into three (3) sequential terms, each with a published census date.

A census date is the final date on which a student can:

- Apply for VSL for the relevant unit or part of the course.
- Withdraw from the term without incurring the associated VSL debt.

Current dates and fees are published on the HHE website, stated on your eSkilled Dashboard and supplied in your VSL documents. Students must review all census dates carefully. Stopping study, no longer logging into eSkilled or telling a trainer that you intend to leave does not automatically withdraw you from the course.

Notice or action	What it is	When you will receive it
Statement of Covered Fees	Explains the tuition fees covered by the loan and any amount not covered.	Provided before the first census day
VSL Fee Notice	Shows the applicable tuition fee, loan amount and census date.	Provided at least 14 days before the relevant census day.
Commonwealth Assistance Notice (CAN)	Confirms the amount reported as a VSL debt.	Provided within 28 days after census day. Check it and contact HHE promptly if anything is wrong.
Progression request	Confirms genuine engagement and continued access to VSL.	Completed three (3) times a year by the government deadline

Withdrawal, Deferring or Changing Course

If you withdraw on or before a census day, you will not incur VSL debt for that term and any eligible upfront tuition amount will be refunded. Withdrawal after census day normally results in debt.

Students who withdraw, defer or transfer must complete HHE's required process and forms. Updating a VSL Progression Form by itself does not replace HHE's withdrawal, deferral or transfer procedure.

Students should:

1. Contact HHE to discuss the proposed change.
2. Complete the required form through the eSkilled Student Dashboard.
3. Receive written confirmation from HHE.
4. Complete any required eCAF Progression Form.

Students who change to a different course must normally complete a new enrolment and a new eCAF. VSL debt already incurred for census dates that have passed will generally remain.

Re-Credit in Special Circumstances

A student who withdraws after a census date will generally retain the VSL debt for that study period.

In certain special circumstances, the student may apply to HHE for their HELP balance to be re-credited. The circumstances must generally:

- Have been beyond the student's control.
- Not have made their full impact until on or after the census date.
- Have made it impracticable for the student to complete the relevant study requirements.

Applications generally need to be made within 12 months of the withdrawal date or the end of the relevant study period, subject to the VSL legislation.

Students should refer to HHE's current **VSL Re-Credit and Withdrawal Policy** and submit the required application and supporting evidence.

Finding the Current Information

This handbook provides an overview only. VSL legislation, loan caps, repayment arrangements and eligibility requirements may change.

Students should review:

- The current Australian Government [VSL Student Manual](#).
- The [StudyAssist](#) website.
- HHE's VSL information and Schedule of Fees.
- Their Statement of Covered Fees.
- Their VSL Fee Notices and Commonwealth Assistance Notices.
- HHE's withdrawal, re-credit, complaints and genuine-student policies.

HHE policies and current VSL information are available through the HHE website. Student forms, census-date information, course records and support contacts are available through the **eSkilled Student Dashboard**.

Students should contact HHE before submitting an eCAF, changing their enrolment or making a decision that may affect their VSL debt.

11. Assessment

Assessments

Assessment is an important part of your learning journey with HHE. It provides opportunities to demonstrate the knowledge, practical skills, clinical reasoning, communication and professional behaviours required for your course.

HHE's objective is not to deliver "tick-and-flick" assessment or simply move students through a checklist. We want every student who completes an HHE course to leave feeling **confident, competent and industry ready**.

Assessments must provide enough genuine evidence for an assessor to be confident that a student can apply their skills safely, consistently and appropriately in a real or realistically simulated healthcare environment. HHE conducts assessments and makes assessment decisions in accordance with the four principles of assessment; fairness, flexibility, validity, and reliability and the rules of evidence; validity, sufficiency, authenticity, and currency.

Assessment is Tailored, while the Competency Standards Remain the Same

HHE recognises that students have different experiences, learning needs, strengths and ways of demonstrating their knowledge and skills. Assessment methods may therefore be varied or adjusted where appropriate to suit:

- The individual student.
- The course delivery method.
- The assessment environment.
- The requirements of the relevant training package.
- The specific unit of competency.
- Workplace and industry expectations.
- Reasonable-adjustment requirements.
- Safety, privacy and clinical-governance considerations.

Although assessment arrangements may vary, every student must meet the same nationally recognised competency requirements. HHE cannot remove an essential assessment requirement, lower the required standard of performance or make an adjustment that compromises safety or the integrity of the qualification.

Assessment Requirements for Each Unit

Every unit of competency has its own requirements. These may include:

- Elements and performance criteria.
- Foundation skills.
- Performance evidence.
- Knowledge evidence.
- Assessment conditions.
- Required equipment and resources.
- Specified workplace, simulation or observation requirements.
- Required task frequency or number of demonstrations.
- Licensing, regulatory or industry conditions where applicable.

HHE designs and reviews assessment activities against all components of the relevant training package and unit of competency. The type and amount of evidence required may therefore differ between units.

A student may complete a knowledge assessment successfully but still need to demonstrate practical skills, clinical performance or workplace application before being found competent in the unit.

Assessment Methods

HHE uses a range of assessment methods so students can demonstrate both what they know and what they can do.

Depending on the course and unit, assessment may include:

- Online knowledge questions and quizzes.
- Written short-answer questions.
- Case studies and clinical reasoning activities.
- Projects, reports and workplace documents.
- Incident reports, patient-care records or reflective activities.
- Verbal questioning or professional discussions.
- Practical skills demonstrations.
- Simulated clinical scenarios.
- Direct observation during clinical intensive workshops.
- Assessment in a workplace or clinical placement environment.
- Clinical placement logbooks.
- Preceptor or third-party reports.
- Portfolios of evidence.
- Recognition of Prior Learning assessments.
- Other assessment methods permitted by the relevant training product.

Using different assessment methods allows HHE to collect a balanced range of evidence rather than relying on a single written task or checklist.

Online Theory Assessment Submission

All online theory assessments must be completed and submitted through the student's **eSkilled Student Dashboard (unless otherwise stated)**. This ensures that assessment evidence is securely recorded, allocated to the correct assessor and retained as part of the student's official training record.

Students are responsible for:

- Submitting work through the correct eSkilled unit and assessment task.
- Completing all required questions and activities.
- Including all requested documents and supporting evidence.
- Ensuring uploaded files are readable, complete and in an accepted format.
- Keeping a personal copy of submitted work.
- Checking eSkilled regularly for assessment outcomes and assessor feedback.
- Completing required corrections or resubmissions through eSkilled.

Assessments emailed directly to a trainer or assessor will not normally be accepted unless HHE has provided written approval for an alternative submission method.

An alternative method may be approved as part of a reasonable adjustment or where a verified technical issue prevents submission through eSkilled. Students experiencing difficulty accessing or submitting an assessment should contact HHE before the assessment due date.

Before Undertaking Assessment

Before starting an assessment, students should:

- Read the complete assessment instructions and evidence requirements.
- Complete the relevant learning and preparation activities.
- Check submission dates and assessment conditions.
- Confirm that they understand what must be demonstrated.
- Ask their trainer or assessor for clarification if unsure.
- Advise HHE early if reasonable adjustment is required.
- Ensure they have access to the required equipment, technology and resources.
- Review relevant policies, procedures and clinical guidelines.
- Check that workplace or clinical-placement evidence can be collected safely and lawfully.

Students should not begin a practical assessment unless they feel adequately prepared and understand the required safety instructions.

Practical and Clinical Assessment

Practical and clinical assessments are designed to reflect realistic workplace responsibilities and expectations. Students may be required to demonstrate skills through scenarios, simulated patients, clinical equipment, documentation, teamwork and supervised patient-care activities.

During practical assessment, students are expected to:

- Follow safety procedures and lawful directions.
- Communicate professionally with patients, colleagues and assessors.
- Work within their role, competence and approved scope.
- Complete required clinical checks and procedures.
- Use equipment safely and correctly.
- Recognise deterioration, risks and the need for escalation.
- Apply clinical reasoning rather than simply repeat memorised steps.
- Protect privacy, dignity and confidentiality.
- Respond appropriately when a scenario or patient presentation changes.
- Reflect on their performance and respond to feedback.

Completing a checklist does not automatically demonstrate competence. The assessor must observe enough detail and quality in the student's performance to be satisfied that the required skills can be applied safely and consistently.

Clinical Placement Assessment

Where assessment is undertaken during clinical placement, students should actively engage with their preceptors and seek appropriate opportunities to apply their learning.

Placement evidence may include:

- Direct observation.
- Preceptor feedback or reports.
- Completed logbook activities.
- Accurate records of placement hours.
- Clinical reflections.
- Workplace documentation.

- Discussions with an HHE assessor.
- Additional practical verification where required.

A preceptor may contribute evidence and feedback, but the final assessment decision is made by an appropriately qualified HHE assessor.

Clinical placement attendance or completion of the required hours does not automatically result in competency. Students must provide the evidence required by the relevant units and demonstrate appropriate clinical, communication, safety and professional standards.

Reasonable Adjustment

Students who have disability, injury, illness, neurodiversity or another identified need may request reasonable adjustment.

Depending on the unit and assessment requirements, adjustment may include:

- Additional time or rest breaks.
- Alternative document formats.
- Assistive technology.
- Adjusted communication methods.
- Verbal clarification of written instructions.
- Changes to the timing or location of assessment.
- Alternative ways of collecting equivalent evidence.
- Additional preparation or support.

Reasonable adjustment is considered individually. It cannot remove an essential unit requirement, reduce the standard of competency, compromise patient or student safety or create an unjustifiable change for HHE or a placement provider.

Students should contact HHE as early as possible so suitable arrangements can be discussed before the assessment occurs.

Assessment Outcomes

Individual assessment tasks may receive an outcome of:

- **Satisfactory:** the required evidence for the assessment task has been demonstrated.
- **Not Yet Satisfactory:** further evidence, correction or improvement is required.

Once all assessment requirements for a unit have been completed, the overall unit result may be recorded as:

- **Competent:** all requirements of the unit of competency have been demonstrated.
- **Not Yet Competent:** one or more requirements of the unit have not yet been demonstrated.

A Not Yet Satisfactory or Not Yet Competent result does not mean that a student has failed as a person or is unable to succeed. It means that the assessor requires further evidence before competency can be confirmed.

Feedback and Reassessment

Where a student receives a **Not Yet Satisfactory** or **Not Yet Competent** outcome, the assessor will provide feedback explaining:

- What the student demonstrated well.
- Which requirements have not yet been met.
- What further evidence is required.
- What preparation or learning should occur before reassessment.
- The timeframe and process for resubmission or reassessment.

Students should review feedback carefully and contact their trainer or assessor if they do not understand what is required. Students will be provided with a **second assessment attempt through reassessment**, where appropriate. Before reassessment, HHE may recommend or require the student to:

- Review the relevant learning materials.
- Attend a LIVE study session.
- Meet with a trainer, assessor or mentor.
- Undertake further supervised practice.
- Complete additional preparation activities.
- Participate in an agreed support or learning plan.

The reassessment must continue to meet the requirements of the relevant training package and unit of competency. The required competency standard will not be reduced. If the student does not demonstrate the required competency following the permitted reassessment attempt, HHE will discuss the outcome and available options. These may include:

- Further training or study support.
- Additional assessment in accordance with HHE policy.
- Payment of an applicable reassessment fee listed in the current Schedule of Fees.
- Re-enrolment in the unit.
- An Individual Support and Learning Plan.
- An assessment appeal.

Assessment Appeals

Students have the right to request a review of an assessment decision if they believe:

- The assessment process was not fair.
- The assessment did not follow the published requirements.
- Relevant evidence was not considered.
- The decision was inconsistent with the unit requirements.
- An approved reasonable adjustment was not applied.
- Another procedural concern affected the outcome.

Students should first discuss the decision with their assessor where they feel comfortable doing so. If the concern is not resolved, they may submit an assessment appeal through the process outlined in HHE's Complaints and Appeals Policy and Procedure.

Using the assessment appeal process will not disadvantage the student.

Suspected academic misconduct will be managed under HHE's relevant policies and procedures.

Assessment Validation and Industry Relevance

HHE regularly validates its assessment practices, tools and decisions to confirm that assessment:

- Continues to meet the relevant training package and unit requirements.

- Produces consistent and defensible assessment decisions.
- Applies the principles of assessment and rules of evidence.
- Reflects current industry practice and workplace expectations.
- Remains appropriate for HHE's student cohorts and delivery environments.
- Uses realistic scenarios, equipment, terminology and clinical expectations.
- Identifies opportunities to improve instructions, assessor guidance and assessment activities.

Validation involves appropriately skilled and credentialed people who collectively understand the training product and current industry practice. The outcome cannot be determined solely by the person who designed or delivered the assessment being validated.

Validation outcomes are used to improve assessment tools, assessor guidance and HHE's broader assessment system. This ongoing review helps ensure that HHE assessment remains current, meaningful and relevant to the healthcare and out-of-hospital workforce.

Our Assessment Commitment

HHE is committed to assessment that is fair, supportive, challenging and relevant.

Our goal is not simply to issue a qualification. We want students to understand why they are performing a task, apply their learning safely, communicate professionally, make sound decisions and feel prepared to enter or progress within the industry.

Students who complete an HHE course should be able to say that they have not only met the assessment requirements but have developed the **confidence, competence and professional readiness** expected in the workplace.

Finding the Current Information

Detailed assessment requirements, submission instructions, feedback and results are available through the **eSkilled Student Dashboard**.

Students should also refer to HHE's current:

- **Assessment Policy and Procedure.**
- **Reasonable Adjustment Policy and Procedure.**
- **Recognition of Prior Learning Policy and Procedure.**
- **Complaints and Appeals Policy and Procedure.**
- **Schedule of Fees.**
- **Course-specific assessment instructions.**

Current policies are available through the HHE website and eSkilled Student Dashboard. Students should contact their trainer, assessor or HHE Student Support if they need help understanding an assessment requirement, submission process or outcome.

12. Credit Transfer and Recognition of Prior Learning

Credit Transfer

Students who have previously completed an identical or equivalent nationally recognised unit may apply for Credit Transfer. Credit Transfer applications should be submitted **at the time of enrolment and before the student commences their studies with HHE**. This allows HHE to assess the application, verify the evidence and prepare an accurate training plan before the student begins accessing learning materials or completing assessment activities.

Students must submit the required **Credit Transfer Application Form** and provide acceptable evidence, such as an authenticated qualification, Statement of Attainment or verified USI transcript. Students should not assume that Credit Transfer has been granted until they receive written confirmation from HHE. Until approval is provided, students remain enrolled in and responsible for the relevant unit requirements.

Applications submitted after training or assessment has commenced may affect whether course fees or previously completed activities can be adjusted. HHE is not required to retrospectively refund or remove training and assessment services that have already been provided.

HHE will verify the evidence and determine whether Credit Transfer can be granted in accordance with the qualification packaging rules, training-product requirements and HHE's assessment system. An approved Credit Transfer may affect the student's training plan, course duration and remaining course fee.

Students should review HHE's **Credit Transfer Policy and Procedure** before applying. The current policy is available on the HHE website, and the **Credit Transfer Application Form** is available through the **eSkilled Student Dashboard**.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning assesses skills and knowledge gained through employment, previous study, volunteering, professional development and life experience against the **full requirements of a unit of competency**.

RPL is a formal assessment process, not an automatic exemption or simplified pathway. The student must provide enough evidence for an HHE assessor to confirm that their current skills and knowledge meet all relevant elements, performance criteria, foundation skills, performance evidence, knowledge evidence and assessment conditions.

Students interested in RPL should discuss this with HHE as early as possible, preferably during enrolment and before commencing the relevant unit.

Evidence may include:

- Work products and workplace documents.
- Employment or training records.
- Position descriptions and resumes.
- References or reports from supervisors.
- Licences, qualifications and professional-development records.
- Interviews and professional discussions.
- Challenge questions or assessment activities.
- Practical demonstrations.

- Workplace observations.
- Photos, videos or portfolios of completed work.

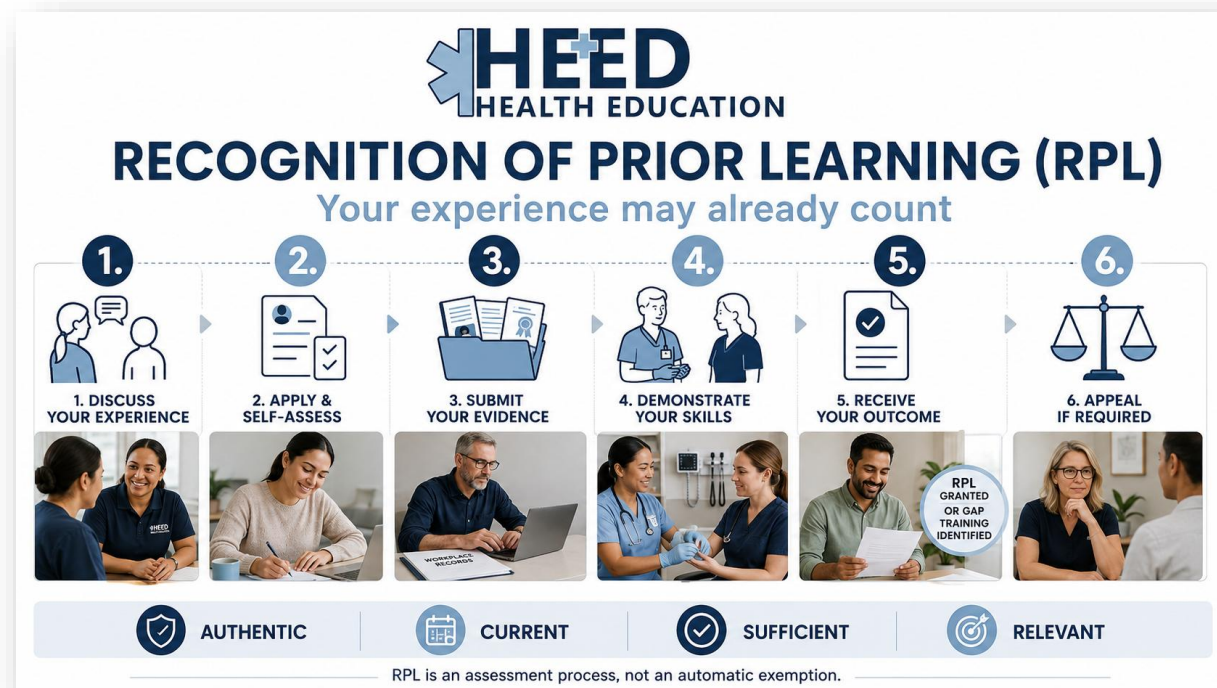
Evidence must be authentic, current, sufficient and relevant. Confidential workplace or patient information must be appropriately de-identified and provided with permission where required.

The RPL process generally involves the following steps:

1. **Discuss your experience with HHE.** HHE will help you consider whether RPL may be appropriate for the relevant unit or qualification.
2. **Complete the RPL application or self-assessment.** You will receive information about the unit requirements, evidence expectations, applicable fees and anticipated timeframes.
3. **Submit your evidence.** Evidence should clearly demonstrate how your previous experience meets the requirements of the unit. Providing a resume or holding a similar job title is not enough by itself.
4. **Participate in further assessment where required.** This may include an interview, challenge task, knowledge questions, practical demonstration, workplace observation or additional authenticity checks.
5. **Receive a written outcome.** HHE will advise whether RPL has been granted. Where some requirements have not been demonstrated, HHE may provide a gap-training or gap-assessment plan.
6. **Access the assessment appeal process if required.** Students who disagree with an RPL decision may request a review in accordance with HHE's assessment appeal process.

RPL decisions are made by an appropriately qualified HHE assessor and are subject to the same principles of assessment, rules of evidence and competency standards as every other assessment pathway.

Further information is available in HHE's **Recognition of Prior Learning Policy and Procedure**. The current policy is available on the HHE website, and relevant application forms are available through the **eSkilled Student Dashboard**.



13. Academic Integrity and Generative AI

Academic integrity means being honest about how assessment work was produced and ensuring that all submitted evidence genuinely demonstrates the student's own knowledge, skills and competence. All assessment evidence must be the student's own work unless collaboration, assistance or the use of specific resources has been expressly authorised by HHE. Academic misconduct may include:

- Plagiarism or copying another person's work.
- Collusion or unauthorised collaboration.
- Contract cheating or having another person or service complete work.
- Allowing another person to complete an assessment on the student's behalf.
- Impersonating another student or allowing another person to impersonate them.
- Fabricating or falsifying documents, evidence or information.
- Fabricating clinical-placement hours, patient information, workplace activities or supervisor signatures.
- Providing false or misleading records.
- Receiving or providing unauthorised assistance.
- Sharing protected assessment materials, questions or answers.
- Assisting another student to engage in academic misconduct.
- Misusing generative artificial intelligence or other technology.

Using Generative AI Appropriately

Generative AI tools may support learning in some circumstances, but they must not replace the student's own knowledge, judgement, clinical reasoning or practical skills.

Generative AI may only be used when:

- The assessment instructions or the trainer or assessor expressly permit its use.
- Its use does not replace the student's demonstration of their own knowledge or skills.
- Any facts, calculations, clinical information, legislation and references it produces are independently checked.
- Its use is acknowledged or referenced in the manner required by HHE.
- No personal, patient, confidential, commercially sensitive, proprietary or assessment-secure information is entered into the system.

Students remain responsible for the accuracy, safety, relevance and authenticity of all work they submit, including content developed with the assistance of generative AI. AI-generated information may be incomplete, inaccurate, outdated, biased or supported by invented references.

Generative AI must not be used to:

- Produce an assessment answer where independent work is required.
- Complete quizzes, tests, knowledge assessments or practical evidence unless its use has been expressly authorised.
- Complete assessment work on another person's behalf.
- Invent sources, references, workplace evidence, clinical-placement activities, patient information or personal reflections.
- Create false evidence of knowledge, skills or workplace participation.
- Alter images, documents, signatures or records in a false or misleading way.
- Circumvent plagiarism, authorship, identity-verification or assessment-security controls.
- Conceal the involvement of another person, service or technology in producing submitted work.

- Generate content that the student cannot explain, verify or demonstrate independently.

If students are unsure whether generative AI is permitted for a particular task, they must ask their trainer or assessor before using it.

Confirming Authenticity

Where the authenticity of assessment evidence is uncertain, HHE may ask the student to:

- Explain how the work was developed.
- Identify the sources and tools used.
- Answer additional verbal or written questions.
- Demonstrate the relevant knowledge or practical skills.
- Repeat part or all of an assessment task under specified conditions.
- Submit further evidence for assessment.

Students should retain relevant notes, drafts, source materials and records of any authorised AI use where these may help demonstrate how their work was produced.

Responding to Suspected Academic Misconduct

HHE will investigate suspected academic misconduct fairly and in accordance with its policies and procedures. The student will be informed of the concern and provided with an opportunity to respond before a decision is made.

Any outcome will consider the nature, seriousness and circumstances of the conduct. Outcomes may include:

- Education, guidance or a formal warning.
- Correction or resubmission of the assessment.
- Completion of a new or alternative assessment under specified conditions.
- A **Not Yet Satisfactory** assessment outcome.
- Further training or re-enrolment in the relevant unit.
- Suspension or cancellation of enrolment in serious or repeated cases.

Students may appeal an academic-misconduct or assessment decision through HHE's Complaints and Appeals Policy and Procedure. Using the appeal process will not disadvantage the student.

APPROPRIATE USE OF AI IN THE CLASSROOM

USE AI AS A TOOL. YOU ARE THE THINKER, THE LEARNER, THE CREATOR.

Artificial Intelligence can support your learning—but it should never replace **your thinking, effort, or originality.**

WE CAN USE AI TO...



BRAINSTORM IDEAS

Get ideas and explore different perspectives.



EXPLAIN CONCEPTS

Get explanations or examples to better understand topics.



IMPROVE YOUR WORK

Get feedback on your writing, organization, or clarity.



RESEARCH AND SUMMARIZE

Find information and summarize complex topics.



PRACTICE AND PREPARE

Create practice problems, quizzes, or study guides.

WE SHOULD ALWAYS...



THINK CRITICALLY

Evaluate AI responses. Check facts and don't accept everything as true.



BE ORIGINAL

Your work should reflect your own ideas, voice, and effort.



GIVE CREDIT

If AI helps you, acknowledge it when required by your teacher.



PROTECT PRIVACY

Never share personal information about yourself or others.



FOLLOW CLASS RULES

Use AI tools in ways that align with your teacher's expectations and school policies.



EXAMPLES OF APPROPRIATE USE

OUTLINE AN ESSAY



Use AI to help create an outline, then write the essay in your own words.

GET EXAMPLES



Ask AI for examples to help you better understand a concept.

CHECK UNDERSTANDING



Ask AI to quiz you or explain something in a new way.

IMPROVE YOUR DRAFT



Use AI to give feedback on your draft, then revise and improve your own work.

LEARN NEW SKILLS



Use AI to help you learn steps, methods, or new ways to solve problems.

AI is powerful.
How you use it
shows your character.

BE RESPONSIBLE. BE RESPECTFUL. BE YOUR BEST.

**LET AI HELP YOU LEARN,
NOT DO THE LEARNING FOR YOU.**

Use AI wisely
today to build a
better tomorrow.

14. Student Rights, Responsibilities and Code of Conduct

HHE is committed to providing high-quality, ethical and compliant vocational education and training in a safe, respectful and inclusive environment. Learning is a partnership. HHE is responsible for providing quality training, assessment and support, while students are responsible for participating actively, behaving respectfully and meeting the requirements of their course.

The **Student Code of Conduct** applies to all HHE-related activities, including:

- Online learning through eSkilled.
- Blogs, forums, discussion boards and collaborative activities.
- LIVE study sessions and video conferences.
- Emails, messages and other student communications.
- Practical workshops, simulations and assessments.
- Clinical placement and workplace learning.
- Site visits, events and course-related social media activity.

HHE Commitment to Students

HHE is committed to:

- Providing nationally recognised training and assessment that is fair, flexible, valid and reliable.
- Providing clear and accurate information about courses, fees, assessment, progress and support.
- Providing access to appropriately qualified trainers and assessors.
- Supporting student engagement, progression, wellbeing and individual learning needs.
- Providing a physically and psychologically safe learning environment.
- Promoting equity, diversity, inclusion and fair treatment.
- Considering reasonable adjustment without reducing the required competency standard.
- Protecting student privacy and maintaining secure and accurate records.
- Providing fair Credit Transfer and Recognition of Prior Learning processes.
- Managing complaints, appeals and conduct matters fairly and without victimisation.
- Using feedback and industry consultation to improve training and student outcomes.

Student Rights

Students have the right to:

- Receive quality training and assessment that meets national requirements.
- Be treated with dignity, courtesy, respect and fairness.
- Learn in an environment free from bullying, harassment, discrimination, vilification and victimisation.
- Receive clear information about their course, fees, assessment, progress and support options.
- Ask questions and receive assessment feedback.
- Access appropriately qualified trainers and assessors.
- Have individual needs considered and request reasonable adjustment.
- Access student support and wellbeing resources.
- Have personal information handled securely and confidentially.
- Apply for Credit Transfer or Recognition of Prior Learning.
- Provide feedback and raise concerns without disadvantage.
- Lodge a complaint or appeal and have it managed with procedural fairness.
- Have a support person involved in relevant meetings or processes where appropriate.

Student Responsibilities

Students are responsible for:

- Following HHE policies, enrolment conditions and reasonable directions.
- Treating staff, students, patients, clients, preceptors and members of the public respectfully.
- Participating actively in learning, assessment and clinical placement.
- Preparing for workshops, assessments and practical activities.
- Completing work and responding to feedback within required timeframes.
- Checking eSkilled and their nominated email account regularly.
- Maintaining accurate contact and enrolment information.
- Advising HHE if they cannot attend a scheduled activity.
- Seeking support early if circumstances may affect their progress or participation.
- Completing assessment honestly and following HHE's academic-integrity and generative-AI requirements.
- Protecting personal, patient, workplace and placement confidentiality.
- Following safety instructions and reporting hazards, incidents and concerns.
- Attending practical activities and placement fit and safe to participate.
- Using facilities, equipment and resources safely and appropriately.

Respectful and Professional Behaviour

Students must communicate and behave in a way that supports a safe and inclusive learning environment.

Students are expected to:

- Use respectful, inclusive and professional language.
- Listen to and consider different views and experiences.
- Respect cultural differences, personal boundaries and diverse perspectives.
- Disagree constructively and focus on the issue rather than the person.
- Follow reasonable instructions from HHE and placement personnel.
- Maintain appropriate professional boundaries.
- Avoid disrupting or dominating learning activities.
- Seek assistance when a disagreement cannot be resolved respectfully.

Students must not engage in:

- Bullying, harassment, discrimination, vilification or victimisation.
- Abusive, threatening, intimidating, aggressive or offensive conduct.
- Sexual harassment or unwelcome sexual behaviour.
- Deliberate disruption of training, assessment or placement.
- Retaliation against a person who raises a concern.
- Conduct that places another person's health, safety or wellbeing at risk.
- Unauthorised recording, photography or sharing of another person or their work.
- Theft, damage or misuse of property, facilities, equipment or resources.
- Participation while affected by alcohol, illicit drugs or another substance that makes participation unsafe.

For further information about expected behaviour and how HHE prevents and responds to discrimination, harassment and bullying, please refer to **HHE's Anti-Discrimination and Bullying Policy available through the eSkilled Student Dashboard.**

Respectful Behaviour in Online and Interactive Learning

The same standards of conduct apply online as they do during face-to-face training and clinical placement.

Interactive activities may include blogs, forums, discussion boards, group tasks, peer feedback, LIVE study sessions, video conferences and collaborative documents. These activities allow students to share ideas and learn from different perspectives. Students do not have to agree with every contribution, but all communication must remain respectful and constructive.

When participating online, students must:

- Use professional and inclusive language.
- Respond to ideas without personally attacking or humiliating another person.
- Avoid insults, threats, sarcasm, discriminatory comments or deliberately inflammatory content.
- Give other students a reasonable opportunity to participate.
- Follow the trainer's instructions and keep contributions relevant to the activity.
- Submit their own work and acknowledge sources or authorised collaboration.
- Protect personal, patient, placement and workplace confidentiality.
- De-identify clinical examples and case discussions.
- Obtain permission before sharing another person's comments, images or work.
- Not share screenshots, recordings, private discussions or protected assessment materials without authorisation.
- Use generative AI only where permitted by HHE.
- Report inappropriate or unsafe online behaviour promptly.

Where a blog, discussion post or peer response forms part of an assessment, the student's contribution must be their own work and meet the assessment requirements.

Students should remember that online comments may form part of the learning or assessment record. Before posting, consider whether the contribution is **respectful, relevant, accurate and appropriate** for a professional learning environment.

Practical Activities and Clinical Placement

During practical workshops, simulations and clinical placement, students must:

- Follow safety, infection-control, clinical-governance and workplace requirements.
- Comply with lawful directions from trainers, assessors, preceptors and placement personnel.
- Work within their level of training and approved scope.
- Protect patient privacy, dignity and confidentiality.
- Communicate professionally with patients, families, colleagues and the public.
- Maintain appropriate boundaries and presentation standards.
- Use clinical equipment only as instructed and authorised.
- Report incidents, injuries, errors, hazards and concerns promptly.
- Not photograph, record or share patient or workplace information without authorisation.
- Not post information about patients, placement activities or workplace incidents on social media.

Placement providers may apply their own workplace policies in addition to HHE requirements. Conduct or safety concerns may result in a student being removed from placement and may affect their ability to complete the course.

Raising a Concern

Students who experience or witness inappropriate or unsafe behaviour should:

1. Address the concern respectfully with the person involved, if safe and appropriate.
2. Keep relevant records or messages.
3. Report the matter to a trainer, assessor, preceptor or HHE Student Support.
4. Use HHE's complaints process if the issue is serious or remains unresolved.
5. Contact emergency services where there is an immediate safety risk.

Students will not be disadvantaged for raising a genuine concern in good faith.

Breaches of the Student Code of Conduct

HHE will consider the seriousness, frequency, impact and circumstances of any suspected breach. The student will be informed of the concern and given an opportunity to respond before a decision is made.

Outcomes may include:

- Education, guidance or informal resolution.
- A verbal or written warning.
- Removal of inappropriate online content.
- A behaviour-management or support plan.
- Conditions on participation in an activity, assessment or placement.
- Temporary removal or suspension where safety is at risk.
- Reimbursement for damage caused.
- Withdrawal or cancellation of enrolment in serious or repeated cases.
- Referral to an external authority where required.

All outcomes will be proportionate and managed with procedural fairness.



STUDENT CODE OF CONDUCT

Respect • Safety • Integrity • Inclusion • Professionalism • Responsibility



ONLINE LEARNING





PRACTICAL WORKSHOPS





CLINICAL PLACEMENT





RESPECT OTHERS



COMMUNICATE PROFESSIONALLY



LEARN SAFELY



ACT WITH INTEGRITY



PROTECT PRIVACY



TAKE RESPONSIBILITY

LEARN WITH RESPECT. ACT WITH INTEGRITY.

15. Safety, Fitness to Practice and Incident Reporting

Everyone shares responsibility for maintaining a safe learning, assessment and clinical-placement environment. Students must take reasonable care of their own health and safety and avoid placing patients, clients, staff, other students or members of the public at risk.

Student Safety Responsibilities

Students must:

- Follow Work Health and Safety requirements, site instructions and emergency procedures.
- Use facilities, equipment and clinical resources safely and only as instructed.
- Wear required clothing and personal protective equipment.
- Work only within the task, role and level of responsibility authorised.
- Ask the trainer, assessor, preceptor or supervisor for guidance when unsure.
- Stop an activity if conditions become unsafe or they are not confident they can continue safely.
- Attend workshops, assessments and clinical placement sober, drug-free and fit to participate.
- Report hazards, incidents, errors and safety concerns promptly.
- Cooperate with reasonable safety reviews, investigations and corrective actions.

HHE or a placement provider may prevent or stop a student from participating where continued participation presents an unacceptable safety risk.

Fitness to Practice

Students must be physically, mentally and emotionally fit to participate safely in practical training, assessment and clinical placement. Prior to undertaking their Clinical Placement, students will be required to meet the **HHE Fitness-to-Practice Guidelines**. Students should tell their trainer, assessor, preceptor or HHE contact if they:

- Feel unwell, fatigued, distressed or unable to participate safely.
- Have an injury, illness or health condition that may affect participation.
- Are taking medication that may affect alertness, judgement or physical performance.
- Require a break, support or reasonable adjustment.
- Are concerned that another person may not be fit to participate safely.

Students should stop and seek assistance if they become unwell, overwhelmed or unsafe during an activity. HHE will manage relevant health information respectfully and only share it where necessary to arrange support or protect safety.

Incidents and Concerns that must be Reported

Students must promptly report:

- An injury, illness, exposure or near miss.
- Unsafe equipment, facilities, behaviour or environmental conditions.
- A patient or client safety concern.
- A medication, clinical or documentation error.
- A privacy, confidentiality or cybersecurity incident.
- A child-safety or safeguarding concern.
- Sexual harassment, violence, intimidation or a threat.

- Any other event that has caused, or could reasonably cause, harm.

Reports should be made to the trainer, assessor, preceptor, placement supervisor or HHE as soon as it is safe to do so. Students should provide accurate information and must not conceal, alter or falsify details about an incident.

Emergency Response

If there is an immediate threat to life or safety:

1. Call **000**.
2. Follow the site's emergency plan and any lawful directions.
3. Move to safety and provide assistance only within your training and capability.
4. Notify the trainer, supervisor, placement provider or HHE as soon as it is safe.

Following an incident, HHE may:

- Confirm that immediate safety and medical needs have been addressed.
- Arrange wellbeing or study support.
- Record and investigate the incident.
- Consult with the placement provider or other relevant parties.
- Notify a regulator, insurer, emergency service or other authority where required.
- Review risks and implement corrective or preventative actions.

Students must cooperate with reasonable reporting and investigation processes. Raising a genuine safety concern or reporting an incident in good faith will not disadvantage the student.



FITNESS TO PRACTICE

Safe • Competent • Ready for Clinical Placement

 **ETHICAL BEHAVIOUR**

 **BEHAVIOURAL STABILITY**

 **LEGAL COMPLIANCE**

 **COMMUNICATION**



 **COGNITION**

 **SENSORY ABILITY**

 **STRENGTH & MOBILITY**

 **SUSTAINABLE PERFORMANCE**

BEFORE CLINICAL PLACEMENT



Declaration



Clearances & ID



Health & Immunisation



Training & Assessment



Current CPR & First Aid



Professional Conduct



Uniform & Equipment



Reliable Attendance

TELL HHE ABOUT ANY CHANGE THAT MAY AFFECT SAFE PRACTICE.

16. Privacy, Records and Communications

HHE collects, uses, stores and discloses personal information for enrolment, training, assessment, support, certification, regulatory reporting, VSL administration, safety, placement and quality assurance. Systems may include eSkilled, SharePoint, Outlook, HubSpot, LLN Robot, Digital Robot, the USI Registry, eCAF and TCSI.

Information may be disclosed to government agencies, regulators, NCVER, funding or loan administrators, approved service providers, placement hosts and others where authorised or required.

HHE limits access to information, applies reasonable privacy and security controls and retains records for the required periods. Further information is available in **HHE's Privacy Policy and Data and Records Management Policy through the HHE website and eSkilled Student Dashboard.**

IT Security and Protection provided by SIAX

HHE engages **SIAX**, its specialist information technology provider, to support the security, reliability and protection of HHE's digital systems and information.

SIAX assists HHE to:

- Maintain and protect its information technology environment.
- Apply and manage appropriate technical security controls.
- Monitor and respond to cybersecurity risks and suspected incidents.
- Support secure access to HHE systems.
- Assist with system maintenance, recovery and technical support.
- Help protect HHE and student information from unauthorised access, loss, misuse or disruption.

Where SIAX requires access to HHE systems or information to provide authorised technical support, access is limited to what is reasonably necessary and managed in accordance with HHE's privacy, confidentiality and information-security requirements.

Students should promptly report suspected account compromise, unusual system activity, phishing messages, loss of information or another cybersecurity concern to HHE so that appropriate support, including assistance from SIAX, can be arranged.

Student Privacy and Security Responsibilities

Students must:

- Keep usernames, passwords and authentication details secure.
- Not share their login credentials with another person.
- Use strong, unique passwords and available security controls.
- Report lost devices, suspected account compromise or unauthorised access promptly.
- Not upload unnecessary personal, health or sensitive information.
- De-identify patient and client information unless its use has been expressly authorised.
- Not photograph, record or share people, documents, patients or workplaces without permission.
- Use approved HHE systems and secure communication channels for course information.
- Avoid sharing course, patient, placement or personal information through social media or unsecured messaging platforms.
- Log out of shared devices and take reasonable steps to protect information displayed on their screen.

- Follow HHE instructions relating to privacy, cybersecurity and the acceptable use of technology.

Access, Correction and Current Information

Students may ask to access or correct personal information held by HHE. HHE may verify the student's identity before providing access and may lawfully limit access to certain information.

Students are responsible for keeping the following information current:

- Legal name and preferred name.
- Residential and postal address.
- Telephone number and email address.
- Emergency contact details.
- USI-related information.
- Relevant support, health or reasonable-adjustment information.
- Information required for clinical placement.

Details should be updated through eSkilled or by contacting HHE Student Support.

17. Feedback and Complaints

HHE welcomes feedback and provides fair, accessible and culturally safe complaint process. You can raise a concern informally or formally and may be supported by another person. You will not be disadvantaged for raising a genuine concern or participating in a process.

Feedback

HHE values student feedback and uses it to improve training, assessment, learning resources, support services, systems and the overall student experience.

Students can provide feedback through both formal and informal opportunities, including:

- Speaking with a trainer, assessor, mentor or Student Support team member.
- Providing feedback during LIVE study sessions, workshops and progress meetings.
- Completing course, unit, workshop or clinical-placement evaluations.
- Responding to surveys available through eSkilled.
- Submitting written feedback by email or through an HHE feedback form.
- Participating in consultation, review or support meetings.

HHE will also email students an **Annual Learner Survey** in accordance with ASQA's learner-engagement and quality-indicator requirements. Students are strongly encouraged to complete this survey honestly, as the results help HHE evaluate the quality of its training, assessment and student support.

Relevant feedback, improvement suggestions and identified issues are recorded in HHE's **Continuous Improvement Register**. HHE reviews this information to identify trends, assign actions, monitor outcomes and determine whether changes are required.

Students may provide feedback without making a formal complaint. However, concerns requiring a specific investigation or individual resolution should be submitted through **HHE's Complaints and Appeals Process**.

Complaints

A complaint may concern HHE, staff, another student, a contractor, third party, placement host or connected service. Where safe and appropriate you may first try to resolve the concern with the person or team involved, but this is not required.

1. Submit the **Complaint Form through eSkilled or email Student Support**. Explain what happened, the outcome sought and include relevant evidence.
2. HHE acknowledges the complaint, checks safety and support needs, confirms the process and identifies conflicts of interest.
3. An appropriate person gathers relevant information and gives affected parties a fair opportunity to respond.
4. HHE provides a written outcome, reasons and any corrective action or review rights within a reasonable timeframe.
5. If resolution takes longer than advised, HHE explains the delay and provides progress updates.

Fairness, Privacy and Records

- Processes are free or low-cost and accessible. Any unavoidable cost is explained first.
- HHE manages information sensitively but cannot promise absolute confidentiality where disclosure is needed for fairness, safety or law.
- A person with a conflict of interest will not decide the matter.
- Reasonable adjustment, an interpreter, advocate or support person may be requested.
- HHE keeps appropriate records and uses outcomes for improvement.
- No person may retaliate against someone for making or supporting a genuine complaint or appeal.

External Options

Depending on the issue, external options may include the National Student Ombudsman, ASQA, an anti-discrimination or human rights body, the Office of the Australian Information Commissioner, consumer affairs, the Administrative Review Tribunal, police or another relevant agency. An external body may first ask whether HHE's internal process has been used. HHE's written outcome will identify the most relevant option where possible.

Where to Begin

Refer to **HHE Complaints and Appeals Policy** and when ready use the current **Complaints and Appeals Form** in your **eSkilled Student Dashboard**, or email study@heededucation.edu.au. If the concern involves that team or creates a conflict, mark the communication "Confidential - General Manager/CEO".

19. Changes, Transition, Suspension and Cancellation

Changes to Training Products

Training products may be updated, superseded or removed. HHE monitors changes, advises affected students and manages transition within regulatory timeframes. Depending on progress and teach-out arrangements, you may complete the existing product or transfer to a replacement. HHE will explain credit, additional training, fees and certification implications before transition.

Suspension or Cancellation by HHE

HHE may consider suspension or cancellation for serious or repeated non-engagement, non-payment, unsafe conduct, misconduct, breach of placement conditions, false information or other material breach. Except where urgent interim action is necessary for safety or integrity, HHE will give written notice, reasons, an opportunity to respond and access to appeal before a final decision takes effect.

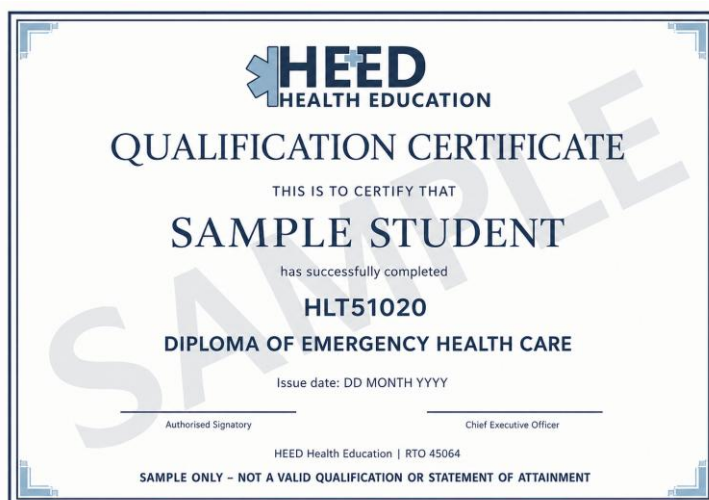
Provider Default and Tuition Assurance

If HHE stops delivering an enrolled VSL course or otherwise defaults, HHE will comply with tuition protection and notification obligations. Eligible students may be assisted to continue with a replacement provider or receive re-credit or refund arrangements as applicable. HHE will provide written information about next steps and access to necessary records.

20. Certification and Student Records

When you have been assessed as competent in all requirements and met administrative obligations, HHE will issue AQF certification documentation within the required timeframe, generally within 30 calendar days, provided a valid USI is held or an exemption applies. A qualification includes a record of results. Successful completion of individual units may result in a statement of attainment.

HHE retains required records of enrolment, participation, assessment outcomes and certification. You may request replacement certification or access to records. Identity verification and a disclosed replacement fee may apply. HHE may withhold certification only where permitted by law or the Standards; it will not withhold certification because of an unrelated dispute.



21. Key Contacts and Quick Links

Need	Where to go
Course, enrolment, fees or support	study@heedededucation.edu.au 1300 552 243
Current course and policy information	support@heedededucation.edu.au 1300 552 243
Learning, forms, notices and timetable	eSkilled Student Dashboard (LMS/SMS)
VSL information	HHE VSL page; dewr.gov.au/vet-student-loans ; studyassist.gov.au
USI	usi.gov.au
RTO scope and training products	training.gov.au
Emergency	000
Crisis support	Lifeline 13 11 14

Office hours and locations may change. Check the HHE website for current details. If a matter is urgent because of a census date, assessment, workshop, placement or safety deadline, say so clearly in the subject line.

Appendix A - Student Start-up Checklist

- I have read the current course information, fees and this handbook.
- I understand delivery, study commitment, workshops and placement requirements.
- My identity, USI and contact details are accurate.
- I have activated eSkilled and can access my Student Dashboard.
- I know where to find my schedule, forms and support contacts.
- I have disclosed support or reasonable-adjustment needs I want HHE to consider.
- I understand assessment integrity and rules for generative AI.
- I know how to give feedback, make a complaint or appeal.
- If using VSL, I understand my eCAF, census dates, notices and debt obligations.
- I have planned for technology, equipment, travel, placement and other costs.

Appendix B - Important Definitions

Term	Meaning
Assessment appeal	A request for review of an assessment decision.
Census date	Last day to withdraw from a VSL unit of study without incurring associated debt.
Clinical placement	Approved supervised learning in a real workplace required by some courses.
Competent	All unit requirements have been demonstrated.
Credit transfer	Recognition of an equivalent unit previously completed.
eCAF	Electronic Commonwealth Assistance Form used to request VSL.
eSkilled	HHE's student management and learning management platform.
ISLP	Individual Support and Learning Plan documenting agreed support.
Reasonable adjustment	A change supporting access while preserving competency and safety.
RPL	Assessment of existing skills and knowledge against unit requirements.
VSL	VET Student Loan - a government income-contingent loan for eligible approved study.

Appendix C - 2025 Standards for RTOs alignment

This student-facing handbook supports HHE's implementation of the Standards for Registered Training Organisations 2025 and related legislation. It should be read with HHE's operational policies and procedures, which contain detailed responsibilities, forms, records and controls.

2025 Standards focus	Where addressed
Quality training and assessment	Sections 5, 11, 12 and 13
VET student support and wellbeing	Sections 6 and 8
Diversity, inclusion and adjustment	Section 8
Information and transparency	Sections 2, 9 and 10
Feedback, complaints and appeals	Section 18
Safe, respectful learning	Sections 15 and 16
Integrity and records	Sections 13, 17 and 20
Continuous improvement	Sections 1 and 18

Appendix D - Reference Framework

HHE maintains this handbook with reference to the current Standards for Registered Training Organisations 2025, National Vocational Education and Training Regulator Act 2011, Australian Qualifications Framework, VET Student Loans Act 2016 and Rules, Student Identifiers Act 2014, Privacy Act 1988, National VET Data Policy, applicable anti-discrimination, workplace health and safety, child safety and consumer laws, and relevant training package requirements.

Where legislation or a mandatory standard changes, current law prevails. HHE will update controlled documents and notify affected students of material changes.

Document Control

Document	Details
Title	HHE Student Handbook
Owner	General Manager
Approved by	Chief Executive Officer
Version and date	Version 4.0 - August 2026
Review cycle	At least annually and when legislation, standards, systems or HHE operations change
Applies to	Prospective, current and former HHE students, as relevant
Summary of Changes (v3.0 to v4.0)	Added Part-time studies for Diploma Updated contact details – phone and email address Updated and added new qualifications and units of competency

This handbook is a controlled document when accessed through the HHE website or eSkilled Student Dashboard. Printed or saved copies may become out of date. HHE will communicate material changes that affect current students.