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| Name: | Code of Conduct – Online Delivery |
| Approved by: | Group Accreditation & Compliance Manager |
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| Approved by: | Chief Executive Officer |
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Section 1 – Introduction 2

 1) Purpose 2

 2) Scope 2

Section 2 – Policy 2

Section 3 – Expectations 5

Section 4 – Reference and Supporting Information 5

 1) Definitions 5

 2) Supporting documentation 6

Section 5 – Change History 7

 1) Change History 7

Section 1 – Introduction

1) Purpose

This Code of Conduct outlines RedHill Education’s (RDH) expectations for all those who participate in our online learning community, as well as the consequences for unacceptable behaviour.

2) Scope

This document applies to all students and staff participating in or delivering online learning and includes all courses (accredited and non-accredited) of RDH’s education providers and their brands (collectively referred to as RDH), as listed following:

- Academy of Information Technology Pty Ltd RTO: 90511; CRICOS: 02155J; PRV12005 (including Left Bank, Coder Academy Australia)
- Greenwich English College Pty Ltd RTO: 91153; CRICOS: 02672K (including Greenwich Management College, Greenwich College)
- International School of Colour and Design Pty Ltd RTO: 91439

Section 2 – Policy

1. The Code of Conduct in Practice

RDH is committed to providing students and staff with access to education and training in relation to the requirements of the Code and related procedures.

Where staff, students, clients or partners are uncertain about the Code’s application or interpretation, they should consult with the relevant Head of School, Academic Manager or higher authority if appropriate.

The Code should be read in conjunction with current policies and procedures.

RDH and its staff members, students, clients and partners are accountable for their conduct and behaviour in relation to the Staff and Student General Codes of Conduct.

2. The Code

Fairness

We value fairness characterised by openness and impartiality in the conduct of our study and work in decision-making and in supporting and attracting staff and students. Fairness is exercised in compliance with legislation and regulations, and is also demonstrated through mutual respect, constructive interpersonal relationships and honest communication.

We will act with fairness in all our dealings through, for example:

- Transparency and natural justice in processes that affect others;
- Impartiality in decision making, including in relation to staff attraction and recruitment;
- Communication of the rationale for decisions to relevant staff, students, clients or partners;
- Sharing and providing information that is accurate, complete and timely;
- Equitable treatment of others in our dealings with staff, students, clients and partners at all levels;
- Supporting and accommodating the needs of others who may be living with a disability or other disadvantage; and
- Committing to a workplace and study environment that is free from bullying and harassment.

Respect

We value respectful and polite conduct. We demonstrate consideration and regard for the rights, privacy and feelings of others, and for the differences across cultural backgrounds, beliefs and abilities.

We will act with respect for others through, for example:

- Courtesy in all forms of communication between staff, students, clients and partners – be it in person, in writing or through electronic or social media;
- Consideration and inclusion of the views of others;
- Valuing difference among our staff, students, clients and partners;
- Responsiveness and timeliness in dealing with the requests and requirements of others engaged in study, teaching, research and administration;
- Exercising care and probity in the use of equipment and financial resources;
- Sustaining our social, physical and natural environments through responsible planning and management of resources;
- Personal presentation that is appropriate and respectful of the expectations of others; and
- Respecting personal and professional privacy in our conversations.

Integrity and Professionalism

We value integrity and professionalism in our activities and across academic, teaching and management functions. Professionalism is characterised by competency, skill, quality service delivery, and the expectation that staff will conduct their duties in a responsible and conscientious manner.

We will promote integrity and professionalism through:

- Ethical and professional conduct consistent with our policies and the requirements of accreditation agencies;
- Modelling academic integrity and ethical practice in learning, teaching and research;
- Trust, which is modelled by responsibility, consistency and maintaining confidentiality;
- Honesty and openness in communication and actions, ensuring that information is conveyed in a timely manner;

- Mindfulness of our reputation when commenting publicly in formal settings (such as media interviews), as well as in informal settings (such as through the use of social media);
- Respect for the confidentiality of information held by RDH's commitment to ensuring that all actions are free from any conflict of interest, and commitment to disclosing interests where conflict may arise or reasonably be perceived by others; and
- Adherence to policies and procedures.

Accountability

We value accountability and take responsibility for our actions within the scope of our work, study and community engagement. This includes an obligation to report, explain and be answerable to the consequences of our actions.

We will ensure that accountability is practised by:

- Maintaining the high standards and reputation of RDH and its entities;
- Acting with care and diligence, and being accountable for official conduct and decisions;
- Acknowledging and taking responsibility for our actions;
- Using current and accurate information and evidence;
- Seeking to attain the highest possible standards in the performance of our duties and exercising our responsibilities;
- Adhering to codes of conduct and ethics of professional associations where applicable;
- Maintaining up-to-date knowledge in our areas of work or scholarship, and in the professional, legal and ethical standards relevant to our areas of expertise;
- Ensuring that intellectual freedom is exercised through the responsible and honest search for knowledge and its dissemination; and
- Complying with the principles of health and safety at work and study, and reporting health and safety risks and incidents through appropriate channels.

Equality of opportunity

We value equality of opportunity and celebrate diversity. We recognise and support people from all ethnic, cultural and social backgrounds, including Indigenous Australians and people living with disability.

We will ensure that equality of opportunity is achieved through:

- Inclusiveness and respect for differences between people;
- Actively promoting the value of diversity;
- Transparent decision making in recruitment and retention of staff, and the attraction and retention of students;
- Awareness and respect for all cultural backgrounds through developing cultural competence and acknowledgement of diversity across the University; and
- Commitment to a workplace and study environment that is free from all forms of discrimination based on race, age, gender, marital status, religious belief, political affiliation, disability or sexual preference.

Values-based leadership

We value high standards of leadership. Senior Staff, as leaders and role models for other staff, students and the wider community, will adhere to the highest standards of property and truthfulness in scholarship, research and professional practice.

We are committed to values-based leadership through:

- Leading and modelling the standards and reputation of RDH through exemplary personal conduct;
- Discharging our responsibilities with integrity in accordance with the highest standards of professional practice, aligned with the policies and procedures;
- Managing our people through appropriate use of authority in dealings with staff, students, clients and partners at all levels; and
- Ensuring that compliance with legislation and regulations is observed at all times, and that it is undertaken in the spirit of the law.

Section 3 – Expectations

Students and staff of RDH are expected to behave in a respectful manner at all times. This includes when engaging in chatroom discussions, online forums and webinars, posting to closed groups on social media platforms and emailing in general.

Where students or staff identify or suspect inappropriate behaviour they should follow the process of making a complaint using the appropriate form. Due processes will then follow.

Where persons are found to be in breach of these expectations RDH will formally investigate and apply appropriate sanctions.

Section 4 – Reference and Supporting Information

1) Definitions

| Word/Term | Definition |
|------------------|---|
| Disability | The total or partial loss of a part of a person’s body or bodily or mental functions; the malfunction, malformation or disfigurement of a part of a person’s body; a disorder or malfunction that affects a person’s learning; a disorder, illness or disease that affects a person’s thought processes, perception of reality, emotions or judgement, or that results in disturbed behaviour. A disability may affect a person’s mobility, ability to learn things, or ability to communicate easily. A disability may be visible or hidden, may be permanent or temporary and may have minimal or substantial impact on a person’s abilities. |
| Discrimination | Treatment in a manner that is less favourable because of a characteristic or circumstance that has no bearing on the individuals or group’s capacity to perform the activity being evaluated; Intellectual freedom (as defined by Article 19 of the Universal Declaration of Human Rights) means everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers. |

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| Natural Justice | <p>the basic principles considered central to fair decision making and which can be summarised as follows:</p> <ul style="list-style-type: none"> • The right to a fair hearing. This requires the decision maker to allow a person whose interests may be adversely affected by a decision to present his or her case; • The rule against bias. This requires a decision maker to be unbiased in relation to the matter to be decided; and • The rule of evidence. This requires that a decision be based on the evidence provided, and not on irrelevant issues. |
| Social Media | Any tool or service that facilitates comments and/or conversations over the internet and includes (but is not limited to) blogs, wikis, pod casting, RSS, social bookmarking, tagging, mash ups, virtual worlds (such as Second Life) and any social networks or networking sites including (but not limited to) Facebook, Linked In, Slack, Twitter, Pinterest and Flickr. |
| Student | A person who is currently enrolled in a course of study with the institution. |
| Staff Member | Anyone employed by RDH and includes all continuing, fixed-term, casual, adjunct or voluntary staff or who are a member of an RDH committee. |

2) Supporting documentation

| Document name | Document type | Location |
|---|----------------------|----------|
| Change of Enrolment Policy | Policy | Internal |
| Student Code of Conduct | Policy | Internal |
| Student Handbook | Policy Guide | Internal |
| Under 18 Years Student Management and Supervision Procedure | Procedure | Internal |
| U18 International Students Guideline | Procedural Guide | Internal |
| National Code 2018 | Govt Standards | External |
| TEQSA Threshold Standards 2015 | Regulatory Standards | External |
| ASQA Standards for RTO's 2015 | Regulatory Standards | External |
| Broadcasting Services Act 1999 | Legislation | External |

Section 5 – Change History

1) Change History

| Version | Approval date | Department | Approved by | Change |
|---------|---------------|--|-------------|--|
| V1.0 | 23 March 2020 | Group Accreditation & Compliance RedHill Corporate | CEO | Development and implementation of Group- wide Policy |