

ACTB.

Australian College of Technology & Business P/L

Australian College of Technology and Business Pty Ltd

Tel: +61 7 3852 6967 | Email: info@actb.com.au | Website: www.actb.com.au

Brisbane Campus: 100 Brunswick Street, Fortitude Valley, Brisbane, QLD 4006

ABN 60 124 300 545 | CRICOS Provider Code: 03164M | RTO #: 32017

CONTENTS

1. Version Control	7
2. Welcome and Introduction	8
2.1 Message from the CEO.....	8
2.2 Purpose of This Handbook	9
2.3 Quick Reference Contacts	10
ACTB Contacts	10
Emergency Numbers – Australia (24/7)	10
Important Services	10
2.4 Orientation and First Steps – Quick Start for New Arrivals	11
3. About Us	12
3.1 Our Vision	12
3.2 Facilities and Resources	13
3.3 College Location	14
Campus Locations.....	14
Relocation Notification.....	14
Brisbane Campus	14
Nearby Facilities	14
College Site and Safety	14
4. Our Team.....	15
4.1 Management and Administration Team	15
Chief Executive Officer – Milav Khara	15
ACTB Administration Team	15
Teaching Team.....	15
5. Studying at ACTB	16
5.1 Courses Offered and Timetables	16
Course Information	16
2026 Intake Dates	17
5.2 Class Timetables and Attendance	17
5.3 Student Orientation	18
5.4 Training and Assessment.....	18
5.5 Course Progress and Monitoring.....	18
5.6 Practical Placement / Work-Based Training.....	19
5.7 Technology for Learning.....	20
5.8 Public Holidays and Term Breaks	20

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5.9 Student Engagement and Feedback	20
5.10 Results and Certification	20
6. Student Rights, Responsibilities and Conduct	20
6.1 Student Code of Conduct	20
6.2 Breach of Student Code of Conduct	21
6.3 Bullying, Discrimination and Harassment.....	21
6.4 Safe Training Environment.....	21
6.5 Cyber safety	22
6.6 Fire safety	22
6.7 Electrical safety	22
6.8 work And Learning Station	22
6.9 Personal safety.....	23
6.10 IT Acceptable Use and Security	23
Acceptable and unacceptable use	24
Access and accounts	24
Security	24
User responsibilities	24
Managing and monitoring:.....	25
Consequences of non-compliance	26
6.11 Critical Incident Response.....	26
6.12 Privacy Notice	27
Further Privacy Information.....	27
Our Guarantee	27
6.13 ESOS Framework.....	29
6.14 Change of Details	29
6.15 Overseas Student Health Cover (OSHC)	29
6.16 ACTB Code of Practice / Code of Ethics.....	29
6.17 Access, Equity, Student Selection and Admission	30
6.18 National Recognition.....	30
7. Administration Matters.....	30
7.1 Unique Student Identifier	31
7.2 Continuous Improvement	31
7.3 Fees Payable	31
7.4 Statutory Cooling-Off Period.....	31
7.5 Fee Extension.....	31
7.6 Tuition Protection for International Students	32

7.7 Refunds.....	33
7.8 Complaints and Appeals	35
7.9 Complaints and Appeals Process	36
8. Training and Assessment.....	38
8.1 Academic Integrity.....	39
8.2 Referencing.....	41
8.3 Learning Texts and Training Workbooks	42
8.4 Assessment	42
8.5 Re-assessment	42
8.6 Credit Transfer	42
8.7 Recognition of Prior Learning.....	43
8.8 Your Certificate and Transcript	44
8.9 Course Duration	44
Extension to Course Duration	45
Monitoring and Tracking of Course Completion	45
Intervention Strategies	45
8.10 Deferral, Extension, Suspension, Withdrawal and Cancellation of Enrolment.....	46
8.11 Course Transfer.....	47
8.12 Transfer of Providers for International Students	47
9. Student Support	48
9.1 Foundation Skills.....	48
9.2 Airport Pick-Up	49
9.3 Academic Support Services.....	49
9.4 Non-Academic Support and Counselling Services.....	50
9.5 Disability and Accessibility Support	50
9.6 Wellbeing and Mental Health Support	50
9.7 Student Engagement and Feedback	50
9.8 Accommodation Options	51
9.9 Health and Safety	51
9.10 Emergencies and Student Support Contacts.....	51
10. Living in Australia	52
10.1 Australian Culture and Lifestyle	52
10.2 Local Area Information.....	52

Brisbane Highlights	52
Campus Neighbourhood – Fortitude Valley	52
Transport and Getting Around	52
10.3 Cost of Living and Money Tips.....	53
10.4 Shopping, Banking and Legal Services.....	53
10.5 Employment and Visa Work Conditions.....	54
10.6 Dependent Children and Schooling.....	54
10.7 Safety and Wellbeing in Australia	54
11. Declaration	55
12. Appendix 01 – ACTB Key Policies and Procedures.....	56
13. Appendix 02 - Academic Integrity	63
13.1 Academic Integrity Process Flow-Chart	64
14. Appendix 03 - Unique Student Identifier	65
14.1 USI Verification Process Flow-Chart	66
15. Appendix 04 – Transfer of Courses or Providers	67
15.1 Transfer of Courses Process Flow-Chart.....	69
15.2 Transfer of Providers Process Flow-Chart	70
16. Appendix 05 – Issuing AQF Certificates and Outcomes	71
16.1 Issuing of AQF Certification Documentation Process Flow-Chart.....	71
16.2 Re-issuing of AQF Certification Documentation Process Flow-Chart.....	73
17. Appendix 06 – Overseas Student Health Cover (OSHC)	74
18. Appendix 07 – Core Skills Support	75
18.1 Core Skills Support Process Flow-Chart	76
19. Appendix 08 – Complaints and Appeals	77
19.1 Complaints Handling Process Flow-Chart.....	78
19.2 Appeals Handling Process Flow-Chart	79
20. Appendix 09 – Credit Transfer	80
20.1 Credit Transfer Process Flow-Chart	83
21. Appendix 10 – Deferral, Extension, Suspension, Withdrawal and Cancellation of Enrolment.....	84
21.1 Deferral, Extension, Suspension or Withdrawal – Learner Initiated Process Flow-Chart	87
21.2 Suspension or Cancellation – RTO Initiated Process Flow-Chart	88
22. Appendix 11 – Fees and Refunds Policy.....	89
22.1 Setting and Advertising of Fees Process Flow-Chart.....	93
22.2 Refunds Process Flow-Chart	94
22.3 TPS – Student Default Process Flow-Chart	95
22.4 TPS – ACTB Default Process Flow-Chart	96

23. Appendix 12 – Individual Learner Needs Policy.....	97
24. Appendix 13 – Privacy Protection Policy.....	95
25. Appendix 14 – Student Progress Monitoring and Intervention Strategies Policy	97
25.1 Appendix 14a – Student Progress Monitoring and Intervention Strategies Procedure	100
25.2 Student Progress Monitoring and Intervention Strategies Process Flow-Chart	101
26. Appendix 15 – Training and Assessment Strategy Policy	102
26.1 Assessment Process Flow-Chart	106
26.2 Monitoring and Evaluating Training and Assessment Process Flow-Chart	107
27. Appendix 16 – Student Code of Conduct.....	108
27.1 Student Code of Conduct – Breach Process Flow-Chart.....	108
28. Appendix 17 – Bullying, Discrimination and Harassment Policy	112
28.1 Bullying, Harassment and Discrimination Investigation Flow-Chart	116
29. Appendix 18 – Critical Incident Response Policy	117
29.1 Critical Incident Response Process Flow-Chart	121
30. Recognising and Reporting Child Abuse Process Flow-Chart.....	122

1. VERSION CONTROL

Title	Student Handbook
Date of Approval	February 2026
Next Review Date	February 2028
Responsible Authority	CEO – Milav Khara
Version Number	4.1

Feedback and suggestions for improvement can be submitted to: admin@actb.com.au

2. WELCOME & INTRODUCTION

2.1 MESSAGE FROM THE CEO

Dear Student,

Welcome to the Australian College of Technology and Business Pty Ltd (ACTB) (<https://www.actb.com.au/>).

We are delighted you have chosen to join ACTB, and we look forward to supporting you throughout your learning journey. We hope your time with us, and in Australia, is enriching, enjoyable, and filled with opportunities for growth.

Our team is here to help you succeed, so please do not hesitate to ask questions at any stage—before, during, or after your enrolment.

This handbook is available on the website (<https://www.actb.com.au/>), and hard copies will also be available at the College. We encourage you to read it carefully, as it contains important information about our staff, policies, and guidelines, as well as helpful tips for life in Australia. Keep this handbook with you during your stay and refer to it whenever needed.

You will also be introduced to key staff members who are here to assist you. If at any point you feel unsure or need clarification, please speak with any of our friendly team members, we are always happy to help.

We encourage you to actively participate in your training program, connect with your peers, and make the most of your time here. Your feedback is valuable to us, and we welcome your suggestions to help us continually improve our training and student support services.

We wish you a rewarding and successful experience at ACTB.

With best wishes,

Milav Khara

Chief Executive Officer

Australian College of Technology and Business Pty Ltd

2.2 PURPOSE OF THIS HANDBOOK

This handbook is designed to be your complete guide to studying at the **Australian College of Technology and Business (ACTB)** (<https://www.actb.com.au/>) and living in Australia as an international student.

It will help you:

- Understand **how ACTB operates**, including our policies, procedures, and support services.
- Learn about **your rights and responsibilities** as a student under Australian law and the National Code 2018 (updated 2025).
- Navigate **academic matters including but not limited to** course structure, assessments, and results.
- Access **student support services** for academic, personal, and welfare needs.
- Settle into life in Australia by providing practical advice on culture, transport, accommodation, and living costs.
- Stay informed about **visa conditions and compliance requirements** to protect your legal status while studying.

Please read this handbook carefully and keep it handy. It contains important information you will need throughout your studies. If you have questions about any section, our staff will be happy to explain or provide further assistance.

2.3 QUICK REFERENCE CONTACTS

ACTB CONTACTS

- **General Enquiries** – +61 401 902 232
- **CEO – Milav Khara** – milav@actb.com.au | +61 478 255 463
- **Office Manager – Deepika Dhir** – Deepika@actb.com.au | +61 434 938 371
- **Student Support Officer** – info@actb.com.au | +61 7 3852 6967
- **Website** – www.actb.com.au

EMERGENCY NUMBERS – AUSTRALIA (24/7)

- Police, Fire, Ambulance – 000
- **State Emergency Service (SES)** – 132 500 (for floods, storms, and natural disasters)
- Poison Information Centre – 13 11 26

IMPORTANT SERVICES

Medical (Nearest to Brisbane Campus)

- Doctors on Brunswick – (07) 3252 7614
- MyHealth Fortitude Valley – (07) 3852 2030
- CBD 7 Day Medical Centre – (07) 3211 3611

Counselling and Support Hotlines

- Lifeline – 13 11 14
- Beyond Blue – 1300 224 636
- Kids Helpline – 1800 551 800
- Sexual Assault Helpline – 1800 010 120

Transport and Travel

- TransLink Journey Planner – translink.com.au | 13 12 30
- Brisbane Airport – +61 7 3406 3000

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2.4 ORIENTATION & FIRST STEPS – QUICK START FOR NEW ARRIVALS

Welcome to ACTB! Your first days here will set the tone for your study experience. Follow this guide to get started quickly and confidently.

First Day Checklist

Before you arrive on campus, make sure you have:

- Passport and Student Visa (bring originals)
- ACTB Offer Letter and Confirmation of Enrolment (CoE)
- Proof of Overseas Student Health Cover (OSHC)
- Current Australian address and contact details (to give to ACTB)
- Notebook, stationery, and laptop (recommended)
- **Payment receipts** for tuition or fees already paid
- **Phone with Australian SIM** (optional but recommended for easy contact)

When You Arrive

1. **Report to Reception** – You will be welcomed and checked in.
2. **Collect Your Student ID Card** – Keep this with you at all times on campus.
3. **Attend the Orientation Session** – This is where you will meet key staff, learn about your course, and explore the campus.
4. **Receive Your Timetable** – Timetables are emailed and posted on the noticeboard.
5. **Confirm Your Contact Details** – This is a legal requirement for your visa.

Orientation Program Overview :

Your orientation session will include:

- **Welcome Presentation** – Meet the CEO, academic staff, and student support team.
- **Campus Tour** – See classrooms, facilities, and common areas.
- **Course Information** – Understand your course structure, assessment process, and key policies.
- **Student Support Services** – Learn where to go for help with academic, personal, or visa matters.
- **Living in Australia** – Cultural tips, transport info, and safety guidelines.
- **QandA Session** – Ask any questions you have before classes begin.

Attendance at orientation is compulsory for all new students.

3. ABOUT US

Our vision is to produce graduates who are job-ready that meets the needs of the industry. Australian College of Technology and Business (ACTB) (<https://www.actb.com.au/>) believes in the importance of providing a high-quality training and assessment experience, placing our students at the centre of all that we do and ensuring we are compliant with all laws and regulations applicable to our services and operations.

We believe in supporting our students achieve their vocational educational goals and providing a safe and equitable learning environment to enable our students realise their potential for them to advance, grow and contribute positively to their respective communities, industries and workplaces.

Our Trainers and Assessors are qualified, dedicated and passionate, and they provide the highest standard of training to our students.

As a Registered Training Organisation (RTO), we offer a wide range of nationally accredited courses including training and assessment in nationally recognised training programs via face-to-face delivery. We are responsible under our registration with our vocational education and training regulator – the Australian Skills Quality Authority (ASQA) (<https://www.asqa.gov.au/>) for the quality of the training and assessment we deliver, and for the issuance of any Australian Qualifications Framework (AQF) certification documentation that may result based on your achievement of the course requirements. (refer Appendix 5 for more details- Issuing of AQF Certification Documentation Process Flow- Chart)

3.1 OUR VISION

In recognition of our vision, we strive to maintain:

- **Student Focused.** We believe that our students should be at the centre of all that we do. This encourages us to place our students' needs at the forefront of our operations and decision-making processes.
- **People.** In our organisation, we strive to take care of our team as best as we can, as we believe that if we do a stellar job at taking care of their needs and goals, they will take good care of our students. We endeavour to attract, recruit and retain talented, dedicated and qualified personnel who are excited to be a part of our family!
- **Industry.** Vocational education is all about preparing students who are job-ready at the end of their training. We are committed to engage with the industry to help us develop training and assessment strategies that would deliver graduates that matches the industry's needs and expectations.
- **Compliance.** As an RTO delivering nationally recognised training, it is imperative that we are compliant in all aspects of our operations. This is to ensure that students can have confidence that RTO acts in their best interests.
- **Fairness and ethics.** We believe in justice and equality for everyone and will endeavour to be consistent and fair in our approach and in our decision-making processes. We believe in conducting ourselves in accordance with agreed standards of behaviour at all times.
- **Safety and equitable.** We are committed to providing an environment which is safe, equitable to enable our students to realise their potential.
- **Quality committed.** We aspire to deliver high-quality services and implement high-quality systems which support training and assessment excellence. We are constantly looking at new and innovative options and offerings available on the market to improve our students' experiences with us.

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3.2 FACILITIES & RESOURCES

Facility / Resource	Description / Details	Notes
Campus Buildings	Recently refurbished for a modern, well-lit, and functional learning environment	Large glass panels for natural light; air-conditioned classrooms and common areas; wide corridors with multiple exits; electronic security system
Training Rooms	Equipped with comfortable seating, whiteboards, and projectors	Available during non-teaching hours for independent study
Counselling Room	Dedicated student support and counselling space	Private sessions are available by appointment
Computer Facilities	Over 20 computers with high-speed internet access	Free Wi-Fi throughout the campus
Kitchen Facilities	Kettle, toaster, fridge, microwave, and sandwich maker	Personal electrical appliances (except mobile phone/ Tablets or Ipad/laptop/phone chargers) not permitted
Toilets	Male, female, and disability-accessible toilets	Fully accessible
Equipment and Tools	Industry-relevant tools and technology for each program	Supports practical, job-ready skill development in a simulated work environment
Library Resources – Online	Unlimited wireless internet access; computer facilities for accessing digital materials	Recommended online resources: National Library of Australia, The Free Library(https://www.library.gov.au/)
Library Resources – Hard Copy	Small in-house reference library with subject-specific books and general fiction	Loaned via College Reception; students encouraged to access public libraries for broader resources
Brisbane City Council Libraries	Brisbane Square Library, 2km from Brisbane campus	Opening hours: Mon–Thu 9am–6pm, Fri 9am–7pm, Sat–Sun 10am–3pm; free membership for international students
Photocopying	Limited facilities via College Reception	Charges apply; external services may be used (if needed)
Student ID Cards	Issued upon arrival	Required for campus access and student concessions; replacement fee AUD \$30
Car Parking	Reserved for staff and visitors	Limited paid parking available nearby; students not permitted on campus car parks
Student Activities	Academic, cultural, and social events	Participation via College Reception; costs may be covered by the College or student

3.3 COLLEGE LOCATION

CAMPUS LOCATIONS

ACTB operates from a prime Queensland location: **Fortitude Valley in Brisbane**. Our campus is conveniently located near shops, cafes, entertainment options, and public transport. (

RELOCATION NOTIFICATION:

In the event of a campus relocation, all current and prospective students, as well as the national regulator (ASQA), will be notified in writing via email or other official communication at least 30 calendar days in advance.

BRISBANE CAMPUS

Address: 100 Brunswick Street, Fortitude Valley, QLD 4006

Public Transport:

150m from Fortitude Valley Train Station

50m from key bus stops

NEARBY FACILITIES:

- Brunswick Street's cafes, restaurants, shopping centres, printing services, and entertainment venue.
- Chinatown and Brisbane City Council Library (CBD) accessible by train.

COLLEGE SITE and SAFETY

- Modern buildings with **large glass panels** for natural light
- Air-conditioned classrooms and common areas
- Electronic security systems for campus safety
- Wide corridors and multiple exits for efficient and safe movement

4. OUR TEAM

4.1 MANAGEMENT AND ADMINISTRATION TEAM

CHIEF EXECUTIVE OFFICER – MILAV KHARA

Milav brings over **10 years of** extensive management experience. He is deeply committed to developing and delivering **high-quality education and training programs** for all ACTB students.

With his strong academic background and business expertise, Milav believes that **uncompromising quality and excellence in service standards** form the foundation of long-term success. He is passionate about ACTB, its students, and creating an **engaging, supportive, and enjoyable learning environment**.

ACTB ADMINISTRATION TEAM

The administration team provides **prompt, accurate, and reliable student support**. If an answer is not immediately available, the team will research it or connect students with the appropriate expert.

TEACHING TEAM

ACTB's trainers are carefully selected for their knowledge, professional experience, and expertise in their respective fields. They are:

- Approachable and enthusiastic;
- Skilled in delivering both theory and practical knowledge; and
- Experienced professionals sharing real-world industry insights

The aim of our teaching team is to ensure students **graduate with relevant, applicable, and in-demand skills** for their chosen career.

5. STUDYING AT ACTB

Studying at the Australian College of Technology and Business (ACTB)(<https://www.actb.com.au/>) is designed to provide students with high-quality, nationally recognised training in a supportive and industry-focused learning environment. This section outlines the courses offered, timetables, teaching approach, support services, and student expectations to help you make the most of your studies.

5.1 COURSES OFFERED & TIMETABLES

COURSE INFORMATION

ACTB offers a wide range of nationally recognised vocational and business courses to equip students with practical skills and knowledge for industry success. All courses are CRICOS-registered for international students.

SrNo.	Course Code	Course Name	CRICOS Code
1	SIT60322	Advanced Diploma of Hospitality Management	116107C
2	SIT50422	Diploma of Hospitality Management	114220G
3	SIT30821	Certificate III in Commercial Cookery	114219M
4	SIT40521	Certificate IV in Kitchen Management	109702J
5	BSB30120	Certificate III in Business	105024H
6	BSB40120	Certificate IV in Business	105023J
7	BSB50120	Diploma of Business	105026F
8	BSB50420	Diploma of Leadership and Management	104224H
9	BSB50820	Diploma of Project Management	104046K
10	BSB60120	Advanced Diploma of Business	105022K
11	BSB60420	Advanced Diploma of Leadership and Management	105021M
12	BSB60720	Advanced Diploma of Program Management	105027E
13	BSB80120	Graduate Diploma of Management	105019E
14	RII60520	Advanced Diploma of Civil Construction	114224C
15	CHC30125	Certificate III in Early Childhood Education and Care	114221F
16	CHC52025	Diploma of Community Services	118716F
17	CHC50125	Diploma of Early Childhood Education and Care	118598G

2026 INTAKE DATES

ACTB notifies that multiple intakes are offered throughout the calendar year for the majority of its qualifications. The precise commencement dates and intake periods are published on the ACTB's website (<https://www.actb.com.au/>), and shall be individually confirmed through each student's Letter of Offer and Confirmation of Enrolment ("CoE"). Students are required to rely exclusively on the start date set forth in their Letter of Offer and CoE, which shall prevail over any general or indicative information.

ACTB reserves the right to update its intake schedule from time to time such updates will be communicated via email and noticeboards on campus to maintain accuracy and ensure compliance with the National Code 2018 (Standards 1.3 and 2.2).

5.2 CLASS TIMETABLES & ATTENDANCE

Timetables:

Class timetables are made available to students before the start of each semester via email and are also posted on campus noticeboards.

College Hours:

ACTB will advise all enrolled students of the scheduled operating hours and delivery timetable for each course, training before the commencement of training. Certain practical or workshop sessions may, on occasion, be scheduled outside standard campus hours to meet industry or training, assessment requirements.

ACTB may, from time to time, amend operating hours or session times to ensure effective delivery or to meet regulatory and operational needs. Where such changes occur, students will be notified in writing via email and/or campus noticeboards in advance of the change taking effect.

Course Progress and Attendance:

Students are required to **maintain satisfactory course progress** in accordance with the National Code 2018 (Standard 8). Progress is assessed through participation in learning activities, completion of assessments, and engagement with course requirements.

Attendance may be monitored where applicable to support learning and ensure progress, but the primary measure is overall course progress.

Study Expectations:

To achieve success in your course, students are expected to:

- Actively participate in class discussions, group work, and practical activities.
- Apply critical thinking and practical skills in assessments and learning activities.
- Submit all work on time and adhere to assessment deadlines.
- Undertake independent research and extend learning beyond the classroom.
- Engage constructively with feedback provided by trainers and assessors.
- Seek support when needed, including academic assistance, counselling, or language support.
- Maintain regular communication with trainers, assessors, and support staff.

5.3 STUDENT ORIENTATION

All new students are required to attend an Orientation Program prior to the commencement of their studies. The program includes, but is not limited to, information on campus facilities, key staff, support services, institutional policies, and safety procedures. International students receive additional guidance on transport, banking, healthcare, and cultural adjustment.

5.4 TRAINING & ASSESSMENT

Delivery Methods: On-campus, online, or blended, with competency-based learning aligned to industry standards.

Assessment Principles: Fair, flexible, valid, and reliable; may include written tasks, projects, practical demonstrations, and workplace observations.

Assessment Outcomes:

- Competent (C)
- Not Yet Competent (NYC)
- Did Not Submit (DNS)

Recognition of Prior Learning (RPL) and Credit Transfer (CT):

- RPL assesses prior skills and knowledge from work, life experience, or previous studies.
- CT recognises previously completed AQF units from other RTOs.
- Applications must be submitted during enrolment or first term; international students are advised of potential visa implications.

5.5 COURSE PROGRESS & MONITORING

Satisfactory Progress: Achieving competency in at least **50% of units attempted** in a study period.

Monitoring: Student progress and attendance are monitored each term; results are recorded in student files.

Intervention: Students at risk of unsatisfactory progress will receive support, which may include, but is not limited to:

- Academic workshops and/or tutoring
- Modified study plans
- Counselling or welfare referrals
- Regular check-ins and progress reviews

- Unsatisfactory Progress:
- Not achieving competency in Failing 50% or more units in two consecutive study periods may result in ACTB notifying the Department of Home Affairs (for international students) via PRISMS.
- Students are informed in writing and may access the **Complaints and Appeals process** within 20 working days. The detailed procedure relating to the Complaints and Appeals process is outlined in the following section.

(Refer **Appendix 1** dix 14 and 14a for more details- Student Progress Monitoring and Intervention Strategies Process Flow-Chart)

5.6 PRACTICAL PLACEMENT / WORK-BASED TRAINING

Some ACTB courses include **mandatory workplace training and industry placement** as a required component of the qualification. These work placements are designed to give students **hands-on, practical experience in real work environments** that align with industry expectations and competency requirements.

ACTB assists enrolled students to source and arrange placements with **approved and relevant host organisations** in accordance with the **Workplace Training and Industry Placement Policy**. All students are required to meet the host organisation's **workplace health and safety (WHS) requirements**, including any induction processes, checks, or compliance obligations consistent with the **Work Health and Safety Act 2011 (Qld)**.

Mandatory industry placement is a core requirement for successful completion of the following courses (including but not limited to):

- **Diploma of Community Services (CHC52025)**
- **Diploma of Early Childhood Education and Care (CHC50125)**
- **Certificate III in Early Childhood Education and Care (CHC30125)**
- **Certificate III in Commercial Cookery (SIT30821)**
- **Certificate IV in Kitchen Management (SIT40521)**
- **Advanced Diploma of Hospitality Management (SIT60322)**
- **Advanced Diploma of Civil Construction Design (RII60520)**

Completion of the required industry placement component is **mandatory for achieving competency and full qualification issuance**.

5.7 TECHNOLOGY FOR LEARNING

Students have access to ACTB's Learning Management System (LMS) and are expected to have a laptop meeting minimum specifications.

5.8 PUBLIC HOLIDAYS & TERM BREAKS

- No classes on Queensland public holidays.
- Term breaks are advised at the beginning of each academic year through email, official announcements, or the Learning Management System (LMS).

5.9 STUDENT ENGAGEMENT & FEEDBACK

Students are encouraged to provide feedback through surveys and engagement sessions to help ACTB improve teaching quality, resources, and services.

5.10 RESULTS & CERTIFICATION

- Results are issued per unit; Certificates and Statements of Attainment are issued according to national standards.
- Transcripts available on request; records are stored securely in compliance with national regulations.

6. STUDENT RIGHTS, RESPONSIBILITIES & CONDUCT

6.1 STUDENT CODE OF CONDUCT

ACTB strives to provide a supportive, inclusive, safe and positive experience to our students.

In order for us to be able to do so, we seek your co-operation to:

- Treat others with respect, dignity and fairly;
- Respect the rights and privacy of other students and staff members;
- Accept cultural, gender, race, sexual preference, political affiliation, disability, religious belief and other individual differences of other students and staff members;
- Engage in practices that provide a positive, safe and secure environment for all;
- Follow all reasonable instructions and directives provided by our staff members;
- Attend classes punctually and be responsible for your own learning and development by ensuring that you maintain progress with your learning;
- Participate in the training and assessment activities actively and positively;
- Seek out help and assistance where required;
- Not disrupt the class consistently and egregiously;
- Not bring any dangerous items onto any training and/or assessment sites(e.g lighters and knives);
- Not smoke in or around the training and/or assessment sites;
- Maintain the peace of the learning environment;

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- Act and present your work honestly and ethically, without plagiarism, cheating or collusion;
- Be free from any prohibited drugs and substances, including alcohol;
- Not be aggressive or behave in a violent manner towards any individual;
- Not use or behave in an offensive, bullying, discriminatory or harassing manner;
- Refrain from any activity that deliberately obstructs, offends, harms or injures others;
- Make use of our facilities, equipment and resources responsibly and respectfully without intentionally destroying or damaging them; and
- Abide by all laws, regulations, terms of enrolment, as well as our policies and procedures diligently.

(Refer Appendix 16 for more details- Student Code of Conduct Flow-Chart)

6.2 BREACH OF STUDENT CODE OF CONDUCT

Where a student has conducted themselves in a manner that contradicts the Student Code of Conduct (refer Appendix 16 for more details), they may be liable for student misconduct and disciplinary action may be taken, including but not limited to:

- A formal warning may be issued; A student may be suspended from their training program;
- A behavioural management contract may be enforced; and/or
- A student's enrolment may be cancelled – where serious misconduct involving violence and aggression to others, damage to property, or a breach of law.

6.3 BULLYING, DISCRIMINATION AND HARASSMENT

ACTB are committed to ensuring that our practices, systems, policies and procedures support an environment that is free from bullying, discrimination and harassment (refer Appendix -17 for more details). We do not tolerate any kind of harm, be it physical, emotional or mental harm, regardless of the circumstances. We encourage equal opportunity and encourage our students, staff members and visitors to report any discriminatory or harassment behaviours they experience or witness. We strive to treat all complaints in a sensitive and just manner, as well as guaranteeing protections by the complainant or appellant from any victimisation or reprisals. Students who believe that they have been bullied, discriminated against or harassed should approach a ACTB staff member they trust and report the matter to them. Students can be rest assured that their privacy will be respected and the situation will be treated with sensitivity and care. Where a student wishes to report the matter to an independent agency, they are advised to contact the Human Rights and Equal Opportunity Commission – 1300 369 711.(<https://humanrights.gov.au/>)

6.4 SAFE TRAINING ENVIRONMENT

ACTB is committed to providing a safe learning and working environment for our students, staff members and visitors alike. We endeavour to do so by following a systematic approach to the planning and the management of work health and safety matters within our premises and our online learning platform which enables our students and staff members to interact with one another.

We encourage all students to report any potential hazards, accidents and near misses to us, as well as if you notice anything amiss or out of the ordinary. This includes but not limited to any misconduct of other students taking place within the classroom environment, or on our online learning platform.

We encourage you to notify us via e-mail at: admin@actb.com.au. This will enable us to investigate and control or eliminate the hazard and promote an adequately safe and secure environment for all.

6.5 CYBER SAFETY

- Bullying, discriminatory or harassing behaviours occurring on our online learning platform, or on other platforms (e.g., social media sites are to be reported to us as soon as possible). In order to keep our students safe and our learning environment harmonious, it is crucial that we are aware of these behaviours as soon as possible to be able to counsel and support those involved.
- Where students are provided with access to interact with others on the online learning platform, we will monitor the conduct and behaviours of the students to ensure that learners are interacting with each other in a respectful manner.

6.6 FIRE SAFETY

- Evacuation and emergency procedures will be communicated to students on induction day (where applicable). Students will also be shown the location of fire equipment and first aid stations.
- Students are strongly advised not to bring any lighters, matches or flame starters onto any training and/or assessment site. Should any lighters, matches or flame starters be required for training and assessment purposes, ACTB will provide these requirements to the students and provide safe instruction for use.
- Fire drills will be conducted at least once a year to familiarise students and staff members with the evacuation plans, routes and assembly points.

6.7 ELECTRICAL SAFETY

- Electrical equipment that is not working, or that has experienced a short circuit should be reported to our Administrative and Support Staff immediately.
- No liquids in open containers or canisters are to be present around electrical equipment, sockets, points, plugs, wires or cabling.
- The use of electrical cables are strictly prohibited by students. Should a student notice an electrical cable or extension cable cross any walkways, pathways or open spaces, it should be reported to our Administrative and Support Staff immediately.
- Electrical work should only be performed by appropriately licensed electricians. Students are not to fix any electrical equipment, socket, point, plug, wire or cabling on their own accord.

6.8 WORK AND LEARNING STATION

- Students are to observe ergonomic practices to help reduce the strain on their eyes, necks, backs and wrists when working at your workstation, particularly for long periods of time.
- Students should endeavour to get up from their workstations and stretch every hour.
- Feet should be comfortably placed on the floor, or footrest and arms are to be positioned at a 90-degree angle.

- Work and learning stations are to be kept neat and tidy at all times.
- Rubbish should be disposed of in the respective bins.
- Desks, tables, machinery and equipment are not to be sat on.
- Desks, tables, chairs, machinery and equipment should not be used to climb or stand on.

6.9 PERSONAL SAFETY

- Students are expected to take reasonable precautionary measures to ensure their own safety, and the safety of others.
- Students are to always be aware of your surroundings.
- Stay home and rest if feeling unwell, particularly if experiencing symptoms of a communicable or contagious disease.
- If something or a situation is triggering, bring it to the attention of your Trainer or our Administrative and Support Staff so that we are aware of it and can help you manage them appropriately.
- Do not lift or move any heavy equipment, furniture or items. Contact the Administrative and Support Staff for assistance. It is strongly encouraged not to discuss or engage in conversations that are sensitive, or can be viewed as sensitive by others, including but not limited to racial, religious, gender orientation, and political matters.
- It is strongly advised not to share any personal information with others e.g your bank or credit card numbers, your address and your personal identification information e.g your driver's licence number.
- We encourage you to report any violent, attacking, bullying or unacceptable behaviours to the Administrative and Support Staff immediately.
- Any and all accidents and hazards are also to be reported to the Administrative and Support Staff immediately, including, but not limited to:
 - Flammable accidents and hazards
 - Chemical accidents and hazards
 - Biological accidents and hazards
 - Equipment accidents and hazards
 - Electrical accidents and hazards
 - Psychological accidents and hazards

6.10 IT ACCEPTABLE USE AND SECURITY

ACTB seeks to provide our students with a secure and timely access to IT equipment as well as online services and resources necessary to be able to carry out their training and assessment activities.

ACTB's IT facilities and services shall be used in an approved, ethical and lawful manner to avoid loss or damage to our operations, image, or financial interests and to comply with official acceptable use. Users of ACTB's IT facilities and services shall contact the Administrative and Support Staff prior to engaging in any activities not explicitly covered by these policies.

ACCEPTABLE AND UNACCEPTABLE USE:

- ACTB's IT facilities and services are provided for use specifically for the training and assessment activities of students. Some reasonable non-training and assessment related personal use may be allowed, but this is a privilege and is not a right. If that privilege is abused, it will be treated as a breach of this Policy.
- The use of the IT facilities and services must not jeopardise the fair, safe and productive IT environment of our community, nor our operations, assets and reputation.
- The IT facilities and services provided must not be used unlawfully or for an unlawful purpose.

ACCESS AND ACCOUNTS:

- All students are entitled to access the IT facilities and services via a unique password protected account.
- ACTB may impose quotas on the use of the IT facilities and services (including print, file storage, e-mail and internet download) and will revise them as necessary. Where quotas exist, account holders are expected to comply with them. If an account holder exceeds any of their quotas, they may be temporarily prevented from using ACTB's IT facility or service.
- When students no longer have a relationship with the organisation or are no longer authorised to have access to the IT facilities and services, their accounts will be disabled for a period of 3-months, and then deleted.
- Users may have their IT access suspended immediately where there is a suspected breach of the organisation's Policy.
- All users must:
 - Not use their access to gain any inappropriate personal, professional or other advantage;
 - Not manipulate ACTB's data without authorisation; and
 - Maintain the confidentiality of any personal or confidential information accessed via the IT facilities and services.

SECURITY:

- ACTB will take reasonable steps to protect the IT facilities and services from unauthorised and unacceptable use and intrusions.
- To preserve the organisation's standard operating environment and ensure compliance with licensing obligations, users of the IT facilities and services may only modify the standard configuration of any of the IT facilities and services, after first gaining approval from the IT Manager.
- Users must never install or use unlicensed or malicious software on the IT facilities and must not connect unapproved networking devices to our organisation's IT infrastructure.
- Users of the IT facilities and services must not circumvent the authorised internet connection(s) or subvert our IT security measures.
- All ACTB's IT hardware, especially portable devices, must be kept secured at all times against damage, misuse, loss or theft. In addition, hardware and software containing sensitive information or data must be protected with appropriate security measures (e.g passwords and encryption).

USER RESPONSIBILITIES:

- It is a condition of use of the IT facilities and services that this Policy, particularly the principles of acceptable and unacceptable use, and its associated procedures must be complied with.
 - Accessing inappropriate content—including material that is abusive, disturbing, anti-social, obscene, or contains derogatory language, is strictly prohibited. This includes any content that may reasonably offend, distress, or harm others.
 - Let anyone else use any of your accounts or tell anyone else your password;
 - Download videos, music or anything else that is copyrighted by other people;
 - Use the IT facilities to bully or harass other people;
 - Install unlicensed or malicious software;
 - Use the IT facilities to advertise for goods or services for personal purpose;
 - Forget to log out of the computer systems when you have finished using them;
 - Use the IT systems for purposes not relating to your work or learning at ACTB; and
 - Forget to think carefully about your online conduct to protect personal information.
 - Users are responsible for all activity initiating from their account.
 - Users must only access the IT facilities and services using their own account.
 - Users must ensure that their passwords are securely stored.
 - Users of the IT facilities or services provided by a third-party provider on ACTB's behalf must comply with any terms and conditions issued by that third-party provider.
 - Users of the IT facilities and services must not create, send, store, upload, access, use, solicit, publish or link to:
 - Offensive, obscene, profane or indecent images or material;
 - Material likely to cause annoyance, inconvenience or distress to other individuals or cultures;
 - Discriminating or sexually harassing material or messages that create an intimidating or hostile work environment for others;
 - Defamatory material or material that makes misrepresentations or could otherwise be construed as misleading;
 - Material that infringes the intellectual property (including copyright) of another person or organisation;
 - Malicious software e.g viruses, worms or address-harvesting software.
 - The IT facilities and services must not be used in the conduct of any personal business or unauthorised commercial activities.
 - The IT facilities and services must not be used for any illegal activity, including but not limited to sending chain letters, breaching the SPAM Act 2003, or attacking of other computer systems.
 - Electronic materials must never be forwarded on without the express or implied permission of the material's creator.
 - Peer-to-peer and torrent software must only be used for lawful purposes.
 - Any observed security weaknesses in or is a threat to the IT facilities and services, as well as any known or suspected breach of this Policy and its associated procedures must be reported to the Administrative and Support Staff as soon as practicable.
-

MANAGING AND MONITORING:

- ACTB will manage user accounts, maintain a secure IT environment and keep users of the IT facilities and services informed of their user responsibilities and expected best practice standards.
- ACTB reserves the right to investigate any and all aspects of its electronic information systems if it is suspected that any user of the IT facilities and services is acting unlawfully or violating this Policy or any other business Policy.
- ACTB may take action it considers necessary to remedy immediate threats to the IT infrastructure or security, including suspending authorised accounts and/or disconnecting or disabling relevant IT facilities or other equipment, with or without prior notice.
- ACTB reserves the right to block or filter any network traffic that potentially breaches this Policy or is potentially illegal.

CONSEQUENCES OF NON-COMPLIANCE:

- Minor breaches of this Policy will be addressed by sending e-mails to users requesting that they desist from the breaching behaviour.
- Ongoing or serious breaches of this Policy by any user will be addressed by the relevant disciplinary procedures.
- If a breach of this Policy, including procedures, appears to constitute an offence under State or Commonwealth law, ACTB may (and in some cases is obliged to) refer the suspected breach to the appropriate law enforcement agency(ies).

6.11 CRITICAL INCIDENT RESPONSE

A critical incident is a traumatic event, or the threat of such, which causes extreme stress, fear or injury (refer Appendix 18 for more details). Critical incidents may include, but are not limited to, a missing student, severe verbal or psychological aggression, death, serious injury, a natural disaster, domestic violence, physical abuse, sexual abuse, and other potentially life-threatening events. It should be noted that this does not include serious academic misconduct.

Exposure to a critical incident can be overwhelming and threatening. This can be harmful when a person has demands and expectations that are out of keeping with their needs, abilities, skills and coping strategies. This distress can result in a decline in one's wellbeing.

If you witness or experience a critical incident, contact us immediately on +61 401 902 232 to notify us of the incident.

6.12 PRIVACY NOTICE

- Why we collect your personal information – as a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.
- How we use your personal information – We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.
- How we disclose of your personal information – we are required by law (under the National Vocational Education and Training Regulator Act 2011 (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector. We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.
- How the NCVER and other bodies handle your personal information – NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the Privacy Act 1988 (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.
- NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:
 - administration of VET, including program administration, regulation, monitoring and evaluation,
 - facilitation of statistics and research relating to education, including surveys and data linkage
 - understanding how the VET market operates, for policy, workforce planning and consumer information.
- NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf. The NCVER does not intend to disclose your personal information to any overseas recipients. For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy here.
- If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.
- DEWR is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice here.
- Surveys – you may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.
- Contact information – at any time, you may contact us at admin@actb.com.au to – request access to your personal information, correct your personal information, make a complaint about how your personal information has been handled and ask a question about this Privacy Notice. You can access our Privacy Policy on our website (<https://www.actb.com.au/>), for more information.

Australian College of Technology and Business Pty Ltd

Tel: +61 7 3852 6967 | Email: info@actb.com.au | Website: www.actb.com.au

Brisbane Campus: 100 Brunswick Street, Fortitude Valley, Brisbane, QLD 4006

ABN 60 124 300 545 | CRICOS Provider Code: 03164M | RTO #: 32017

FURTHER PRIVACY INFORMATION

- You have the right to access information we retain that relates to you. You can do so by completing a Student Information Release Form and we will action your request within **2 business days**.
- Where a third-party requests for personal information about you, we will seek written permission from you before disclosing any information. The only exception is where an employer or a job network provider has paid for your training and they have requested for your training activity information and outcomes, or where we require the services of an organisation for the purposes of our operations (e.g a Compliance Consultant) and sharing your personal information is required, or where we are bound to by law including but not limited to the national regulator – ASQA, and with NCVER.
- At any time, you may contact us to correct any personal information we hold about you, this includes your legal name and your contact information.
- Where we receive any unsolicited personal or sensitive information, it will be treated and managed according to the Australian Privacy Principles.
- ACTB use Google Analytics and Cookies on our website (<https://www.actb.com.au/>), which provides us with the ability to track and report website traffic, and the tools we would need to better understand our website visitors and users. This information would help us strategise and help inform our future operations. These cookies are stored on Google’s servers in the United States and may transfer this information on to third-parties, if required by law, or for information processing on its behalf.
- It is important to note that no personal information is recorded and this data is only used for website management and improvement purposes. You can choose to disable cookies by changing your web browser’s settings and to opt-out of Google Analytics. It is important to note that by disabling the Google Analytics function may affect a user’s experience on our website.
- If you have concerns about this information, or about how we are managing your personal and sensitive information, we encourage you to reach out to us.
- Under the Privacy Act 1988, you have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information by us.

OUR GUARANTEE

If ACTB are not able to fulfil our agreement with you, regardless of the reason, we will issue a full refund for any services not provided. This means that if we cancel a training program which has not yet commenced, we will refund the full amount of the fees paid. Where we cancel a training program part way through the course, we will action a refund based on the unit of competency not yet delivered and issue you with a Statement of Attainment for the units you have completed.

ACTB reserves the right to amend our agreed services, policies relating to a learner’s rights and the payment of fees and charges, or to the conditions of a student’s enrolment at any time. ACTB will inform current learners prior to the changes coming into effect at least 5 business days prior to any changes coming into effect. Where this is not possible, e.g when there are training package updates or when legislation is assented, we will notify learners within 5 business days of the changes being published.

6.13 ESOS FRAMEWORK

The **Education Services for Overseas Students (ESOS) Act 2000** establishes the legal framework governing the delivery of education to international students studying in Australia on a student visa. The Australian Government, through the **Department of Education**, administers the ESOS Act and its associated instruments. For more information about the Act, please visit the Department of Education's ESOS Framework page (https://www.education.gov.au/esos-framework?utm_source=chatgpt.com).

6.14 CHANGE OF DETAILS

You must notify ACTB of any change of address and contact details while enrolled in a course with ACTB within 7-days. ACTB has a responsibility to ensure any change of address is reported to the relevant agencies in a timely manner.

6.15 OVERSEAS STUDENT HEALTH COVER (OSHC)

As per student visa condition 8501, students must hold a valid OSHC from the date they arrive in Australia on their student visa, until the date they leave Australia, or move to a non-student visa subclass. Not holding a valid OSHC whilst on a student visa in Australia is a breach of visa condition 8501, even if the course has not yet started.

The only exceptions to this are:

- Norwegian students covered by the National Insurance Scheme;
- Swedish students who have insurance provided by CSN International or Kammarkkllegiet; and
- Belgian students.

(Refer Appendix 6 for more details- Overseas Student Health Cover (OSHC))

6.16 ACTB CODE OF PRACTICE / CODE OF ETHICS

ACTB is committed to the highest standards in vocational education and training. Key principles include:

- Delivering quality and ethical conduct in all operations.
- Ensuring compliance with legislation, CRICOS requirements, and national standards.
- Providing a safe, fair, and supportive learning environment.

All staff and students must adhere to college policies and procedures at all times. ACTB operates in accordance with the **National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)**.

6.17 ACCESS, EQUITY, STUDENT SELECTION & ADMISSION

ACTB ensures equitable access for all eligible applicants who meet the entry requirements:

- Admission is based solely on meeting prescribed entry criteria.
- ACTB provides equal opportunity regardless of gender, culture, language, race, socio-economic background, or disability.
- Support and reasonable adjustments are available for students with special needs.
- Equal opportunities are provided regardless of gender, culture, language, race, location, socio-economic background, or disability.
- Prospective students are required to review the Pre-Enrolment Terms and Conditions outlined in ACTB's Enrolment Policy before submitting an application. The Enrolment Policy provides detailed information regarding entry requirements, English language requirements, course duration, delivery modes, fees, refund conditions, student obligations, and relevant legislative requirements. The policy is available on the ACTB website at <https://www.actb.com.au/policies-procedures/>

6.18 NATIONAL RECOGNITION

ACTB recognises all qualifications and Statements of Attainment issued by other RTOs across Australia, consistent with the **Australian Qualifications Framework (AQF)**.

7. ADMINISTRATION MATTERS

7.1 UNIQUE STUDENT IDENTIFIER

The Council of Australian Governments (COAG) agreed to implement the Unique Student Identifier (USI) to provide students with the ability to obtain a complete record of their nationally recognised training activity and outcomes easily.

If you're undertaking any nationally recognised training, you are required to have a Unique Student Identifier (USI). Your USI is linked to an online account that contains all your training records and results that you have completed from 1 January 2015 onwards.

Without a USI, a student will not be issued with their AQF certificate or qualification at the completion of their nationally recognised training program. Should a student not have a USI, they are to obtain one online from the Australian Government's USI platform.

Under the Student Identifiers (VET Exemptions) Instrument 2021, eligible students will not be required to provide ACTB with their USI in order for their AQF certificate or qualification to be issued. Where this is the case, it is important to be aware that the assessment results will not be accessible through the Commonwealth and will not appear on their VET transcript or be available to them through the USI registry system. (Refer <https://www.usi.gov.au> -to access website for USI and refer Appendix 3 for more details- USI Verification Process Flow-Chart)

7.2 CONTINUOUS IMPROVEMENT

ACTB strongly believes in continually improving our practices, systems and processes to be able to deliver a high standard of training and assessment services. In order to achieve this, we apply a clear and systematic approach as part of our operations and strategies.

We encourage you to provide us with suggestions and feedback to help us improve our services and operations to provide a better experience for you and other students. You can submit your suggestions and/or feedback via our Suggestions and Feedback Form. If you are not comfortable in providing frank feedback, you may do so anonymously.

7.3 FEES PAYABLE

The Institute will collect an initial payment prior to the commencement of training. If the total course fee exceeds the initial payment, the balance must be paid in equal instalments at the beginning of each quarter. Students may also choose to pay the full course fee upfront. For the current schedule of fees and charges, please refer to our website (<https://www.actb.com.au/>), consult Letter of Offer or written agreement.

Students who do not meet their fee obligations may have their training at ACTB discontinued.

ACTB accepts payment for fees using:

- Credit / debit card; or
- Electronic funds transfer; or
- Payment plan via credit / debit card.

7.4 STATUTORY COOLING-OFF PERIOD

ACTB is required to inform individuals considering enrolling into a course with us of their right to a statutory cooling off period.

A statutory cooling-off period of 10-days is a period of time provided to a consumer to allow them to withdraw from a consumer agreement, where that agreement was established through unsolicited marketing or sales activities. These include activities door-to-door sales and telemarketing. A statutory cooling off period allows a consumer to withdraw from a sales agreement within 10-days of having received a sale contract without penalty.

It must be noted that ACTB does not engage in unsolicited marketing or sales tactics.

7.5 FEE EXTENSION

If you are experiencing difficulty paying your fees by the due date and require a reasonable extension, you may submit a request to our Administrative and Support Staff via e-mail to: admin@actb.com.au. Any request for fee extension will be reviewed on case by case basis and you will be notified within **10 business days**.

7.6 TUITION PROTECTION FOR INTERNATIONAL STUDENTS

In accordance with the ESOS Act, ACTB has a responsibility to ensure the security of student's tuition fees and comply with the Australian Government's Tuition Protection Service (TPS) framework.

One of the main objectives of the TPS is to ensure that, in the event of a default by either the student or ACTB the placement and refund processes for students are carried out promptly and in a streamlined manner.

Under section 47A of the ESOS Act, ACTB is required to notify the TPS Director and Secretary when a student:

- Does not start a course on the date of commencement, and has not withdrawn from the course already;
- Withdraws from the course (either before or after the agreed starting day); or
- Where ACTB will not provide, or continue providing the course to the student because of one or more of the following:
 - o The student failed to pay an amount payable to the provider for the course;
 - o The student breached a condition of his / her student visa;
 - o Misbehaviour by the student (**Note.** The student is entitled to access the Complaints and Appeals process prior to the decision being finalised under subsection 47A (3)).

Under section 46A of the ESOS Act, ACTB is required to notify the TPS Director and Secretary, as well as affected students when the following occurs:

- ACTB fail to provide the course to the student at the location on the agreed commencement date; or
- After the course commences, but before it is completed, ACTB ceases providing the course to the student and the student has not withdrawn from the course before ACTB ceases providing the course.

Where ACTB is no longer able to provide a course to a student and the student is referred to the TPS, the student may choose to accept an offer of placement with an alternative provider. In such cases, the student will be responsible for meeting any additional academic or fee requirements imposed by the alternative provider, where those fees are higher than ACTB's. Further information about the TPS is available at www.tps.gov.au

7.7 REFUNDS

To obtain a refund, a student is required to give written notice to cancel their enrolment and submit a Deferral, Extension, Suspension or Withdrawal form to: admin@actb.com.au. Once the cancellation is approved, we will provide you with a Payment Refund Form if you are eligible for a refund. (refer Appendix 11 for more details- Refunds Process Flow-Chart)

Where refunds are approved, if the student had paid for their course fees via credit or debit card, the refund will be made to the card used to pay the course fees. If the student had paid for their course fees via bank transfer, the refund will only be made via electronic funds transfer using the authorised bank account in the student's name.

Visa Refusal Before Course Commencement

If a student's initial visa application is refused before the course commencement, ACTB will:

1. Refund all tuition fees received, minus the lesser of:
 - 5% of total tuition fees received, or
 - AUD \$500
2. Process the refund within 28 days of receiving the refund request and visa refusal notice.
3. Not deduct any other administration or processing fee, etc.

Visa Refusal After Course Commencement (Including Visa Extension Refusals) - Student Default

If a student's visa is refused after they have commenced the course, including refusal of any subsequent visa application or visa extension, this is considered a student default under the ESOS Act.

In this circumstance, ACTB will:

- a. Refund all unspent prepaid tuition fees, calculated in accordance with the ESOS (Calculation of Refund) Instrument 2024. Using the formula: Weekly tuition fee × number of weeks in the default period.
- b. Not refund any portion of tuition fees for training already delivered.
- c. Process and pay the refund within 28 days of receiving written notification and official evidence of the visa refusal.
- d. Not charge any cancellation fee, administrative fee, or penalty.

Student Default Before Course Commencement Partial Refund (Not applicable where visa refusal has occurred)

A Cancellation Fee of \$500 per CoE applies to all partial refunds except in provider-default or visa-refusal situations.

- Withdrawal at least *10 weeks* before the agreed course start date - *Full refund* of tuition.
- Withdrawal at least *6 weeks* before the agreed course start date - *75% refund* of tuition.
- Withdrawal at least *4 weeks* before the agreed course start date - *50% refund* of tuition.
- Withdrawal at least *2 weeks* before the agreed course start date - *25% refund* of tuition.
- Withdrawal less than *2 weeks* before the agreed course start date - *10% refund* of tuition.

In the above circumstances, the refunds will be processed within 4 weeks from the date the refund request is received, and all required supporting documentation is supplied.

Student Default on or after Course Start Date (Non-Visa Cases) - No Fee Refund

No tuition refund is payable when a student:

- withdraws, cancels, or fails to commence on or after the course start date (except where visa refusal applies),
- has enrolment cancelled for misconduct, breach of visa conditions, or non-payment of fees,
- seeks and is approved for release to another provider within the first six months of the principal course

Packaged Courses

- A \$500 Cancellation Fee per CoE applies (except in mandatory ESOS refund cases).
- The student must pay 50% of the principal course tuition fees plus any outstanding fees for the current course.
- Any unspent prepaid tuition fees for future courses within the package will be refunded in accordance with ESOS Act section 47D. No refund applies to components of the course already delivered.

Stand-Alone Courses

- A \$500 Cancellation Fee applies.
- All outstanding tuition and non-tuition fees remain payable.
- Any unspent prepaid tuition fees must still be refunded, as required by ESOS.

Provider Default- Full Refund or Alternative Placement

Provider default occurs when ACTB:

- does not start the course on the agreed start date; or
- ceases delivering the course before it is completed.

In these circumstances, ACTB will, within 14 days:

- Provide a full refund of all unspent prepaid tuition fees (calculated using the ESOS Instrument 2024 unspent tuition fee method), OR
- Offer the student a place in an alternative course at no additional cost.

Where the student accepts the alternative course, they must sign a placement acceptance.

If ACTB cannot place the student or provide a refund, the Tuition Protection Service (TPS) will arrange placement or manage the refund.

7.8 COMPLAINTS AND APPEALS

ACTB is committed to managing complaints and appeals in a fair, efficient and effective manner.

ACTB will do its best to address, acknowledge and resolve issues that arise during as they occur. Where this is not possible, the individual should be encouraged to lodge a complaint.

A complaint is dissatisfaction expressed about the services or people connected with ACTB including but not limited to the quality of our courses, the efficiency of our systems, the conduct of another student, interactions with one of our staff members, or the marketing of courses.

To lodge a complaint, you are encouraged to complete a Complaint Form and submit it to our Administrative and Support Staff via e-mail to: admin@actb.com.au. or download the Complaints and Appeals Form from ACTB website at www.actb.com.au. A learner can appeal any decision made by ACTB or a third-party providing services on ACTB's behalf, not just assessment judgements. At times, a learner may appeal a decision due to compassionate or compelling circumstances. These circumstances are generally those beyond the control of the learner and they have an impact on the learner's capacity and/or ability to progress through a course. These circumstances may include chronic illness or severe injury sustained (including any mental health illnesses or injuries); the passing of a close family member; major political upheaval or natural disaster; or a traumatic experience.

To lodge an appeal, you are to complete an Appeals Form within **20 business days** of being notified of the decision or finding and submit it to our Administrative and Support Staff via e-mail to: admin@actb.com.au. These forms can be requested for from our Administrative and Support Staff or download the Complaints and Appeals Form from ACTB website at www.actb.com.au

ACTB resolve to:

- Review and finalise all complaints and appeals as soon as possible, and no longer than 60-days, unless absolutely necessary;
- Keep the complainant or appellant informed of the process and update them on the progress of their complaint or appeal every fortnight;
- Keep all records of the complaint or appeal on our Complaints and Appeals register securely and safely;
- Utilise any complaint or appeal received as an opportunity for continuous improvement and take immediate corrective action to eliminate or mitigate the likelihood or re-occurrence;
- Ensure any complaint or appeal is treated with the strictest of confidence and not negatively impact or discriminate against the complainant or appellant;
- Ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process;
- Handle all complaints and appeals at no cost to the complainant or appellant;
- Provide adequate support mechanisms, e.g providing the complainant or appellant to be accompanied or assisted by a support person at any meeting or interview;
- Provide the complainant or appellant with the opportunity for a review by an appropriate party independent of ACTB if our internal processes are not satisfactory; and

Co-operate with any statutory body or external agency that may investigate the handling of a complaint or appeal.

7.9 COMPLAINTS AND APPEALS PROCESS

Complaint Handling Process

1. Lodgement of Complaint

A complaint may be submitted verbally or in writing. Where required, the staff member receiving the complaint will assist the student to complete the Complaint Form.

2. Acknowledgement of Receipt

ACTB will acknowledge receipt of the complaint in writing within two (2) business days.

The complaint will be recorded in the Complaints and Appeals Register, and an acknowledgement letter will be issued to the complainant.

3. Referral for Review

The complaint is forwarded to the CEO / RTO Manager for review.

4. Initial Review

The complaint handling process will commence within five (5) business days of receipt.

The CEO / RTO Manager will determine whether investigation or consultation is required.

5. Investigation (if required)

Where investigation or consultation is required, ACTB will investigate the complaint and aim to resolve it within ten (10) business days, and no longer than sixty (60) days, unless exceptional circumstances apply.

The complaints process will be conducted in a fair, transparent, and timely manner, and in accordance with the principles of natural justice, ensuring that all parties have the opportunity to present their case and that decisions are made impartially. If additional time is required, ACTB will notify the complainant in writing on a fortnightly basis with reasons for the delay.

6. Outcome and Response

A written response outlining the outcome and reasons for the decision will be provided to the complainant.

Where appropriate, a meeting will be arranged to communicate the outcome. This meeting will occur within five (5) business days of the CEO finalising the decision.

7. Student Satisfaction Check

If the complainant is satisfied, ACTB will implement the complaint outcome and record any required improvement actions.

8. Independent Review

If the complainant is not satisfied with the outcome or the handling of the complaint, and wishes to have ACTB refer the matter to an independent third party, this will be at no cost to the student :

- Queensland Dispute Resolution Centre

9. Implementation of External Recommendations

ACTB will accept and implement any recommendations made by the independent third party as final, and will advise the complainant in writing. Implementation will occur within ten (10) business days, unless circumstances do not permit. Where required, ACTB will make arrangements for external mediation. Such mediation will be provided on a low-cost or no-cost basis to the student wherever possible.

10. Further External Review

If the complainant remains dissatisfied, they may escalate the matter to:

- **National Training Complaints Hotline: 13 38 73**

11. Record Keeping and Continuous Improvement

All complaints, outcomes, and actions are recorded in the Complaints and Appeals Register and reviewed as part of ACTB's Continuous Improvement process.

(Refer Appendix 8 for more details- Complaints Handling Process Flow- Chart)

Appeals Handling Process

1. Lodgement of Appeal

An appeal may be submitted in writing. Where required, the staff member receiving the appeal will assist the student to complete the Appeals Form.

2. Acknowledgement of Receipt

ACTB will acknowledge receipt of the appeal in writing within two (2) business days.

The appeal will be recorded in the Complaints and Appeals Register, and an acknowledgement letter will be issued to the appellant.

3. Referral for Review

The appeal is forwarded to the CEO / RTO Manager for review.

4. Initial Review

The appeal process will commence within five (5) business days of receipt.

The CEO / RTO Manager will determine whether investigation or consultation is required.

5. Investigation (if required)

Where investigation or consultation is required, ACTB will investigate the appeal and aim to resolve it within ten (10) business days, and no longer than sixty (60) days, unless exceptional circumstances apply.

If additional time is required, the appellant will be notified in writing on a fortnightly basis, including reasons for the delay.

6. Outcome and Response

A written response outlining the appeal outcome and reasons for the decision will be provided to the appellant.

A meeting will be arranged to communicate the appeal outcome, with the written response provided at the meeting.

This meeting will occur within five (5) business days of the CEO finalising the appeal decision.

7. Appellant Satisfaction Check

If the appellant is satisfied with the outcome, ACTB will implement the decision and record any improvement actions identified.

8. Independent Review

If the appellant is **not satisfied** with the outcome or the handling of the appeal, ACTB will appoint an independent third party to review the appeal process, such as:

- Queensland Dispute Resolution Centre

9. Implementation of External Recommendations

ACTB will accept and implement any recommendations made by the independent third party as final and without prejudice, and will notify the appellant in writing. Implementation will occur within ten (10) business days, unless circumstances do not permit. Where required, ACTB will make arrangements for external mediation. Such mediation will be provided on a low-cost or no-cost basis to the student wherever possible.

10. Further External Escalation

If the appellant remains dissatisfied, the matter may be referred to:

- **National Training Complaints Service: 13 38 73**

11. Record Keeping and Continuous Improvement

All appeals, outcomes, and actions are recorded in the Complaints and Appeals Register and reviewed as part of ACTB's Continuous Improvement process. This process includes consideration of root cause analysis, in line with the Practice Guide, to support ongoing improvement.

8. TRAINING AND ASSESSMENT

8.1 ACADEMIC INTEGRITY

Academic Integrity is the commitment to and the demonstration of honest and moral behaviour in an academic setting. This is most relevant at a vocational level as it relates to providing credit to other people when using their ideas and it requires the acknowledgement of other individual's contributions. Failure to provide such acknowledgement is considered plagiarism.

It is important to know what plagiarism is, what form it takes and how plagiarism happens. Many students who plagiarise do so unintentionally, often because they do not have the academic skills to avoid over-reliance on the work of others or because they do not know what constitutes plagiarism.

Plagiarism is the act of using someone else's work or ideas and passing them off as one's own work. It is a type of intellectual theft and can take on many forms:

- Incorrect referencing – when the material is copied word for word and acknowledged as paraphrased, but should have been presented in quotation marks, or material paraphrased without appropriate acknowledgement of its source.
- Collusion – when learners submit the work of someone else and call it their own, with full knowledge and consent of the other person who has supplied the work, in order to give a false representation of one's effort or performance on the assessment item. The person supplying the work can also be deemed to have participated in collusion. Unintentional collusion can arise from study groups and from group-based assessment where students are unsure about the boundaries between what is considered acceptable group work and collusion.
- Ghost writing – when an assessment is purposely written by another person and represented by the student as his or her own work.

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- Purloining – when material is copied from another student’s assessment or work without their knowledge.
- Re-submission of material – when the material has previously been submitted by another student.
- Properly acknowledged- AI-generated content must be properly acknowledged when used in any submitted work Usage of AI tools - AI tools should not be used to generate any assessment responses or replace a learner’s independent effort and Unauthorised or excessive reliance on AI tools, including using AI to complete assessments is considered a breach of academic integrity and will result in a learner’s work not being accepted. We use plagiarism check software to detect any AI written content

Where plagiarism has been detected, ACTB will consider the extent of the plagiarism, noting that the more extensive the plagiarism, the more likely it was intentional.

Where it has been determined that the plagiarism or colluding has arisen from a lack of understanding, the learner will be issued with a formal warning and requested to revise and re-submit the work for assessment. The Trainer and Assessor is also to sit down with the learner to help them understand our Academic Integrity policy by explaining it to them clearly and clarifying any doubts they may have. (refer Appendix 2- Academic Integrity Process Flow Chart)

Where it has been determined that plagiarism, cheating or colluding was intentional, their work is not to be accepted, and the learner will be issued with an alternative assessment to complete. The learner will be issued with a formal warning in writing detailing the seriousness of the incident and the consequences.

8.2 REFERENCING

Referencing enables students to acknowledge the contribution of and provide credit to others in their work. This shows that the students respect the intellectual property rights of others. Failure to reference appropriately is considered unethical academic behaviour and will result in a student’s work not being accepted. Careless or inadequate referencing is considered as poor practice. Where careless referencing is identified, the student will be required to correct the error and re-submit their assessment.

Printed books are not the only sources that require acknowledgement. Reference will need to be made when using words or ideas from:

- Books and journal articles
- Organisation reports
- Pamphlets or brochures
- Films, documentaries, television programs or advertisements
- Websites, letters, e-mails or online discussion forums

Where the knowledge and material has become part of the public domain, and which can be drawn on without specific acknowledgement e.g common facts of history, common sense information, accepted folklore and aphorisms do not require any referencing. For example, Singapore became an independent nation in 1965.

At ACTB, we encourage our students to apply the Harvard Referencing System in-text citation and reference list. This approach requires three pieces of information about a source:

- The name of the author(s)
- The year of publication
- The page number

Examples of in-text citation:

In-text Citation
According to Salzman, Stanlaw and Adachi (2012), unwritten languages are primitive.
OR
Salzman, Stanlaw and Adachi (2012, p.4) further explore the established misconception that unwritten languages are primitive.
OR
A common misconception is that unwritten languages are primitive (Salzman, Stanlaw & Adachi 2012, p. 4).

An example of reference list (arranged in alphabetical order):

Reference List
Salzman, Z, Stanlaw, J & Adachi, N 2012, Language, Culture and Society: An Introduction to Linguistic Anthropology, Westview Press, Boulder, CO.

8.3 LEARNING TEXTS AND TRAINING WORKBOOKS

In certain training programs, students may be required to purchase learning texts and training workbooks. Where required, students will be responsible for these expenses.

For a full list of current fees and charges please refer to our website (<https://www.actb.com.au/>)

8.4 ASSESSMENT

At ACTB, we will endeavor to assess and provide you with feedback on your assessment submission within **10 business days**.

Assessment is conducted using a combination of methods which may include Written Knowledge Assessments, Case Studies, Research Tasks, Project Work and Practical Activities, depending on the specific course requirements.

The following provides a brief explanation of the primary assessment methods:

- **Knowledge Tests.** The student is required to participate in knowledge tests over the course of his or her study. The student will be required to individually complete the test. The student may research their answers from the course training materials and notes as well as relevant workplace references.
- **Project Work.** The student is required to undertake a range of projects in the context of his or her own workplace or on a case study that is provided by the assessor. A project will require the creation of various workplace documents (reports, memos, etc.).
- **Written Reports / Case Study Response:** The student is required to provide a written response to a situation presented in a case study scenario. This will usually require the student to consider carefully the situation presented, undertake some research to inform their response and then to propose their recommended actions.
- **Presentations / Role-Plays:** The student is required to demonstrate a range of skills whilst being observed by, or interacting with, the assessor. These activities will be clearly explained and always relate to duties relevant to the workplace. These activities allow the assessor to observe the student apply their knowledge and skills during practical activity.
- **Observation:** The student is required to demonstrate specific practical skills and tasks while being directly observed by the assessor. During an observation activity, the assessor will evaluate the student's performance in a real or simulated workplace environment to determine whether the required competencies are met. This method allows the assessor to assess how effectively the student applies their knowledge, follows procedures, uses appropriate techniques, and interacts in a professional manner during practical tasks.

8.5 RE-ASSESSMENT

Students will be provided with detailed verbal and written feedback if they are assessed as 'not yet competent'. This feedback on their submission is designed to assist the students in identifying the gaps in their knowledge and skills to be addressed through further training and support, preparing them for re-assessment.

It is a policy of ACTB to provide our students with two additional opportunities for training and re-assessment, subject to applicable fees (if any) .

Students who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment.

Please note that ACTB reserves the right to charge any applicable fees and charges. For the current schedule of fees and charges, please refer to ACTB website <https://www.actb.com.au/>.

Where students are not satisfied with the outcome of their assessment, they are able to access the appeals process. A student can appeal an assessment decision by submitting an Appeals Form (see section XX,pg-yy).

This appeal must be lodged to ACTB within **20 business days** of the student being informed of the assessment decision.

You can refer to our Complaints and Appeals policy for more information.

8.6 CREDIT TRANSFER

It is a requirement of ACTB to accept and provide credit to student for nationally recognised units of competency and/or modules, unless licensing or regulatory requirements prevent us from doing this.

In application for a credit transfer, a student must submit a completed and signed Credit Transfer Application Form which can be requested for from our Administrative and Support Staff, and certified as true copies of the following:

- AQF certificate or qualification showing the completion of the training program and the units of competency issued by an RTO or an AQF authorised issuing organisation; or
 - Authenticated VET transcripts issued by the Registrar.
- In applying for credit, students should note:
 - Any student is entitled to apply for a credit transfer where they have completed the unit of competency (or its equivalent unit) for the training they are enrolled in;
 - Students are encouraged to apply for a credit transfer during the enrolment process to reduce any unnecessary training and assessment;
 - Students may not apply for a credit transfer for all of the units of competency in a training program, they must participate in the training and assessment in at least one unit of competency;
 - Students may only be awarded credit for the equivalent unit of module, as published on the National Register;
 - Students may only apply for a credit transfer for units of competency which ACTB are approved to deliver on the National Register;
 - Students authorise for ACTB to verify the information with the relevant authorities to confirm the authenticity and validity of the attained competencies; and
 - There are no fees applicable for a credit transfer application.

(refer Appendix 9 for more details-Credit Transfer Process Flow-Chart)

8.7 RECOGNITION OF PRIOR LEARNING

ACTB will provide students with the opportunity to seek recognition of prior learning (RPL) toward a qualification or units of competence for which they are enrolled in.

RPL is a process that assesses a student's competency which has previously been acquired outside of the formal training and education system to determine if a student meets the requirements for a unit of competency. The RPL process removes any duplication of training and assessment and enables students to gain formal qualifications based on the informal training and education they possess.

It is important to note that credit transfer is not the same as a recognition of prior learning process. Recognition of prior learning is a form of assessment whilst credit transfer is an administrative process. In application for RPL, a student must submit a completed and signed Recognition of Prior Learning Application Form which can be requested for from our Administrative and Support Staff or download the RPL Form from ACTB website at www.actb.com.au

Once the application is submitted, the assigned Trainer and Assessor will review the form in order for them to prepare an RPL Assessment Plan for the student. The student will then be briefed of the requirements and will be required to collate the required evidences and submit it to the Trainer and Assessor by the due date. The evidence provided must substantiate the student's claim that they have previously learnt the skills and knowledge through work, study, life and other experiences, and that they are currently using that knowledge and skills.

The evidence must also confirm the student's ability to adapt their knowledge and skills to the context of the intended workplace or industry.

Forms of evidence to support your RPL application may include, but is not limited to:

- Certificates of informal learning or training undertaken by the candidate in the past 5-years;
- Examples of work products or samples;
- Job descriptions and/or letter of offer detailing the candidate's job scope;
- License documents;
- Performance appraisals or reviews;
- Photographs or videos of the student carrying out their work;
- Professional or trade memberships;
- Records of workplace training;
- Reports from current and previous supervisors or managers;
- Testimonials from clients; and
- Work samples.

The Trainer and Assessor may also require the student to answer knowledge questions verbally, or in writing, or undertake practical tasks as part of their RPL assessment.

Written feedback will be provided to the student regarding their RPL assessment submission once their submission has been reviewed. Students will also be informed of their assessment outcome at the end of the RPL assessment process. Where the student is unsatisfied with the outcome of the RPL assessment process, they have the opportunity to access our appeals process. You can refer to our Complaints and Appeals policy for more information.

In applying for RPL, students should note:

- Any student is entitled to apply for an RPL for the training they are enrolled in;
 - Students are encouraged to apply for RPL during the enrolment process to reduce any unnecessary training and assessment;
 - Students may only apply for RPL for units of competency or qualifications which ACTB are approved to deliver on the National Register; and
 - There is no fee for submitting a Recognition of Prior Learning (RPL) application. However, a separate processing or assessment fee may apply if your application proceeds

8.8 YOUR CERTIFICATE AND TRANSCRIPT

At the completion of your training program, ACTB will issue students with their certificate and/or transcript within 30 calendar days of the completion of their training program, provided all agreed fees and charges have been paid and the USI provided is valid and correct.

Where you require for a re-issue of your certificate and/or transcript, there is a fee payable. For a full list of current fees and charges please refer to our website (<https://www.actb.com.au/>).

8.9 COURSE DURATION

Students are responsible for their own learning and development and ensure they are maintaining progress with their learning as outlined in their training plan. We acknowledge that a student's circumstances can vary from when they commence their course to the circumstances they face whilst progressing through the course.

Students are responsible ensure they are maintaining progress with their learning as outlined in their training plan. We acknowledge that a student's circumstances can vary from when they commence their course to the circumstances they face whilst progressing through the course.

Training and assessment are a joint responsibility of ACTB and students. ACTB provides the required training and support, and students are responsible for active participation, completing assessments, and maintaining course progress in line with visa requirements.

ACTB will maintain and track each student's course progress to ensure a student is continuing to meet course requirements and that the course is completed within the expected duration of study.

ACTB will monitor a student's academic performance and alert the student where necessary should they be falling below the requirements.

EXTENSION TO COURSE DURATION

ACTB will only extend duration of the student's study where it is clear that a student will not be able to complete the course within the expected duration, as specified on the student's Confirmation of Enrolment, as the result of:

- Compassionate or compelling circumstances;
- An approved deferment or suspension of study has been granted in accordance with the Deferral, Extension, Suspension or Withdrawal policy; or
- After implementing an intervention strategy for students who are at risk of not meeting satisfactory course progress.

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All intervention strategies or extensions will be assessed individually, taking into account the circumstances of the student.

MONITORING AND TRACKING OF COURSE COMPLETION

ACTB tracks a student's progression during the training program to ensure the student is meeting the course requirements and is on track to complete their course on schedule as outlined in their Confirmation of Enrolment.

This enables ACTB to identify any concerns immediately and help minimise any adverse effects to the student. This also assists us in implementing the necessary intervention strategies, where required. Please do not hesitate to approach your Trainer, or our Administrative and Support Staff if you are experiencing any difficulties with your studies, and we will endeavour to provide any additional support where possible.

INTERVENTION STRATEGIES

It is a policy of ACTB to implement intervention strategies for students not meeting satisfactory course requirements. A student's progress will be reviewed to at the start of each academic quarter (i.e. January, April, July and October) to allow ACTB to identify 'AT RISK' students:

- The student has failed more than 50% of the units;
- The student has been identified as unable to complete the course within the set duration;
 - Face-to-face and international students only:
 - The student has missed more than 20% of classes for the term.
- Strategies for intervention may include, but are not limited to:
- Modifications to their course load or training plan;
 - Additional tuition support from the student's Trainer and Assessor where appropriate;
 - Extension in their course duration (to no more than 2-years from the date of commencement);
 - Assist students in accessing appropriate support services e.g counselling support services.

All students identified as 'AT RISK' will be sent a meeting request to discuss their academic progress and appropriate support and intervention strategies. An intervention strategy plan is developed and if the student does not agree with the intervention strategy plan, the student has **20 business days** to lodge an appeal. You may refer to our Complaints and Appeals policy for more information in accessing the appeals process.

8.10 DEFERRAL, EXTENSION, SUSPENSION, WITHDRAWAL AND CANCELLATION OF ENROLMENT

Students can defer or extend their enrolment on compassionate grounds or compelling circumstances as noted in Appendix 10 – Deferral, Extension, Suspension or Withdrawal – Learner Initiated Process Flow-Chart, Suspension or Cancellation – RTO Initiated Process Flow-Chart

Students may also withdraw from their course. Students who withdraw from their course may be entitled to a refund of their course fees. Kindly refer Appendix 11 to the Refunds process for more information about a refund you may be entitled to.

Applications for deferment, extension or withdrawal must be made by completing a Deferral, Extension, Suspension or Withdrawal Form. This form can be requested from our Administrative and Support Staff. The completed form is to be submitted together with any supporting evidences to our Administrative and Support Staff via e-mail to: admin@actb.com.au.

Applications for deferment and temporary suspension must be received at least **10 business days** prior to the commencement of the course (where the student is withdrawing) or prior to the date of deferment or suspension.

ACTB may suspend a student's enrolment on the grounds of:

- Serious misconduct or misbehaviour by the student; or
- Continuous misconduct or misbehaviour by the student where formal warnings have previously been issued.

ACTB may cancel a student's enrolment on the grounds of:

- Serious misconduct or misbehaviour by the student;
- Continuous misconduct or misbehaviour by the student where formal warnings have previously been issued;
- Failure to comply with the Student Code of Conduct;
- Failure to comply with any formal warnings issued;
- Criminal misconduct or behaviour occurring on our premises or using our facilities, resources and/or equipment; or The non-payment of outstanding course fees and charges – generally where they have been overdue for 90-days and the student makes no resolution or plan with ACTB to fulfil the payment.

In any given situation that leads to a suspension or cancellation of a student's enrolment initiated or instigated by ACTB, formal written notification will be provided. In turn, a student has **20 business days** to lodge an appeal. Any suspension or cancellation of enrolment initiated by ACTB shall not take effect until the completion of the appeals process, where the student has lodged an appeal, except in cases involving extenuating circumstances related to the student's welfare.

International Students: It is the student's responsibility to contact the Department of Home Affairs to seek advice on how a deferral, extension, or withdrawal may affect their visa, before submitting any such request to ACTB.

8.11 COURSE TRANSFER

Requests for transfers to another course within ACTB can be arranged if ACTB is advised in writing at least **10 business days** prior to the program commencement date and there is availability in the selected program. A fee will be charged to a student for transferring courses. Kindly refer to our website (<https://www.actb.com.au/>) for more information about the current fees and charges and students must complete the Course Transfer Form and submit it to the Administrative and Support Staff via e-mail to: admin@actb.com.au.

All requests will be assessed individually on a case-by-case basis, considering the student's circumstances and whether the transfer is in their best interest.

Transfer requests will be processed within **10 business days** from the date of submission, with an outcome provided. If a student does not agree with the outcome, a student has **20 business days** to access our appeals process. Kindly refer to our complaints and appeals policy for more information on the appeals process.

International Students: You may only transfer to another CRICOS approved course and not any courses that are not CRICOS approved. It is also a student's responsibility to contact the Department of Home Affairs before requesting for a course transfer to discuss and/or seek advice on the impact of such a request on their student visa. (refer Appendix 4 for more details-Transfer of Courses Process Flow Chart)

8.12 TRANSFER OF PROVIDERS FOR INTERNATIONAL STUDENTS

If a student decides that the training program no longer aligns with their vocational goals, or that ACTB is no longer a suitable provider, they may request a transfer. To do so, the student must complete a **Provider Transfer Form** and submit it along with a **valid Letter of Offer** from the new training provider.

The **Provider Transfer Form** is available from the **ACTB administration office** or can be requested via **email** admin@actb.com. Completed forms and supporting documents must be submitted to ACTB for assessment.

Transfer Request Process

- Submit a completed **Provider Transfer Form** with a valid **Letter of Offer** from the new provider.
- ACTB will assess the request in accordance with the National Code 2018 and ACTB's Transfer Policy.
- The student may be invited to discuss the request and available support options.
- The outcome will be provided to the student in writing within the required timeframe as per the Transfer Policy.
- ACTB may approve a release where it is clearly in the student's best interest, supported by evidence.
- If the request is refused, the student will be advised of the reasons and their right to appeal.

All transfer requests are assessed on an individual basis.

ACTB reserves the right to refuse a transfer request where:

- We find that the student is not genuinely engaging with their intervention strategy with the intention of failing and being released;
- The student has only just commenced their training program and are within 6-months of the commencement of their course;
- ACTB does not agree that the transfer is in the student's best interest or academic capabilities;
- The student does not have a valid Letter of Offer from the receiving training provider;
- The student is experiencing financial difficulties or there are outstanding payments still owed to us;
- ; or
- We believe the student is avoiding being reported to the Department of Home Affairs for not meeting their obligations of the intervention strategy plan or course requirements.

Important: It is a student's responsibility to contact the Department of Home Affairs before requesting for a transfer of course provider to discuss the impact of this request on their student visa.

Where a release request is **refused**, the ACTB will:

- Provide the student with written reasons for the refusal
- Advise the student of their right to appeal the decision through the College's complaints and appeals process
- Allow the student to remain enrolled during the appeal period
- No adverse action will be taken against the student while an appeal is being processed. Record Keeping

All transfer requests, decisions, and related correspondence will be **documented and retained** in accordance with ESOS and ASQA record-keeping requirements. (refer Appendix 4 for more details- Transfer of Providers Process Flow Chart)

9. STUDENT SUPPORT

9.1 FOUNDATION SKILLS

Core skills is an essential aspect of the basic foundations of any work task – from communicating instructions, to completing reports. The five core skills crucial for students to effectively participate in vocational education and training are learning, reading, writing, oral communication and numeracy.

ACTB generally assess a student's core skills during the enrolment process to ensure they have the adequate skills to complete the training. Where we have identified minor core skills deficiencies, we would develop a support plan for the student. The plan is to be tailored to the student's specific needs and can include:

- Additional one-on-one tuition support;
- Weekly sit-downs with the Trainer to find out how they are progressing and what level of assistance may be required;
- Provide reasonable extensions for submissions; and
- Provide learners with additional resources to assist them in understanding the learning and assessment materials.

Where we have identified major core skills deficiencies, we would refer the student to a specialist provider before they are eligible to commence their training with ACTB.

Where you require a specific support system, please reach out to our Student and Administration Support personnel at admin@actb.com.au to discuss options that may be available.

ACTB is committed to supporting students both academically and personally throughout their studies. We provide a range of academic support services and relevant policies to ensure every student has the best chance of academic success and wellbeing while in Australia. (refer Appendix 7-for more details- Core Skills Support Process Flow- Chart)

9.2 AIRPORT PICK-UP

For students arriving in Australia for the first time, ACTB can assist with your transfer from the airport to your accommodation.

Services Offered:

- Airport pick-up service available on request (additional fee applies – contact ACTB for fare charges)
- Guidance and tips to make your arrival smoother

9.3 ACADEMIC SUPPORT SERVICES

ACTB is committed to helping every student achieve their study goals. If you face difficulties with your workload or course material, support is available.

Support Options:

- Speak with your Trainer during drop-in hours
- Arrange a meeting with the College Director via administrative staff
- Request additional tuition or adjustments to your study plan

Support Strategies May Include:

- Extra tutoring hours
- Modified or supplementary assessments (reasonable adjustments)
- Study skills workshops and individual learning plans
- Referral to external academic support services if required

9.4 NON-ACADEMIC SUPPORT & COUNSELLING SERVICES

Student wellbeing is a top priority at the

ACTB. Support Includes:

- Direct assistance from ACTB staff for non-academic issues (attendance, personal matters, or financial stress)
- Referral to external services e.g health professionals, counselling, and community organizations
- Career advice and referral to professional career counsellors (fee-for-service)

External Hotlines and Services:

- Lifeline – 13 11 14
- Beyond Blue – 1300 224 636
- Salvation Army – 1300 363 622
- Kids Helpline – 1800 551 800

9.5 DISABILITY & ACCESSIBILITY SUPPORT

ACTB is committed to inclusive education.

- Students are encouraged to disclose any disability, medical condition, or learning difficulty.
- Reasonable adjustments to training and assessment will be provided where possible.
- Where required, students may be referred to specialist disability support services.

9.6 WELLBEING & MENTAL HEALTH SUPPORT

- Confidential counselling is available for students experiencing stress, anxiety, or other wellbeing concerns.
- ACTB staff can provide first-line support and referrals to professional services.
- Students are encouraged to balance study, work, and personal life, and to seek help early if struggling.

9.7 STUDENT ENGAGEMENT & FEEDBACK

- Students are encouraged to share feedback through surveys, focus groups, and meetings.
- Feedback is reviewed by management and helps improve ACTB's services.
- Complaints can be made formally through the Complaints and Appeals Policy (refer ACTB website <https://www.actb.com.au/>)

9.8 ACCOMMODATION OPTIONS

Option 1 – Student Accommodation

- ACTB partners with third party providers e.g., UniLodge and Scape.
- Features include fully furnished studios, gyms, pools, lounges, BBQs, and study areas.

Option 2 – Private Rental or Share Housing

- Students can find rentals via agents, online platforms (e.g., realestate.com.au), or local listings.
- Temporary accommodation (e.g., hotels/hostels) is recommended until permanent housing is secured.

Residential Tenancies Authority (RTA):

- Provides advice on tenant rights, bond refunds, and rental disputes.
- Contact: 1300 366 311 | www.rta.qld.gov.au

9.9 HEALTH & SAFETY

WHS (WHS)

- Students must follow all safety rules during training and report hazards immediately.

Personal Safety Tips

- Keep belongings secure
- Use well-lit streets at night
- Save emergency contacts in your phone

Anti-Bullying and Harassment Policy

- ACTB has zero tolerance for bullying, discrimination, or harassment.
- Students should report incidents immediately to the CEO or Student Support Officer.

9.10 EMERGENCIES & STUDENT SUPPORT CONTACTS

ACTB Emergency Contacts:

- **CEO – Milav Khara** – milav@actb.com.au | ☎+61 478 255 463
- **Office Manager – Deepika Dhir** – Deepika@actb.com.au | ☎+61 434 938 371
- **General Enquiries** – info@actb.com.au | +61 401 902 232

National Emergency Numbers (Australia):

- Police, Fire, Ambulance – **000**

Useful Queensland Emergency Websites:

- Police – www.police.qld.gov.au
- Ambulance – www.ambulance.qld.gov.au
- Fire and Rescue – www.qfes.qld.gov.au
- Dept of Emergency Services – www.qld.gov.au/emergency

Student Support Officer – info@actb.com.au | +61 7 3852 6967

10. LIVING IN AUSTRALIA

Studying in Australia is not just about education, it's also about experiencing a new lifestyle and culture. ACTB provides information and guidance to help students adjust smoothly and enjoy their time in Brisbane and beyond.

10.1 AUSTRALIAN CULTURE & LIFESTYLE

Australia is known for its friendly, open, and relaxed lifestyle.

- **Outdoor activities:** sports, beaches, hiking, cycling
- **Social life:** festivals, concerts, cafés, nightlife
- **Cultural values:** politeness, multiculturalism, equality, and respect for personal space

10.2 LOCAL

BRISBANE HIGHLIGHTS

- South Bank Parklands, museums, galleries, and riverside walks
- World-class beaches: Noosa, Mooloolaba, Surfers Paradise
- Theme parks: Dreamworld, Sea World, Movie World

CAMPUS NEIGHBOURHOOD – FORTITUDE VALLEY

- Cultural hub: Chinatown, markets, art galleries
- Entertainment: cafés, live music, theatres, nightlife
- Shopping: Valley Laneway Markets, Central Brunswick, Mantra Richmond Hotel

TRANSPORT and GETTING AROUND

- ACTB is walking distance from bus stops and Fortitude Valley Railway Station
- Public transport: buses, trains, ferries
- Use a **Go Card** for convenient travel
- Consider living near public transport for affordability and safety

10.3 COST OF LIVING & MONEY TIPS

Typical Weekly Expenses (AUD):

- Accommodation, food, transport, personal: \$250–\$400
- Transport: ~\$30 | Entertainment: ~\$20

Annual Living Cost Estimates (Home Affairs):

- Student/Guardian: \$21,041
- Partner/Spouse: \$7,362
- Each Child: \$3,152

Money-Saving Tips:

- Share accommodation
- Cook meals instead of eating out
- Shop at local markets or second-hand stores

10.4 SHOPPING, BANKING & LEGAL SERVICES

Shopping:

- Major precincts: Brisbane CBD, Fortitude Valley
- Shopping centres: Toowong Village, Queen Street Mall, Westfield Chermside
- Groceries: Woolworths, Coles, Aldi, IGA

Banking:

- Open an Australian bank account (bring passport, proof of address, ACTB ID)
- Major banks: ANZ, NAB, Commonwealth, Westpac, Suncorp
- EFTPOS and ATMs widely available

Legal Services:

- Free/low-cost advice: Legal Aid Queensland
- Lawyer directory: Queensland Law Society
- Court info: QCAT and Queensland Courts websites
- Migration advice: only from **MARA-registered agents**

Australian College of Technology and Business Pty Ltd

Tel: +61 7 3852 6967 | Email: info@actb.com.au | Website: www.actb.com.au

Brisbane Campus: 100 Brunswick Street, Fortitude Valley, Brisbane, QLD 4006

ABN 60 124 300 545 | CRICOS Provider Code: 03164M | RTO #: 32017

10.5 EMPLOYMENT & VISA WORK CONDITIONS

Work Rights Policy (Visa Conditions):

- Student Visa holders may work **up to 48 hours per fortnight** during study periods and **unlimited hours** during official breaks
 - You must maintain satisfactory course progress and attendance while working
 - Employment is competitive, ACTB does **not** provide jobs but can give advice
- Other Employment Information:
- Obtain a **Tax File Number (TFN)** via www.ato.gov.au before starting work
 - Pay rates and work rights are protected by **Fair Work Ombudsman** (www.fairwork.gov.au)

10.6 DEPENDENT CHILDREN & SCHOOLING

- School-aged children must be enrolled in school while in Australia
- Options include government and non-government schools
- Tuition fees may apply, see **Education Queensland International** (www.eqj.com.au)

10.7 SAFETY & WELLBEING IN AUSTRALIA

Safety and Wellbeing Policy:

- ACTB has a **duty of care** for students and promotes a safe learning environment
- Students are expected to look after their own safety and that of others

Personal Safety Tips:

- Call **000** for Police, Fire, Ambulance emergencies
- Avoid poorly lit areas at night
- Save emergency contacts in your phone

Health Insurance:

- Overseas Student Health Cover (OSHC) is mandatory for all international students
- OSHC helps cover medical, hospital, and limited prescription costs

Emergency and Support Websites:

- Police – www.police.qld.gov.au
- Ambulance – www.ambulance.qld.gov.au
- Fire and Rescue – www.qfes.qld.gov.au

Dept of Emergency Services – www.qld.gov.au/emergency

11. DECLARATION

I -----
hereby declare that I have read and understood the ACTB Student Handbook, including all policies and procedures outlined within. I acknowledge my responsibility to comply with these policies and agree to adhere to them throughout the duration of my course at ACTB.

Student Signature	
Date	

Table

Appendix	Policy /Procedure (Area)	Summary	Associated Flow-Charts / Forms
01	ACTB Key Policies and Procedures	Overview of all key policies, procedures, and compliance frameworks at ACTB.	Not Applicable (N/A)
02	Academic Integrity	Principles and processes to ensure honesty, ethical conduct, and avoidance of plagiarism, cheating, or collusion.	Academic Integrity Process Flow-Chart
03	Unique Student Identifier (USI)	Procedures for verifying and maintaining students' USI to comply with national standards.	USI Verification Process Flow-Chart
04	Transfer of Courses or Providers	Guidelines and processes for student-initiated or provider-initiated transfers, including assessment of eligibility.	Transfer of Courses Process Flow-Chart, Transfer of Providers Process Flow-Chart
05	Issuing AQF Certificates and Outcomes	Processes for issuing and re-issuing AQF certification documentation to students upon course completion.	Issuing of AQF Certification Documentation Process Flow-Chart, Re-issuing of AQF Certification Documentation Process Flow-Chart
06	Overseas Student Health Cover (OSHC)	Requirements and procedures for students to maintain appropriate health insurance during study in Australia.	N/A
07	Core Skills Support	Policies and procedures to identify and provide additional learning support for students requiring assistance with core skills.	Core Skills Support Process Flow-Chart
08	Complaints and Appeals	Procedures for lodging, handling, and resolving complaints and appeals, including external dispute resolution.	Complaints Handling Process Flow-Chart, Appeals Handling Process Flow-Chart
09	Credit Transfer	Policies and processes for granting credit for prior learning and qualifications.	Credit Transfer Process Flow-Chart
10	Deferral, Extension, Suspension, Withdrawal and Cancellation of Enrolment	Procedures for managing changes to enrolment initiated by either students or ACTB.	Deferral, Extension, Suspension or Withdrawal – Learner Initiated Process Flow-Chart, Suspension or Cancellation – RTO Initiated Process Flow-Chart

11	Fees and Refunds Policy	Policies on fee setting, advertising, refunds, and handling of student default under the Tuition Protection Service (TPS).	Setting and Advertising of Fees Process Flow-Chart, Refunds Process Flow-Chart, TPS – Student Default Process Flow-Chart, TPS – ACTB Default Process Flow-Chart
12	Individual Learner Needs Policy	Guidelines for identifying and supporting students with specific learning, health, or access needs.	N/A
13	Privacy Protection Policy	Procedures to ensure the collection, storage, and use of personal information complies with privacy legislation.	N/A
14	Student Progress Monitoring and Intervention Strategies Policy	Monitoring students’ academic progress and implementing intervention strategies where required.	N/A
14a	Student Progress Monitoring and Intervention Strategies Procedure	Detailed steps and flow-charts for monitoring and supporting student progress.	Student Progress Monitoring and Intervention Strategies Process Flow-Chart
15	Training and Assessment Strategy Policy	Guidelines on designing, delivering, and evaluating training and assessment to meet regulatory requirements.	Assessment Process Flow-Chart, Monitoring and Evaluating Training and Assessment Process Flow-Chart
16	Student Code of Conduct	Standards of behaviour for students, and procedures for addressing breaches.	Student Code of Conduct – Breach Process Flow-Chart
17	Bullying, Discrimination and Harassment Policy	Procedures to prevent, identify, and resolve incidents of bullying, discrimination, and harassment.	Bullying, Harassment and Discrimination Investigation Flow-Chart
18	Critical Incident Response Policy	Procedures to manage and respond to critical incidents affecting learners, staff, and stakeholders.	Critical Incident Response Process Flow-Chart

Note: This table provides an overview of ACTB’s policies. The complete policy documents are available on the ACTB website (<https://www.actb.com.au/>) or upon request from Administration.

12. APPENDIX 01 – ACTB KEY POLICIES & PROCEDURES

No.	Key Policies	Summary of the Policies	Details of the Policy
1	Academic Integrity Policy	<p>The policy emphasizes commitment to honest and moral behaviour in academic settings, particularly around assessments, responsible use of AI, and acknowledging others' contributions. Plagiarism (failure to acknowledge others) is considered a serious breach.</p>	<p>Explicit definitions with examples; penalty ladder (alt task/min pass → NYC → unit fail/suspension/cancellation for repeats); formalised process flow (investigation → decision → written notice → appeal); AI use guidelines (acknowledge, no replacement of effort, misuse = breach); alignment with Standards for RTOs 2025; stronger compliance, continuous improvement, and explicit consequences for RTO, staff, and learners</p>
2	Complaints and Appeals Policy.	<p>To provide learners, staff, and stakeholders with a fair, transparent, and accessible process for raising complaints and lodging appeals. The aim is to ensure all concerns are addressed promptly, equitably, and in line with regulatory requirements.</p>	<p>Applies to all staff, learners, clients & third-parties; aligned with RTO Standards 2025 & National Code 2018; clear definitions (complaints verbal/written, no time limit; appeals within 20 business days); 60-day resolution with fortnightly updates; strict confidentiality; wellbeing check-ins; support person allowed; independent reviewer access; structured 8-step procedures for complaints & appeals; escalation to National Training Complaints Service; continuous improvement via annual audits & registers; RTO Manager + Admin roles defined</p>

3	Credit Transfer	<p>Ensures that ACTB learners are able to receive credit for previously attained units or modules, provided there are no licensing or regulatory restrictions that prevent this. By recognising prior learning in this way, the policy promotes national consistency across the training sector, reduces unnecessary duplication of training, and acknowledges the portability of nationally recognised qualifications.</p>	<p>CT-only policy (RPL handled separately); purpose emphasises portability & avoiding duplication; scope: all staff/learners/clients; roles split (CEO approval; Admin & Support verify, record, update; Admin maps non-equivalents); no fees; learners encouraged to apply pre-commencement; must complete at least one unit with ACTB (no full CT of program); CT only for equivalent units on National Training Register; if code/title differs, use official mapping; if not equivalent or superseded, CT refused → suggest RPL; evidence accepted: AQF testamur+RoR, SoA, or authenticated USI VET transcript; verification & recordkeeping detailed; international COE/PRISMS rules retained; compliance aligned to Standards for RTOs 2025 (1.7, 2.8, 4.1–4.4) + Statutory Declarations Regulations 2018; governance & CI: annual audits, CI Schedule/Register, self-assurance questions; clear 5-step procedure incl. non-equivalent mapping workflow and appeal referral if refused</p>
4	<p>Deferral, Extension, Suspension, Withdrawal and Cancellation of Enrolment</p>	<p>This policy ensures that ACTB provides clear, fair, and supportive processes for learners who need to defer, extend, suspend, withdraw, or have their enrolment cancelled. It prioritises learner wellbeing, ensures compliance with compassionate or compelling circumstances, and meets regulatory requirements.</p>	<p>Sets clear, compassionate, and compliant procedures for changing enrolment status; defines roles (RTO Manager/Admin/Trainers); timelines (forms ≥10 business days prior; processing ≤20 business days); criteria incl. compassionate/compelling grounds; international student visa implications (Home Affairs, PRISMS, 28-day/6-month rules); warnings/misconduct/fees for RTO-initiated actions; appeals window (20 business days); record-keeping and annual audits for continuous improvement</p>
5	Fees and Refunds	<p>Sets fair, transparent rules for setting, publishing, collecting, protecting, and refunding fees for ACTB's training and assessment services, in line with standards and legislation.</p>	<p>Full framework: roles/responsibilities, \$1,500 cap, staged invoicing, transparent advertising, GST treatment, domestic tiered refund rules, detailed international refund table, TPS & ESOS obligations, refund timelines (10–14 business days), linked procedures; no explicit debt</p>

6	Individual Learner Needs	<p>Individual Learner Needs Policy ensures equitable support for all learners, defining scope (all staff/learners), responsibilities (RTO Manager, Admin & Support Staff, Trainers & Assessors), principles (engagement, enrolment, skills assessment, monitoring), support structures (LLN, disabilities, health, wellbeing, financial/ICT assistance), counselling referrals (Lifeline, Beyond Blue, Headspace, etc.), reasonable adjustments (guided by Disability Standards 2005), compliance (Standards for RTOs 2025 and anti-discrimination laws), continuous improvement (audits, feedback, registers), and related documents (Improvement Register, Schedule, Support Plan).</p>	<p>collection clause; cooling-off limited to ACL context only</p>
7	Privacy Protection	<p>Sets principles and practices for collecting, using, storing, and disclosing personal and sensitive information for students, clients, and staff, in line with Australian privacy and VET data laws.</p>	<p>Version 2.2 (July 2025) – comprehensive framework covering learner needs, support mechanisms, compliance, and continuous improvement.</p> <p>Broader and more detailed: defines personal and sensitive information, aligns with Privacy Act 1988, Privacy Amendment 2012, National VET Data Policy, and Standards for RTOs 2025. Introduces clearer roles and responsibilities, retention periods (30 years), IT security measures (SSL, servers in Australia), Google Analytics & Cookies, explicit NCVET/DEWR data handling, complaints process, and annual audits for compliance & continuous improvement.</p>

8 Student Code of Conduct Policy

The policy sets out the standards of behaviour expected of learners at ACTB to ensure a safe, respectful, inclusive, and positive learning environment. It also defines procedures for addressing breaches of conduct fairly and transparently.

New policy expands to cover both staff & learners, emphasises inclusivity, safety, zero tolerance for violence/drugs/alcohol, cultural acceptance, and legal compliance; defines clear responsibilities (RTO Manager, Trainers, Admin staff); strengthens compliance with Standards for RTOs 2025 & WHS Act 2011; introduces detailed student behaviour expectations; broadens consequences to RTO (penalties, loss of registration), staff (disciplinary/termination), and learners (suspension/cancellation); formalises a six-step breach procedure; introduces annual audits,

9 Student Progress Monitoring and Intervention Strategies

ACTB ensures proactive monitoring, early identification, timely and tailored support, and continuous improvement so learners complete training within the outlined duration. The policy defines responsibilities (CEO/RTO Manager, Admin & Support Staff, Trainers & Assessors), sets clear guidelines for monitoring, support, and intervention strategies, incorporates compliance with Standards for RTOs 2025 and National Code 2018, includes appeal rights, and outlines recordkeeping, international student

feedback, Continuous Improvement Register & Schedule; adds related documents for transparency

v.2.2 (July 2025) – Fortnightly monitoring, structured intervention procedure (5-step process), formalized responsibilities, support plan templates, visa compliance for international students, appeals process (20 days), annual audit, continuous improvement register, and clear alignment with Standards for RTOs 2025 & National Code 2018

requirements, and continuous improvement practices

10

Training and Assessment Strategy

Sets ACTB's approach for designing, delivering, and reviewing training and assessment so it's compliant, industry-relevant, learner-centred, and leads to high-quality, nationally recognised outcomes.

Broader governance (Director, RTO Manager, Trainers & Assessors) with defined duties; detailed general principles linking strategy, amount of training, cohort needs and delivery modes; comprehensive TAS content (trainer:student ratios, sequencing, simulation/work placements, engagement plans, support services, resources, validation & moderation); full assessment system detail (principles, rules of evidence, mapping, tools, authenticity, procedures, re-assessment/appeals); formal monitoring & evaluation cycle, CI register/schedule, internal audits; explicit industry engagement expectations; robust related-docs set; compliance mapped across multiple Standards for RTOs 2025 clauses

13. APPENDIX 02 - ACADEMIC INTEGRITY

Academic integrity is the foundation of honest and ethical learning at ACTB. It means producing original work, acknowledging the contributions of others, and avoiding any behaviour that gives an unfair academic advantage. Upholding integrity ensures learners build real skills, protects the credibility of qualifications, and maintains the reputation of vocational education.

This policy applies to all learners, trainers, and assessors. The RTO Manager is responsible for compliance and oversight, while trainers and assessors guide students on correct referencing, responsible use of resources, and expectations for assessment work. Learners are expected to follow these guidelines in every piece of work they submit.

Examples of academic misconduct include:

- **Plagiarism** – presenting someone else’s ideas or work as your own.
- **Collusion** – submitting another learner’s work with their knowledge or allowing others to copy your work.
- **Ghost writing** – arranging for someone else to complete an assessment.
- **Purloining** – copying directly from another learner.
- **Incorrect referencing** – failing to cite or incorrectly quoting/paraphrasing.
- **Re-submission of material** – using work that was already submitted by another student.

ACTB is committed to minimising plagiarism, cheating, and collusion by providing clear education, resources, and guidance. Learners are taught how to reference correctly, how to distinguish between group work and collusion, and how to apply independent thinking in assessments. Assessments must reflect the learner’s own effort, not simply copied or generated material.

Use of Artificial Intelligence (AI):

AI tools e.g ChatGPT can assist with research or idea generation, but they must not replace a learner’s own work. Any AI-generated content must be acknowledged, and using AI to fully write an assessment is considered a breach of academic integrity. Trainers will clearly advise when AI tools are permitted. Failure to comply may lead to disciplinary action.

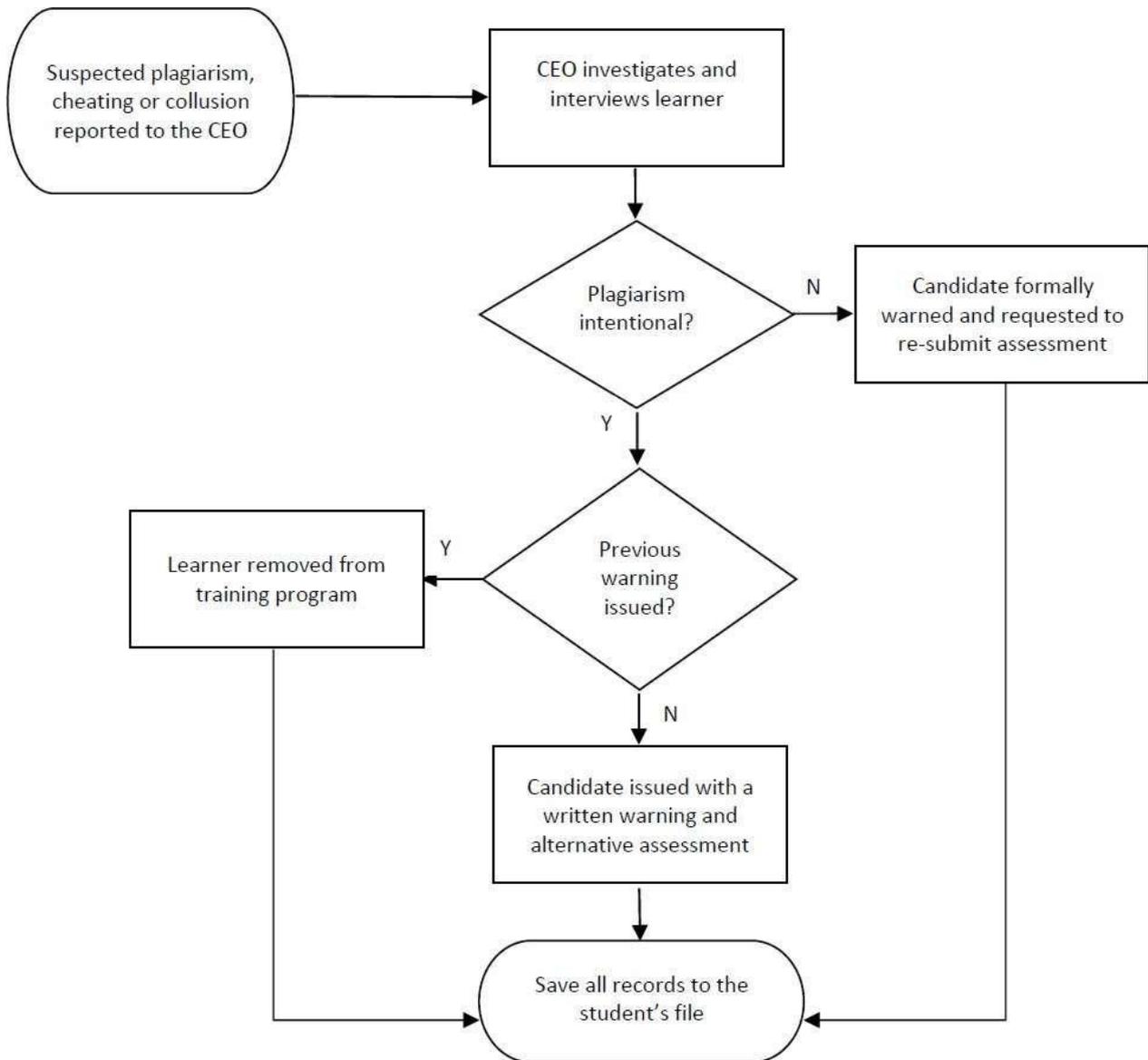
Consequences of breaches:

When academic misconduct is suspected, it is investigated by the Academic Manager with input from the trainer or assessor. If the breach results from misunderstanding, learners may be asked to resubmit work and will receive a formal warning. If intentional, the work will not be accepted, and repeat offenders may be removed from the program. All cases are documented carefully, and serial offenders face serious disciplinary outcomes.

ACTB also monitors trends in breaches, reviews its teaching materials, and conducts internal audits to strengthen compliance and support continuous improvement. This ensures assessments remain fair, transparent, and reflective of students’ genuine ability.

Note: Please follow the link below for more details <https://www.actb.com.au/>

13.1 ACADEMIC INTEGRITY PROCESS FLOW-CHART



14. APPENDIX 03 - UNIQUE STUDENT IDENTIFIER

The Unique Student Identifier (USI) is a requirement under the *Student Identifiers Act 2014* for all students undertaking nationally recognized training. From 1 January 2025, a valid USI is necessary for the issuance of qualifications or statements of attainment. The USI provides learners with a complete record of their training history and ensures compliance with government regulations.

This policy applies to all learners, as well as administrative and support staff involved in enrolment, record management, and issuance of training outcomes. The RTO Manager is responsible for compliance and data security, while administrative staff collect, verify, and maintain USI records, and support students who encounter errors or difficulties in creating their USI.

Key principles:

- Every student must provide a valid USI during enrolment. If they do not have one, they must obtain it through the government's USI website.
- ACTB verifies the USI before issuing any qualification or statement of attainment.
- Some exemptions exist, e.g international students studying outside Australia, students covered by defence or national security exemptions, or individuals with approved personal objections. In such cases, ACTB informs learners that their results will not appear on official VET transcripts.

Consequences of non-compliance:

- For learners, not providing a USI (without exemption) may prevent qualifications from being issued or recorded on their training history.
- For staff, failure to follow USI processes may result in disciplinary action.
- For the RTO, breaches of requirements can result in penalties, loss of registration, or reputational damage.

ACTB conducts regular audits, collects feedback, and reviews its systems to ensure compliance and continuous improvement. All USI information is stored securely and accessed only by authorized staff.

Note: Please follow the link below for more details <https://www.actb.com.au/>

All students must hold a Unique Student Identifier (USI) in accordance with the Student Identifiers Act 2014.

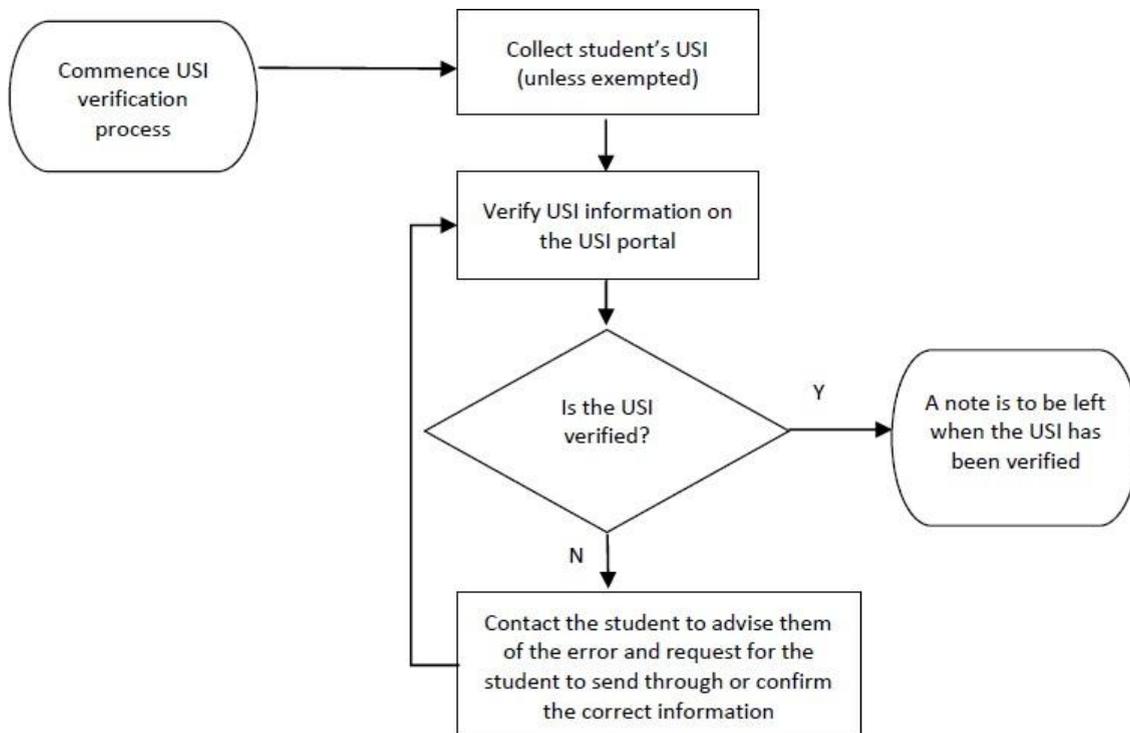
How to obtain/create a USI

1. Visit <https://www.usi.gov.au>
2. Select Create a USI
3. Enter details exactly as per passport
4. Save your USI and provide it to the College

Important

Students are responsible for obtaining and maintaining an accurate USI. Failure to provide a USI may delay or prevent certification.

14.1 USI VERIFICATION PROCESS FLOW-CHART



15. Appendix 04 – Transfer of Courses or Providers

Learners may sometimes wish to transfer to a different course or to another training provider if their goals or circumstances change. This policy ensures that transfers are managed fairly, transparently, and in line with regulatory requirements.

This policy applies to all learners, staff, and training services. The RTO Manager oversees compliance, approves transfer requests, and authorises refunds where applicable. Administrative staff manage requests, communicate outcomes, and maintain records. Trainers support learners who are considering a transfer and alert the RTO Manager to significant concerns.

Key principles:

- Transfers are assessed fairly, taking into account the learner's needs, circumstances, and academic progress.
- Learners must submit a **Course Transfer Form** or **Provider Transfer Form** at least 10 business days before the requested change.
- Learners must meet the entry requirements of the new course and pay any outstanding fees before a transfer is approved.
- Successful transfers result in a **Statement of Attainment** for units already completed.
- International students must also consider how a transfer affects their student visa and are advised to contact the Department of Home Affairs.

International students – special conditions:

- Provider transfers are usually only approved after completing **6 months of the principal course**, unless there are compelling circumstances e.g wellbeing concerns, unsuitable course expectations, course non-delivery, or evidence of being misled.
- Transfers may be refused if the learner is within the first 6 months of their course, has outstanding fees, lacks a valid Letter of Offer from another provider, or is avoiding visa reporting requirements.
- ACTB may approve a release where it is clearly in the student's best interest, supported by evidence.

Where the student is an **international student**, ACTB will ensure PRISMS reporting is completed in accordance with the ESOS Act and National Code:

1. **Assessment of Request**

The RTO Manager reviews the transfer or release request and the supporting documentation. As part of this process, the student may be contacted to discuss the request, understand their circumstances, and consider whether appropriate support or alternative options can be offered in the student's best interests before a final decision is made.

2. **Decision Recorded**

The decision (approved or refused) is documented, including reasons and supporting evidence.

3. **Decision and Discussion with Student**

The decision to approve or refuse the request is documented, including the reasons and any supporting evidence. Where appropriate, the outcome is discussed with the student, and relevant support options or guidance are offered to assist the student moving forward.

3. PRISMS Update – Release or Transfer

- If a **provider transfer (release)** is approved, ACTB records the release in **PRISMS** within the required timeframe.
- If a **course transfer within ACTB** occurs, the student's **CoE details are updated** in PRISMS where applicable.

4. Notification to Student

The student is formally notified in writing of the outcome and advised of any visa implications.

5. Record Keeping

All transfer requests, decisions, correspondence, and PRISMS confirmations are retained in the student file as compliance evidence.

6. PRISMS Update – Release or Transfer

- If a **provider transfer (release)** is approved, ACTB records the release in **PRISMS** within the required timeframe.
- If a **course transfer within ACTB** occurs, the student's **CoE details are updated** in PRISMS where applicable.

7. Notification to Student

The student is formally notified in writing of the outcome and advised of any visa implications.

8. Record Keeping

All transfer requests, decisions, correspondence, and PRISMS confirmations are retained in the student file as compliance evidence.

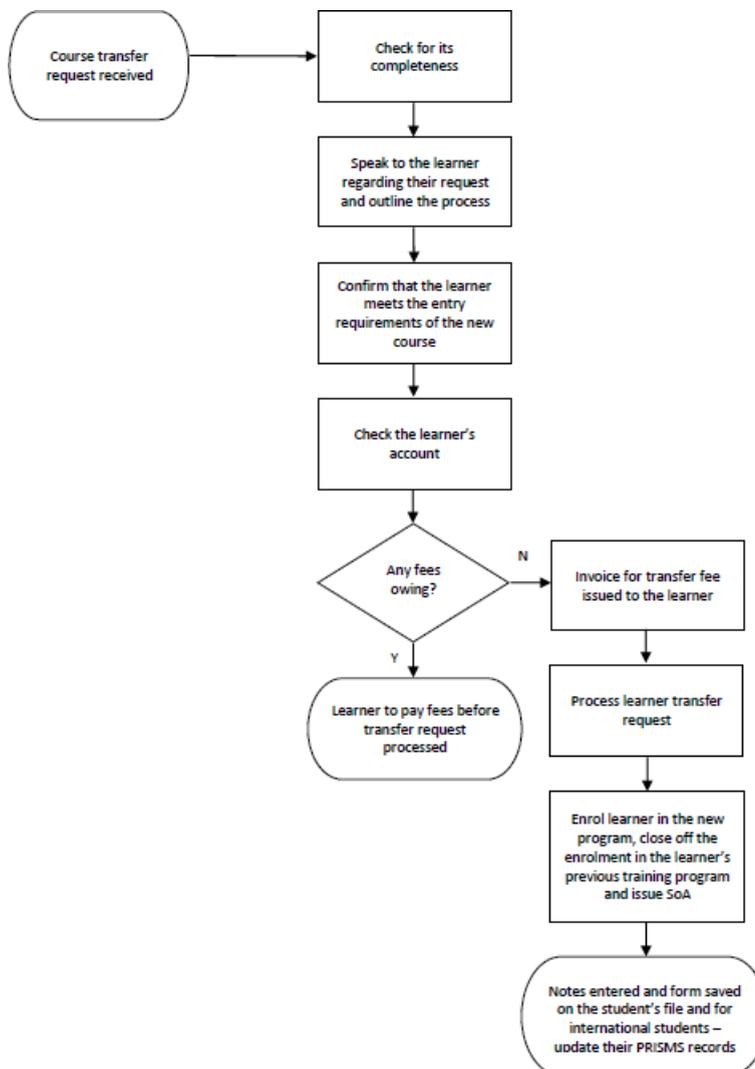
Consequences of non-compliance:

- For learners – delays, denied transfers, or financial losses.
- For staff – disciplinary action if processes are not followed correctly.
- For the RTO – penalties, loss of registration, or reputational damage.

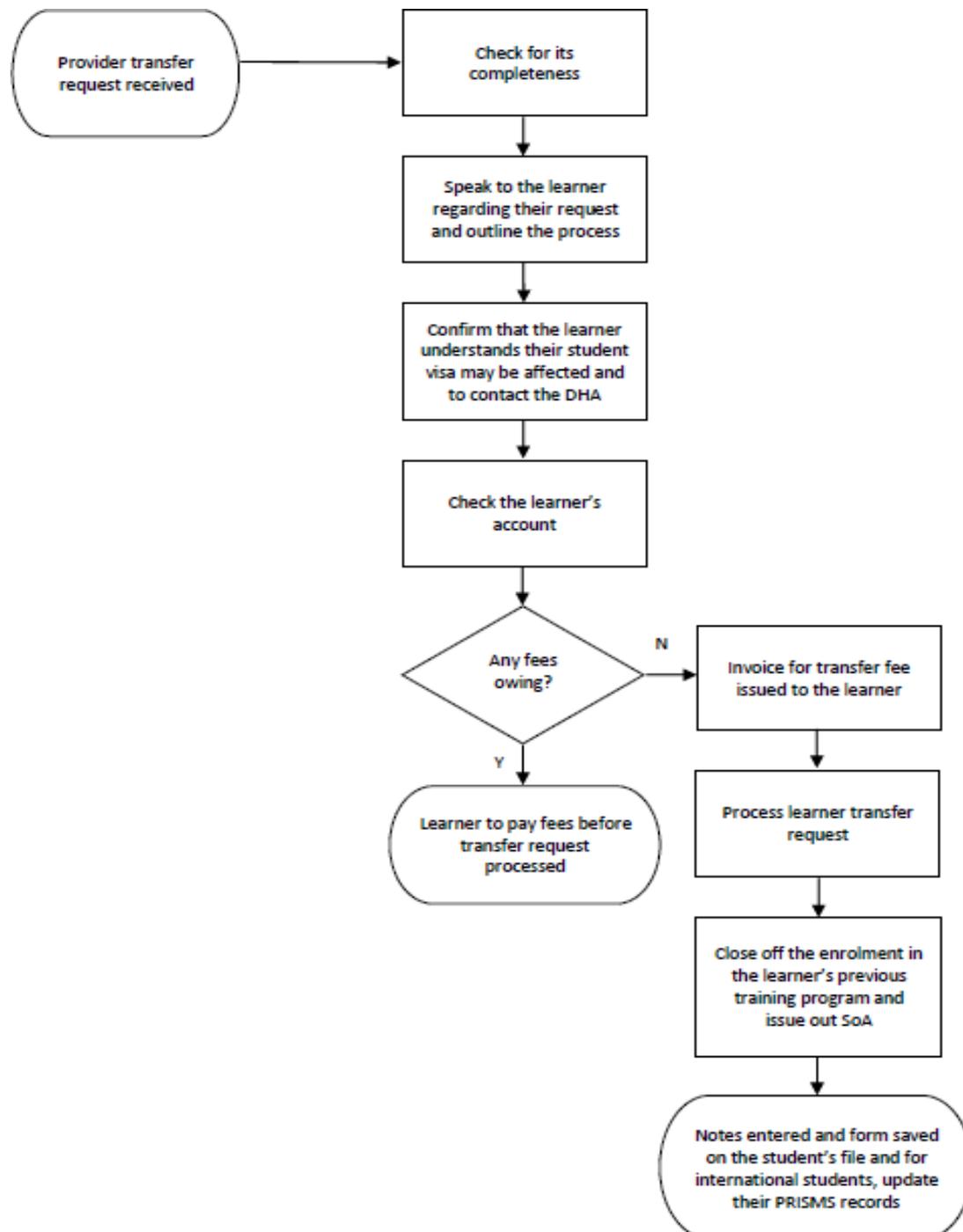
ACTB reviews all transfer requests without prejudice and prioritises student welfare. Regular audits and stakeholder feedback are used to improve the process.

Note: Please follow the link below for more details <https://www.actb.com.au/>

15.1 TRANSFER OF COURSES PROCESS FLOW-CHART



15.2 TRANSFER OF PROVIDERS PROCESS FLOW-CHART



16. APPENDIX 05 – ISSUING AQF CERTIFICATES AND OUTCOMES

ACTB issues **AQF certification documentation** (qualifications, records of results, and statements of attainment) only after students have successfully completed all course and assessment requirements and paid all fees. These documents are secure, formally approved, and comply with the Australian Qualifications Framework (AQF) and national standards.

This policy applies to all learners, trainers, administrative staff, and managers involved in enrolment, assessment, certification, and record management. The RTO Manager oversees compliance, signs off certificates, and ensures security. Trainers confirm accuracy of assessment records, administrative staff manage the verification and issuance process, and accounts staff handle payments for re-issued documents.

Key principles:

- Certificates are issued **within 30 days** of a student completing all requirements, provided fees are paid.
- Documents are only issued once a student's **USI is verified** (unless exempt).
- Each certificate carries a unique number, official signatures, and secure identifiers (e.g., watermark, seal).
- **Students may receive their certification through one of the following secure methods:**
 - Collection in person from ACTB reception (with photo ID);
 - Delivery by registered post to their nominated address; or
 - Secure electronic issue via the ACTB Student Management System, a digitally-signed PDF certificate sent to the student's verified email address.
- Records of issued certificates are securely stored for **30 years**.
- Re-issues are allowed upon request, with proof of identity and a fee. All re-issued certificates are marked as "re-issue" and include the new date.

Types of documents issued:

- **Qualification Testamur** – confirms completion of a full qualification.
- **Record of Results** – lists completed units and outcomes (issued with the testamur).
- **Statement of Attainment** – issued if only some units or a short course are completed.

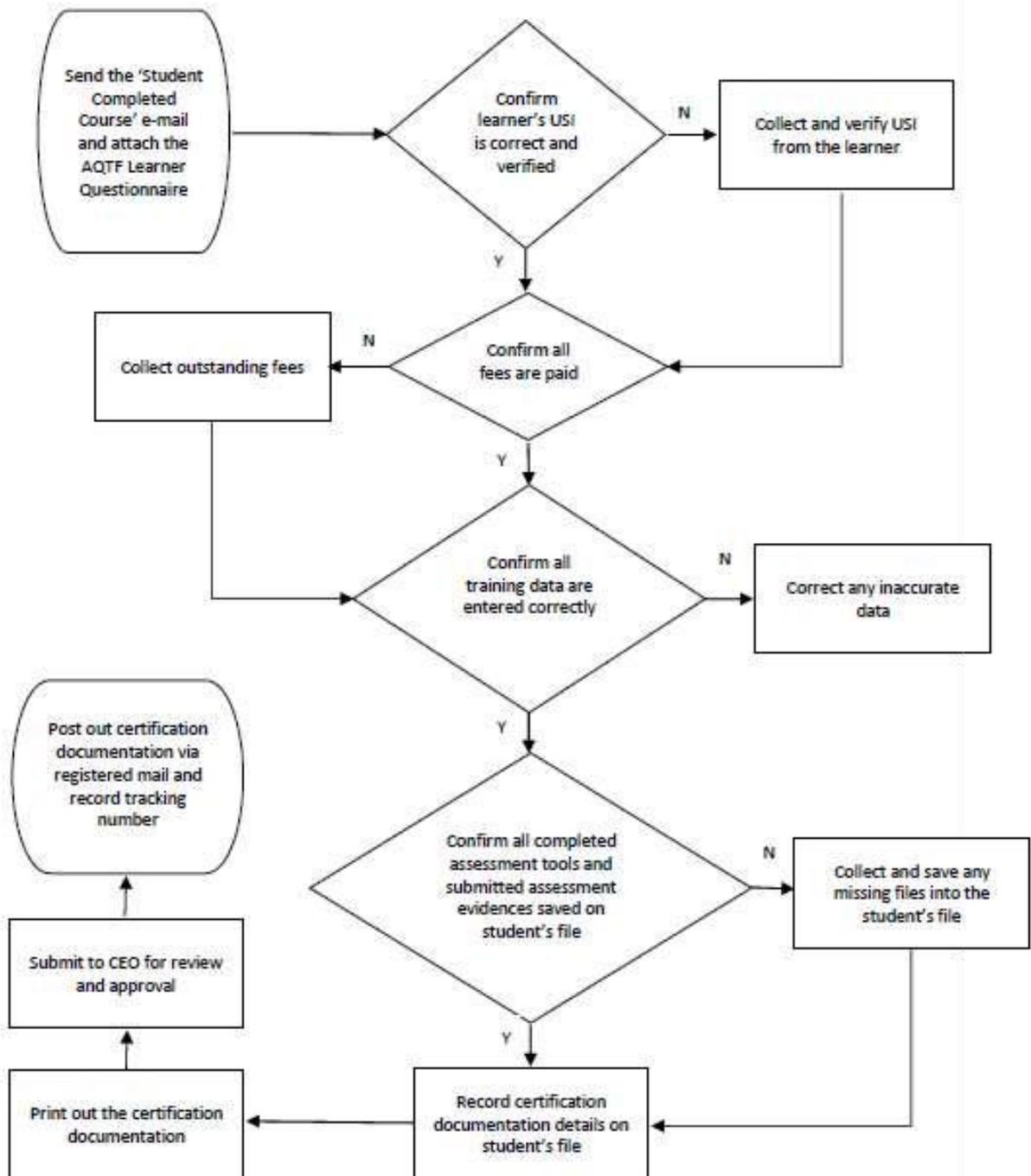
Consequences of non-compliance:

- For learners – certificates may be delayed, withheld, or voided.
- For staff – disciplinary action if processes are not followed.
- For the RTO – potential penalties, reputational damage, or loss of registration.

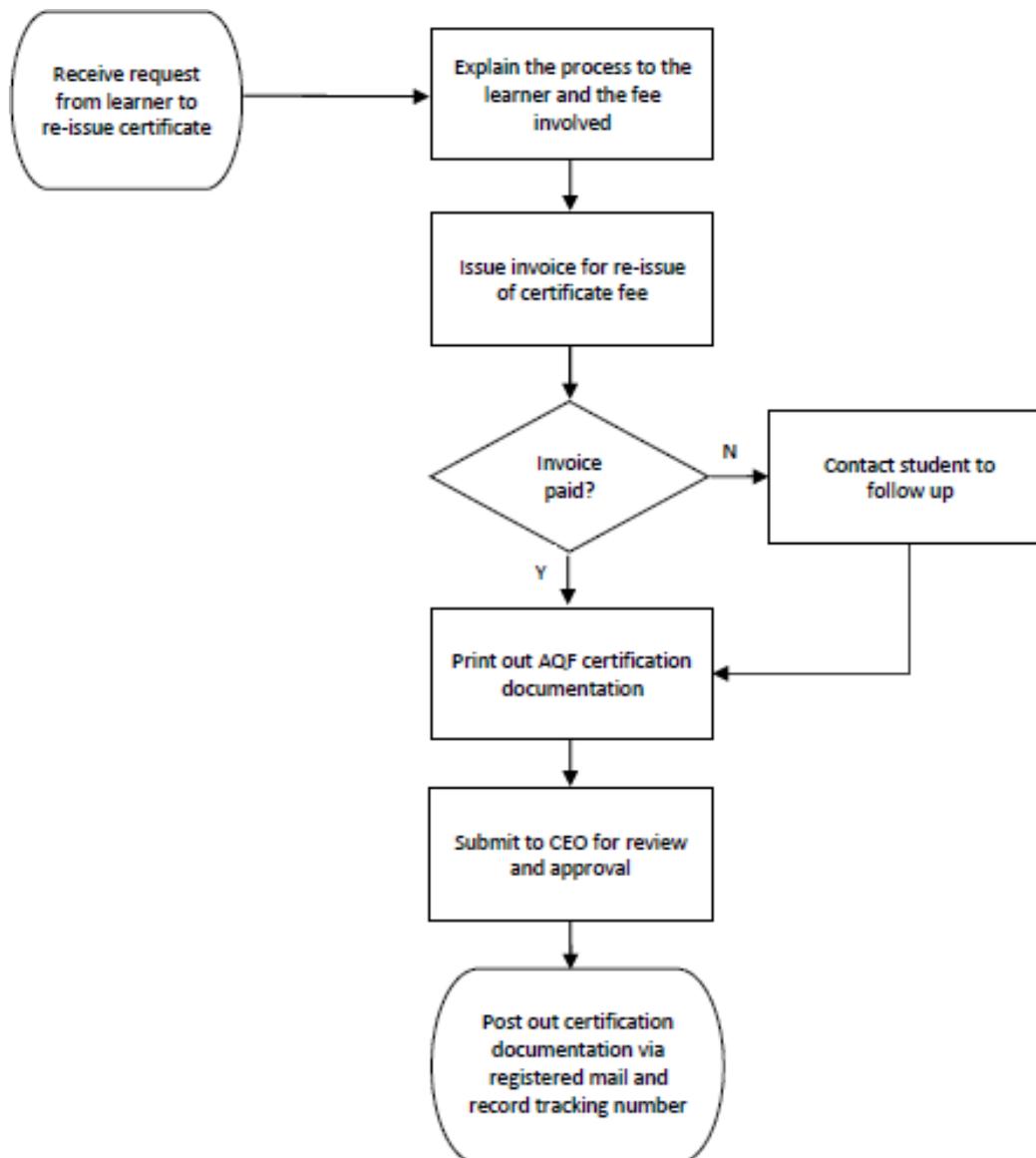
ACTB regularly reviews and audits its certification processes to maintain compliance, accuracy, and student trust.

Note: Please follow the link below for more details <https://www.actb.com.au/>

16.1 ISSUING OF AQF CERTIFICATION DOCUMENTATION PROCESS FLOW-CHART



16.2 RE-ISSUING OF AQF CERTIFICATION DOCUMENTATION PROCESS FLOW-



17. APPENDIX 06 – OVERSEAS STUDENT HEALTH COVER (OSHC)

All international students on a student visa are required by law to maintain adequate health insurance during their stay in Australia. This insurance must begin from the date a student arrives in Australia on their student visa and continue until they leave the country or switch to a different visa type.

ACTB ensures that students are informed of their responsibility to organise and maintain OSHC. Students from Norway, Sweden, or Belgium may be exempt due to government arrangements in those countries. ACTB does not arrange OSHC on behalf of students; instead, students are directed to www.oshcaustralia.com.au to organise their own cover.

Students must maintain OSHC at all times. Not having valid cover breaches visa condition 8501 and can lead to serious consequences, including cancellation of a student visa.

Failure to comply with this policy may result in:

- **For the RTO** – negligence claims and possible legal issues if students were not adequately informed.
- **For learners** – financial risk from not being insured and possible visa termination.

Note: Please follow the link below for more details <https://www.actb.com.au/>

18. APPENDIX 07 – CORE SKILLS SUPPORT

Core skills – including oral communication, **language, literacy, numeracy, and digital literacy** – are essential for learning and workplace success. This policy ensures that students are assessed for these skills before and during their studies and that ACTB provides support where needed.

ACTB assesses students' oral skills, as well as language, literacy, numeracy, and digital skills to ensure they are ready for their course.

Assessment steps:

1. Review of educational background and entry documents
2. Pre-training interview
3. Core Skills Indicator (CSI) assessment (if required)
4. Review of results and course suitability

During the enrolment process, ACTB reviews each student's background, conducts an interview, and may require a **Core Skills Indicator (CSI) assessment**. This helps identify whether a student needs extra support or reasonable adjustments to complete their course. Students with minor skill gaps may receive tailored **Support Plans**, while those with significant deficiencies are referred to external specialist services before course commencement.

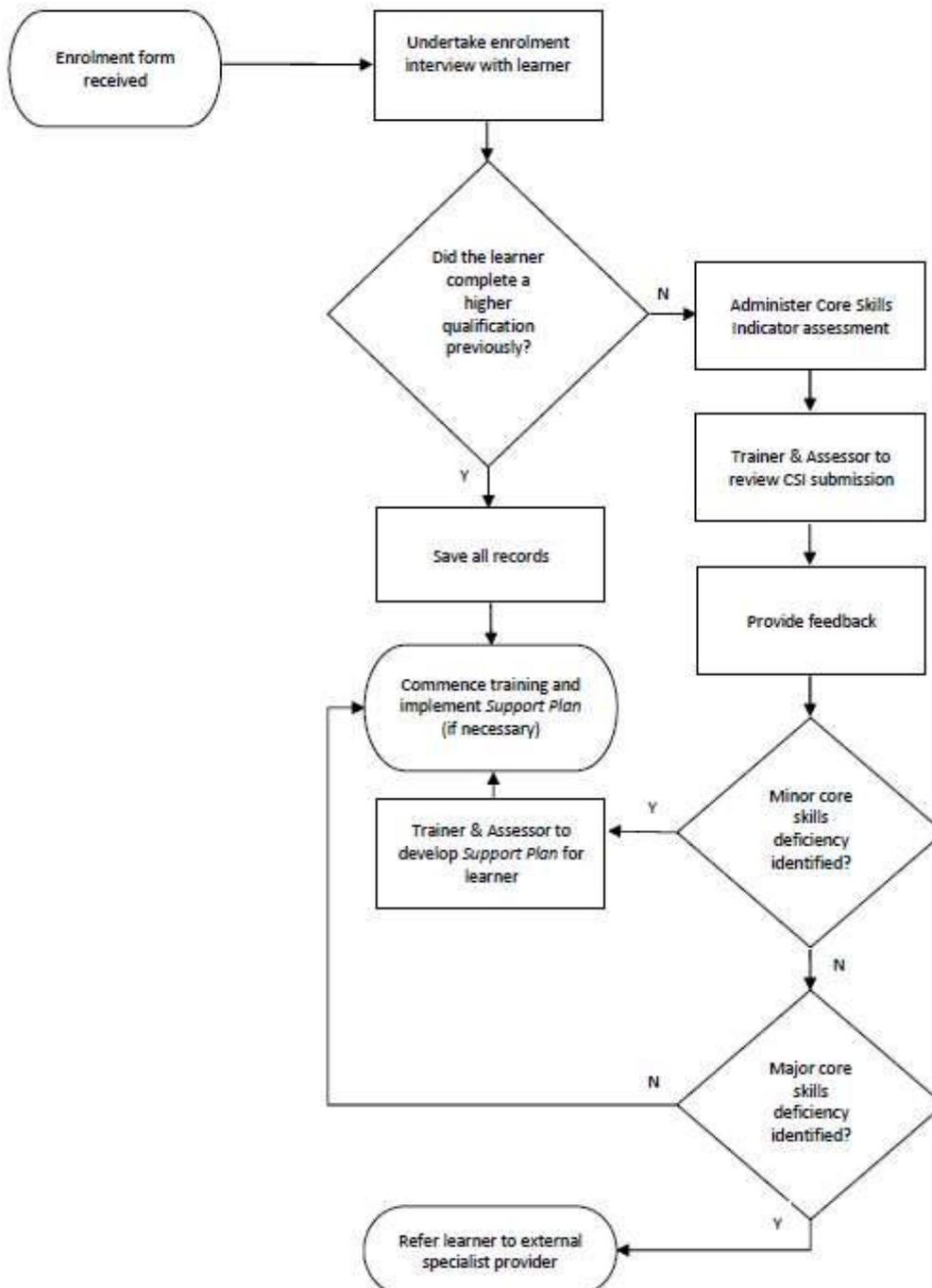
Support may include:

- Extra one-on-one learning assistance
- Weekly progress check-ins
- Reasonable extensions for assessments
- Additional learning resources
- ICT support if required

ACTB is committed to meeting national standards, including ensuring students have fair access to training, reasonable adjustments for disabilities, and quality support services. Staff, trainers, and the RTO Manager each have clear roles in assessing, supporting, and monitoring learners' progress.

Note: Please follow the link below for more details <https://www.actb.com.au/>

18.1 CORE SKILLS SUPPORT PROCESS FLOW-CHART



19. APPENDIX 08 – COMPLAINTS AND APPEALS

ACTB is committed to providing a **fair, transparent, and accessible** process for handling complaints and appeals. All concerns are dealt with promptly, confidentially, and in line with the principles of natural justice and procedural fairness.

Definitions:

- A **complaint** is dissatisfaction about ACTB services, staff, learners, or third-party providers. Complaints can be made in any form (written, verbal, or online).
- An **appeal** is a formal request to review a decision made by ACTB (e.g., an assessment outcome or administrative decision). Appeals must be lodged within **20 business days** of being notified of the decision.

Key Principles:

- All complaints and appeals are free of charge.
- Resolved within **60 calendar days** where possible. If more time is needed, the student will receive regular progress updates.
- Students will not be penalised or discriminated against for lodging a complaint or appeal.
- Records are securely kept in the Complaints and Appeals Register.
- Students may bring a **support person** to meetings.
- If a complaint or appeal involves a staff member, they will not be part of the investigation.
- If a student is unhappy with the outcome, ACTB will provide access to an **independent reviewer**. Students may also escalate to the **National Training Complaints Service (13 38 73)**.

Process Overview:

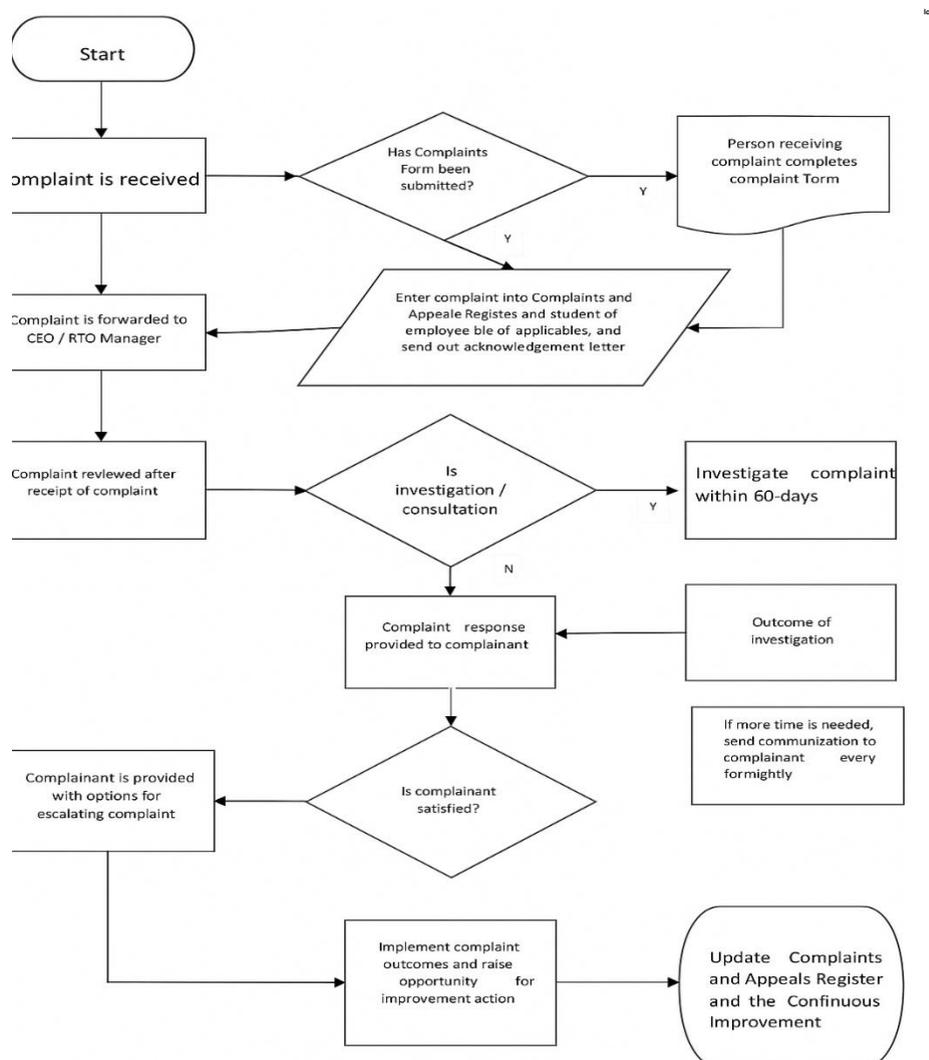
1. **Complaint or Appeal Lodged** – complete a form (or provide details verbally, which staff will record).
2. **Acknowledgement** – ACTB confirms receipt within 5–10 business days.
3. **Investigation** – impartial review by the RTO Manager or independent consultant. Students are updated throughout.
4. **Outcome** – communicated in writing and in person/virtually within 10 business days after the investigation.
5. **Independent Review** – if dissatisfied, the matter is referred externally.
6. **Continuous Improvement** – outcomes are used to improve ACTB's services.

Why this matters:

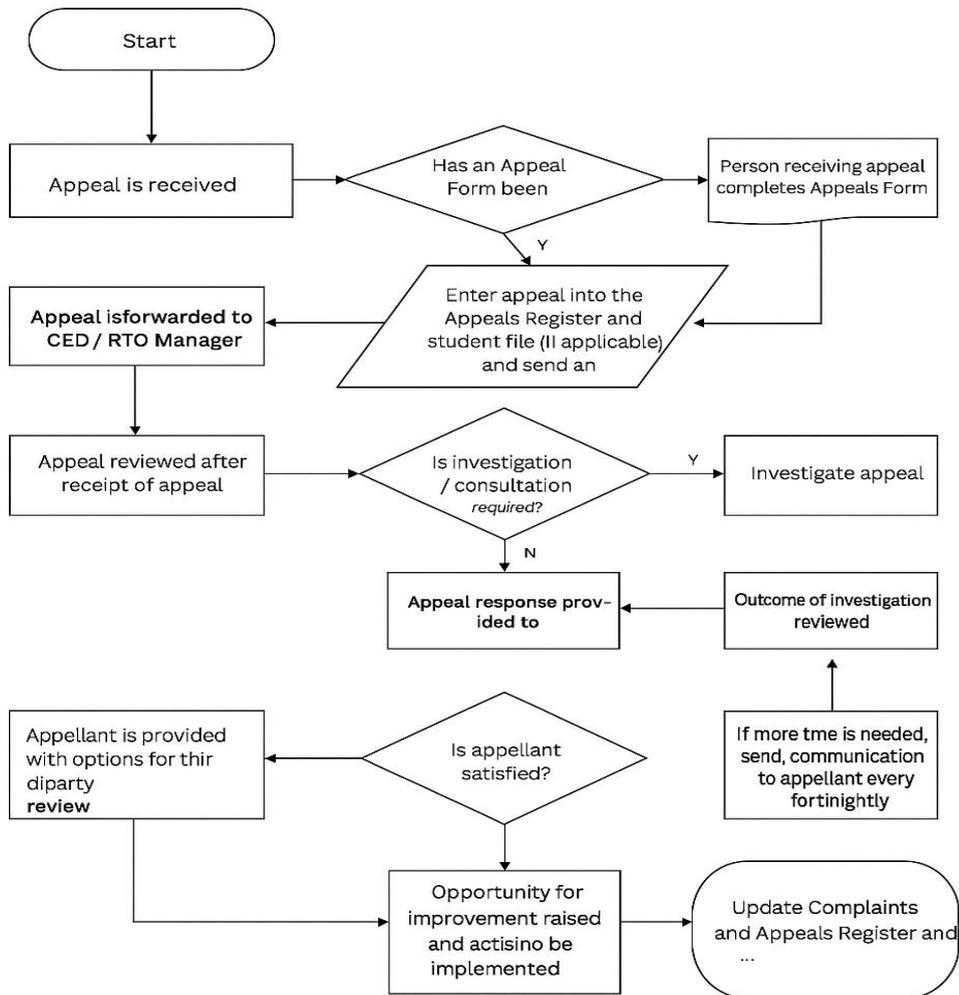
- For ACTB – non-compliance can result in loss of accreditation, penalties, or reputational harm.
- For learners – ensures fairness, timely resolution, and protection of student rights.

Note: Please follow the link below for more details <https://www.actb.com.au/>

19.1 COMPLAINTS HANDLING PROCESS FLOW-CHART



19.2 APPEALS HANDLING PROCESS FLOW-CHART



20. APPENDIX 09 – CREDIT TRANSFER

ACTB recognises the prior learning of students by allowing **credit transfer** for previously completed units or modules, where applicable. This supports national consistency, reduces unnecessary training duplication, and ensures learners receive recognition for their existing skills and qualifications.

Purpose

To provide a fair and transparent process for granting credit transfer, while complying with regulatory and RTO standards.

Scope

Applies to:

- All learners, staff, and clients
- All training, assessment, and related business functions

Key Principles

- Learners are informed of credit transfer opportunities before enrolment.
- Credit transfer applications are **free of charge**.
- Only units listed on ACTB's scope of registration are eligible.
- Learners must participate in at least **one unit** of their enrolled program.
- Credit is granted only for **equivalent units** as published on the National Training Register.
- Where unit equivalency is unclear, a **mapping process** is conducted. If gaps exist, learners may apply for **Recognition of Prior Learning (RPL)** instead.
- Evidence must be **verified** (AQF qualification, statement of attainment, authenticated VET transcript).

A verified Unique Student Identifier (USI) is required before Credit Transfer can be finalised or recorded.

Responsibilities

- **CEO/RTO Manager:** Approves credit transfer applications, ensures compliance.
- **Administrative and Support Staff:** Processes applications, verifies evidence, updates records.
- **Trainer and Assessor:** Conducts mapping for non-equivalent units.

Credit Transfer Process

1. **Application Submission** – Student submits completed Credit Transfer Form with evidence.
2. **USI Verification**
ACTB verifies the student's **Unique Student Identifier (USI)** to access and confirm training records.
3. **Verify Evidence** – Contact issuing RTO or ASQA (if RTO closed) to confirm competencies.

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4. **Record Management** – Scan verified documents into the student file.
5. **Equivalence Assessment:**
 - **Equivalent Units:** Admin staff process and submit to CEO/RTO Manager for approval. Update student records and issue a new Training Plan/Timetable.
 - **Non-Equivalent Units:** Trainer and Assessor maps units; Admin staff review and approve/decline based on mapping. Students may be guided to RPL if gaps exist.
6. **Student Notification** – Inform the learner of the outcome. For refusals, advise of the Appeals process.
 -
7. **International Students – PRISMS Reporting (ESOS & National Code Compliance)**

For international students, ACTB ensures all required PRISMS reporting is completed in accordance with the ESOS Act and National Code:

 1. **Pre-Visa Grant**
 - Approved credit transfer is reflected in the **initial Confirmation of Enrolment (CoE)**, including adjusted course duration where applicable.
 2. **Post-Visa Grant**

Where credit transfer results in a reduction of course duration, ACTB updates the student's CoE in PRISMS within 14 days of approval.
 3. **Recording Changes**
 - Amendments to the Training Plan and course duration are documented and retained as compliance evidence.
 4. **Student Notification**
 - The student is formally advised of any CoE or PRISMS updates and reminded to consider visa implications.

Compliance

Aligns with:

- Standards for RTOs 2025: Standard 1.7, 2.8, 4.1–4.4
- Statutory Declarations Regulations 2018

Failure to comply can impact ACTB, staff, and learners, including financial penalties, loss of registration, or compromised learning outcomes.

Continuous Improvement

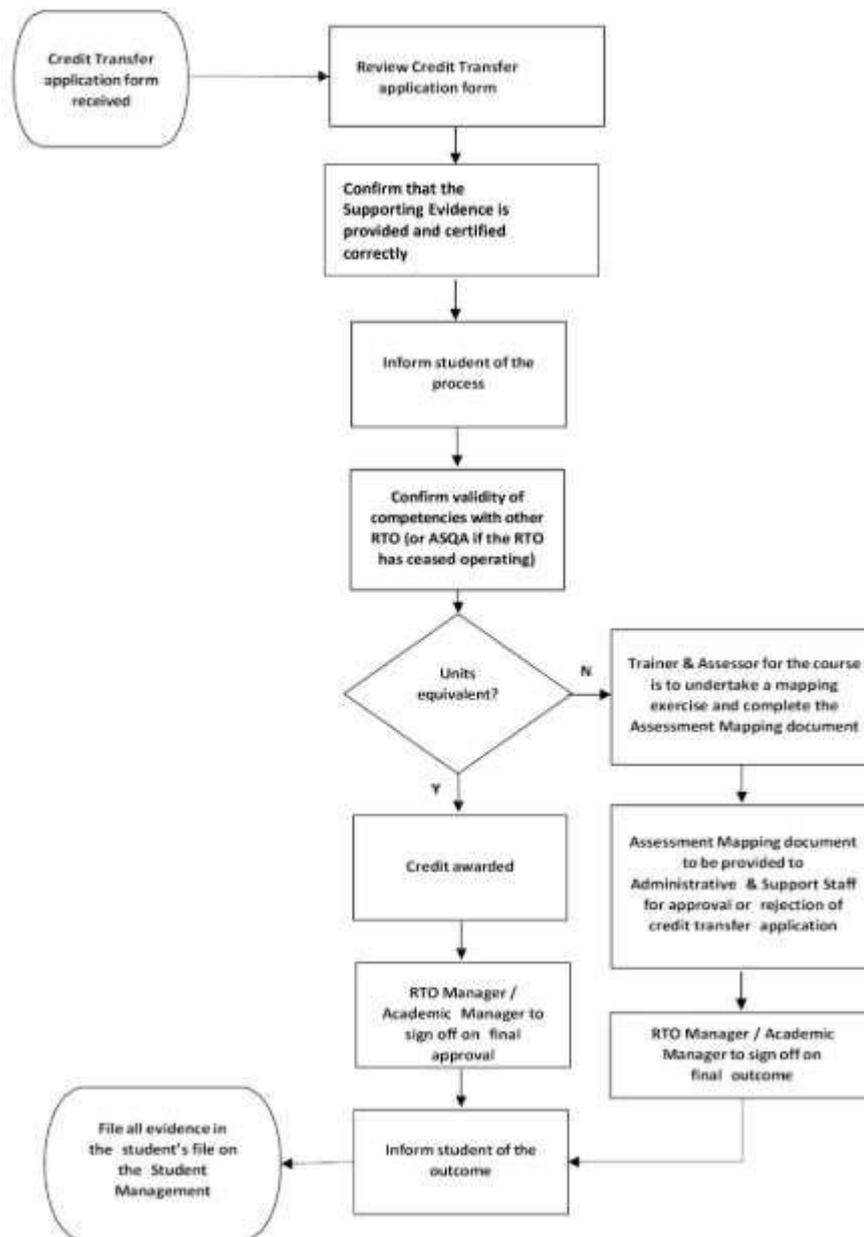
- Annual internal audits assess policy compliance.
- Feedback from learners, staff, and stakeholders is used to improve processes.

- Key audit questions:
 - Are students aware of credit transfer options?
 - Are evidences authenticated?
 - Is the policy applied consistently?
 - Are staff trained to manage credit transfer and RPL processes effectively?

Related Documents

- Credit Transfer Application Form
- Assessment Mapping Template
- CoE Training Plan Templates
- Continuous Improvement Register and Schedule

20.1 CREDIT TRANSFER PROCESS FLOW-CHART



21. APPENDIX 10 – DEFERRAL, EXTENSION, SUSPENSION, WITHDRAWAL & CANCELLATION OF ENROLMENT

ACTB is committed to providing learners with clear, fair, and supportive processes for deferring, extending, suspending, withdrawing, or cancelling enrolment. These processes ensure decisions are ethical, transparent, and considerate of compassionate or compelling circumstances while meeting regulatory requirements.

Purpose

To manage learner enrolment changes ethically and transparently while supporting their wellbeing and educational progress.

Scope

Applies to:

- All learners and staff
- All training, assessment, and enrolment functions

Definitions

- **Deferral:** Delay of course commencement
- **Extension:** Extending enrolment duration (up to one additional year)
- **Suspension:** Temporary delay of enrolment after course commencement
- **Withdrawal:** Learner-initiated cessation of enrolment
- **Cancellation:** ACTB-initiated cessation of enrolment

Responsibilities

- **RTO Manager / Administrator:** Approves requests, ensures compliance, authorises refunds.
- **Administrative and Support Staff:** Manages requests, communicates outcomes, update records, PRISMS.
- **Trainers and Assessors:** Provides learner support and alerts RTO of concerns.

General Principles

- All requests are handled **fairly, impartially, and transparently**.
- Learner wellbeing is prioritised, with support tailored to individual circumstances.
- Requests should be lodged **at least 10 business days** before the intended effective date.
- Decisions consider **compassionate or compelling circumstances**, e.g., illness, bereavement, political upheaval, or trauma.
- For **international students**, visa implications must be considered; extended deferrals or suspensions (>28 days) require contact with the Department of Home Affairs.
- ACTB-initiated cancellation occurs only after repeated misconduct or serious issues, including non-payment of fees.

Compliance

Aligns with:

- Standards for RTOs 2025: 2.1, 2.3, 2.8, 4.2–4.4
- National Code 2018: Standards 8 and 9
- Non-compliance may result in regulatory, financial, and reputational consequences for ACTB, staff, or learners.

Continuous Improvement

- Annual audits assess compliance with policy and legislative requirements.
- Feedback informs process improvement.
- Key audit questions:
 - Are requests assessed fairly?
 - Are forms and documentation stored correctly?
 - Are learners informed of outcomes in a timely manner?
 - Are approved extensions and suspensions recorded in the Student Management System?
 - Are learners aware of their right to appeal?

Related Documents

- Deferral, Extension, Suspension or Withdrawal Form
- Appeals Form and Letter Templates
- Cancellation Letters (Expulsion and Non-Payment)
- CoE Training Plan Templates
- Payment Refund Form
- Student Handbook
- Continuous Improvement Schedule

Learner-Initiated Procedure

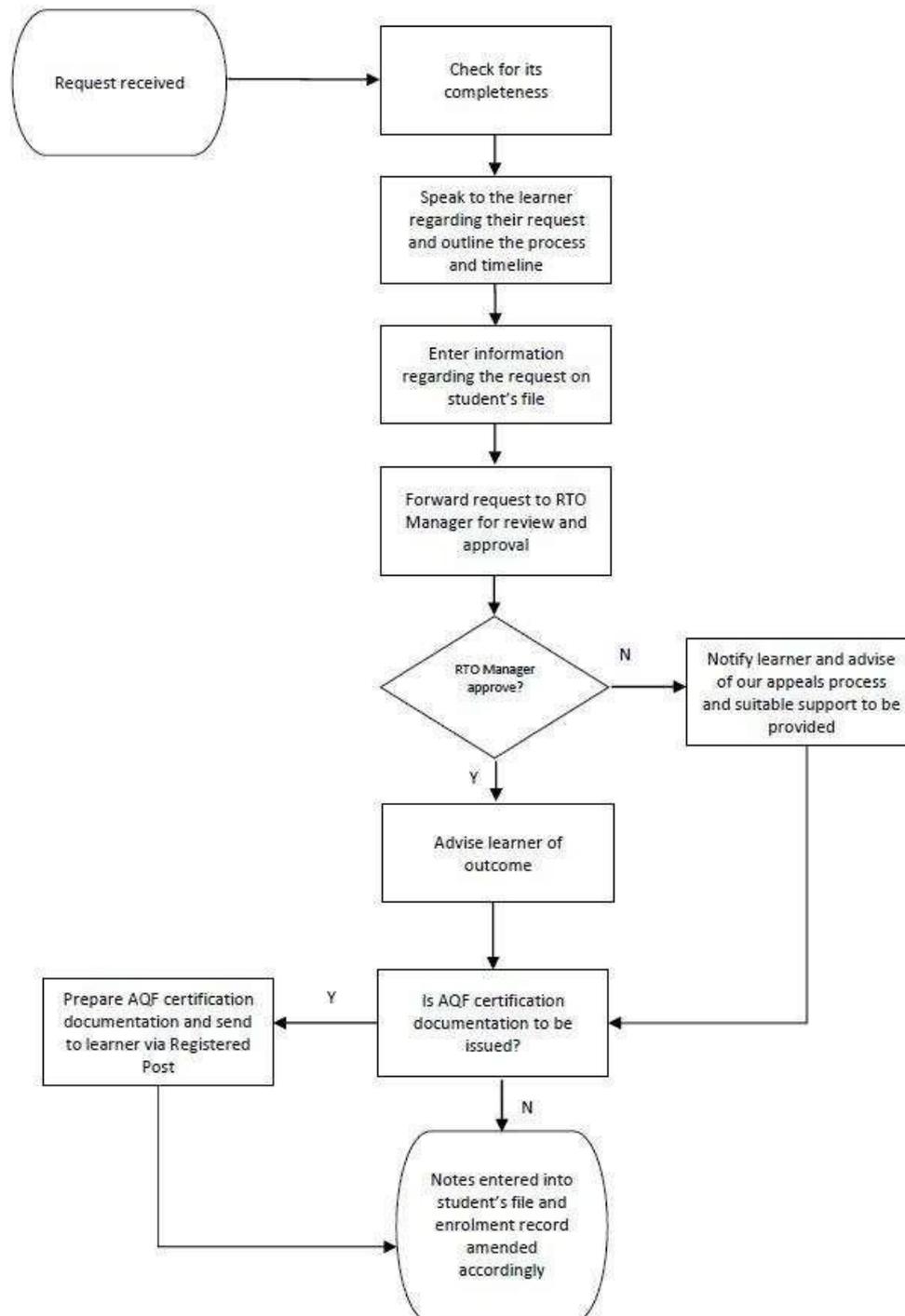
1. **Request Submission:** Learner submits a Deferral, Extension, Suspension, or Withdrawal Form via email.
2. **Review and Advice:** Admin staff checks completeness, confirms reasons, explains process, and advises international students on visa implications.
3. **Record Keeping:** Save form and supporting documents in the student's file.
4. **Approval:** RTO Manager reviews within 14 business days.
 - **If approved:** Update student file, issue written notification, updated Training Plan, and process refund if applicable.

- **If denied:** Record reason, notify learner, and advise on Appeals process.
5. **PRISMS Action (International Students)**
Where required, ACTB updates PRISMS to record:
 - Deferral of commencement
 - Suspension of studies
 - Withdrawal or cancellation
 - Changes to CoE end date (extensions)
 6. **Support:** Trainer and Assessor provides ongoing support, particularly for deferrals, extensions, and suspensions.

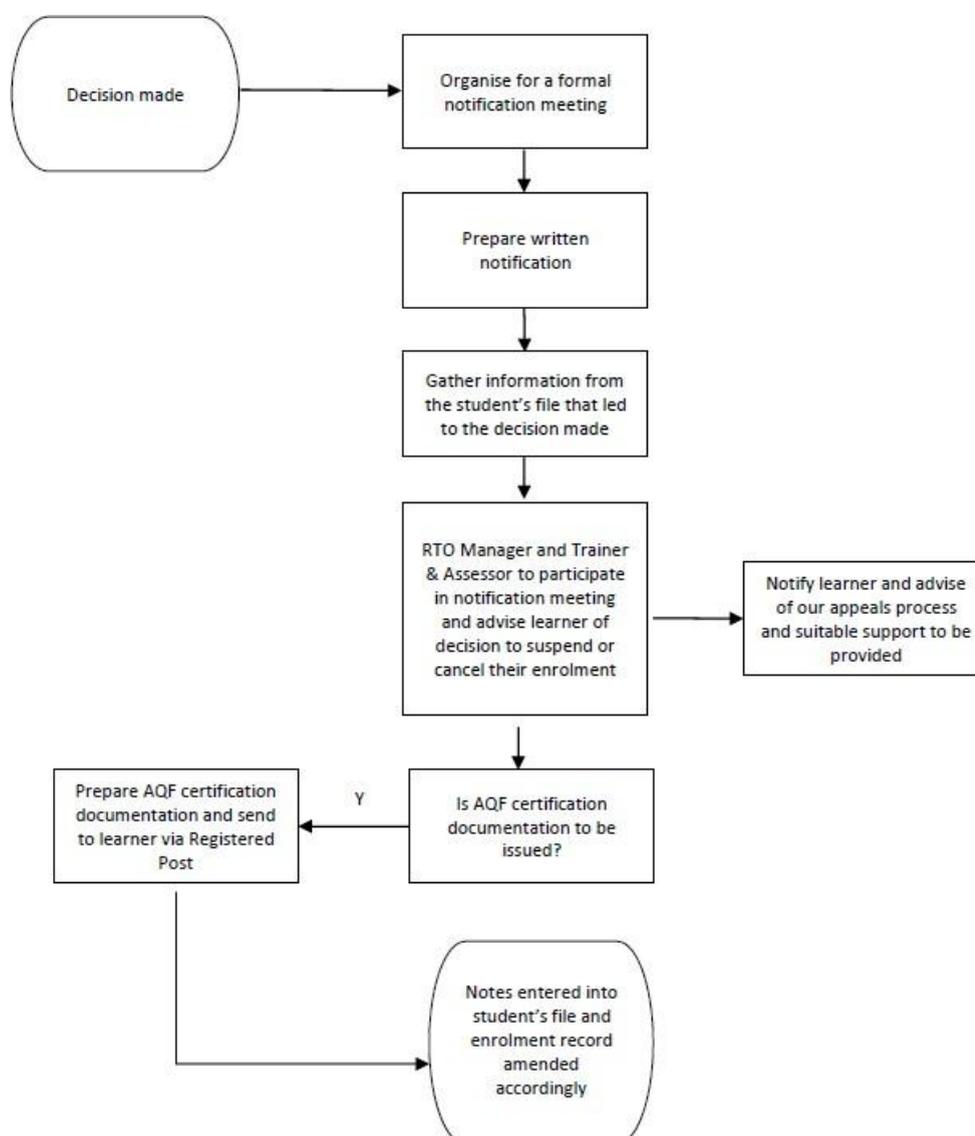
RTO-Initiated Suspension or Cancellation Procedure

1. **Notification Meeting:** Learner invited to an in-person or online meeting to discuss suspension/cancellation.
2. **Documentation:** Admin prepares evidence and notification detailing reasons, effective date, and support options.
3. **Meeting:** RTO Manager and Trainer and Assessor attend; learner may bring a support person. Rights, obligations, and appeals are explained.
4. **Appeal:** Learner may appeal within 20 business days. Suspension/cancellation does **not** take effect until the appeal is resolved.
5. **Certification:** If no appeal is lodged, AQF certification is issued per ACTB policy.
6. **Record Management:** Admin maintains detailed notes and supporting documents in the student's file; hardcopies scanned and securely disposed of.

21.1 DEFERRAL, EXTENSION, SUSPENSION OR WITHDRAWAL – LEARNER INITIATED PROCESS FLOW-CHART



21.2 SUSPENSION OR CANCELLATION – RTO INITIATED PROCESS FLOW-CHART



22. APPENDIX 11 – FEES AND REFUNDS POLICY

ACTB ensures fairness, transparency, and compliance in setting, collecting, and refunding fees for training and assessment services, in line with regulatory requirements. **Purpose**

To outline procedures for fee setting, collection, protection, extensions, and refunds while protecting student interests.

Scope

Applies to:

- All staff, students, and clients
- Accounting, fee administration, collection, and refund processes

Responsibilities

- **CEO / Director:** Sets fees and charges; approves refunds
- **Administrative and Support Staff:** Publishes fees, manages fee collection, communicates fee information

Accounts Staff: Confirms payments, processes approved refunds, maintains financial records. **General Principles**

- Fees are **fair, competitive, and transparent**
- Collection and refunds are reasonable and flexible
- Learners are informed of their rights, payment options, guarantees, and potential service discontinuation
- Fees and charges clearly advertised on website (<https://www.actb.com.au/international-student-fees-onshore-applicants/and-marketing-materials>)
- **Refunds processed promptly** and in accordance with policy
- Students may also choose to pay the full course fee upfront

Fee Protection Mechanisms

- **Local students:** Collect max \$1,500 before course commencement; balance invoiced term-wise
- **International students:** Compliance with Tuition Protection Scheme (TPS) under ESOS Act; refund obligations in case of student or provider default

GST

- GST applies only to non-exempt items (e.g., admin fees, materials); nationally recognised training is GST exempt

Cooling-Off Period

- Statutory cooling-off period (10 business days) generally **not applicable** as ACTB does not use unsolicited marketing

Fee Extensions

- Learners experiencing financial difficulties may request **extensions**, assessed individually
- Outcomes communicated within 10 business days

Refunds

Local Students

- **≥10 business days prior:** 100% refund
- **≤9 business days prior:** up to 75% refund
- **≤10 business days after commencement:** up to 25% refund
- **>10 business days after commencement:** no refund unless **extenuating circumstances**

- **International Students**

Event	Timeframe	Refund
Visa refusal before commencement of course	Anytime	Refund all tuition fees received, minus the lesser of: 5% of total tuition fees received or AUD \$ 500
Withdrawal/Deferral/Suspension	≥10 weeks prior	100% refund, minus non-tuition fees and cancellation fee
Withdrawal/Deferral/Suspension	6 weeks prior	75% refund, minus non-tuition fees and cancellation fee
Withdrawal/Deferral/Suspension	4 weeks prior	50% refund
Withdrawal/Deferral/Suspension	2 weeks prior	25% refund
Refusal of visa on/after the commencement of course	Anytime	Refund all unspent prepaid tuition fees, calculated in accordance with the ESOS (Calculation of Refund) Instrument 2024##

- Refunds exclude: OSHC, accommodation, airport transfer, and learning materials
- **Student Default Before Course Commencement Partial Refund (Not applicable where visa refusal has occurred)**, refunds processed **within 4 weeks (28 days)** of receipt of request and supporting documentation

Packaged vs Stand-Alone Courses

- **Packaged:** For packaged courses, refunds will be calculated separately for each Confirmation of Enrolment (CoE) and will be based on unspent tuition fees in accordance with the ESOS Act refund requirements Any unspent prepaid tuition fees for future courses within the package will be refunded in accordance with ESOS Act section 47D. No refund applies to components of the course already delivered
- **Stand-Alone:** The Student will be required to pay a Cancellation Fee equal to the lesser of \$500 or 5% of the total tuition fees in addition to full payment of any remaining outstanding due tuition or non-tuition fees for that course. Any unspent prepaid tuition fees must still be refunded, as required by ESOS

Provider Default

- **Before commencement:** full refund of all unspent prepaid tuition fees.
- **After commencement:** full refund of all unspent prepaid tuition fees, calculated in accordance with the ESOS (Calculation of Refund) Instrument 2024.or placement in alternative course
- Refunds processed **14 days business days**

Fee Procedures

Setting and

Advertising

1. Conduct competitor fee analysis
2. Consider value, quality of services, and costs
3. Ensure compliance with prepaid fee protection requirements
4. Update marketing materials and website

Fee Collection

- Invoice fees according to course type (≤\$1,500 upfront for local, balance term-wise; full payment for unaccredited or employer-funded)
- Follow-up overdue payments with email and phone reminders
- 20-day notice for cancellation if fees remain unpaid

Refund Procedure

1. Review Payment Refund Form and acknowledge receipt
2. Obtain RTO Manager / CEO approval (within 20 business days)
3. If approved: notify learner within 10 business days; Accounts processes refund within 10 business days
4. If declined: notify learner with reason and appeal options

Record Management

- Scan all refund forms and supporting documents into student files
- Hard copies securely destroyed

Student Default Procedure

- Confirm default (absence, non-payment, visa issues)
- Contact student to resolve or arrange payment plan
- Notify RTO Manager
- Process refund if applicable within **28 days business days**
- TPS Director and Secretary notified if required

ACTB Default Procedure

- Notify TPS Director, Secretary, and ASQA **within 3 business days**
- Inform affected students in writing within 3 business days
- Provide refund within 14 days or alternative course per TPS and ESOS Act
- Record all actions in student files

Compliance

- Standards for RTOs 2025: 2.1, 4.1–4.4
- National Code 2018: Standards 2 and 3
- GST Act 1999, Australian Consumer Law

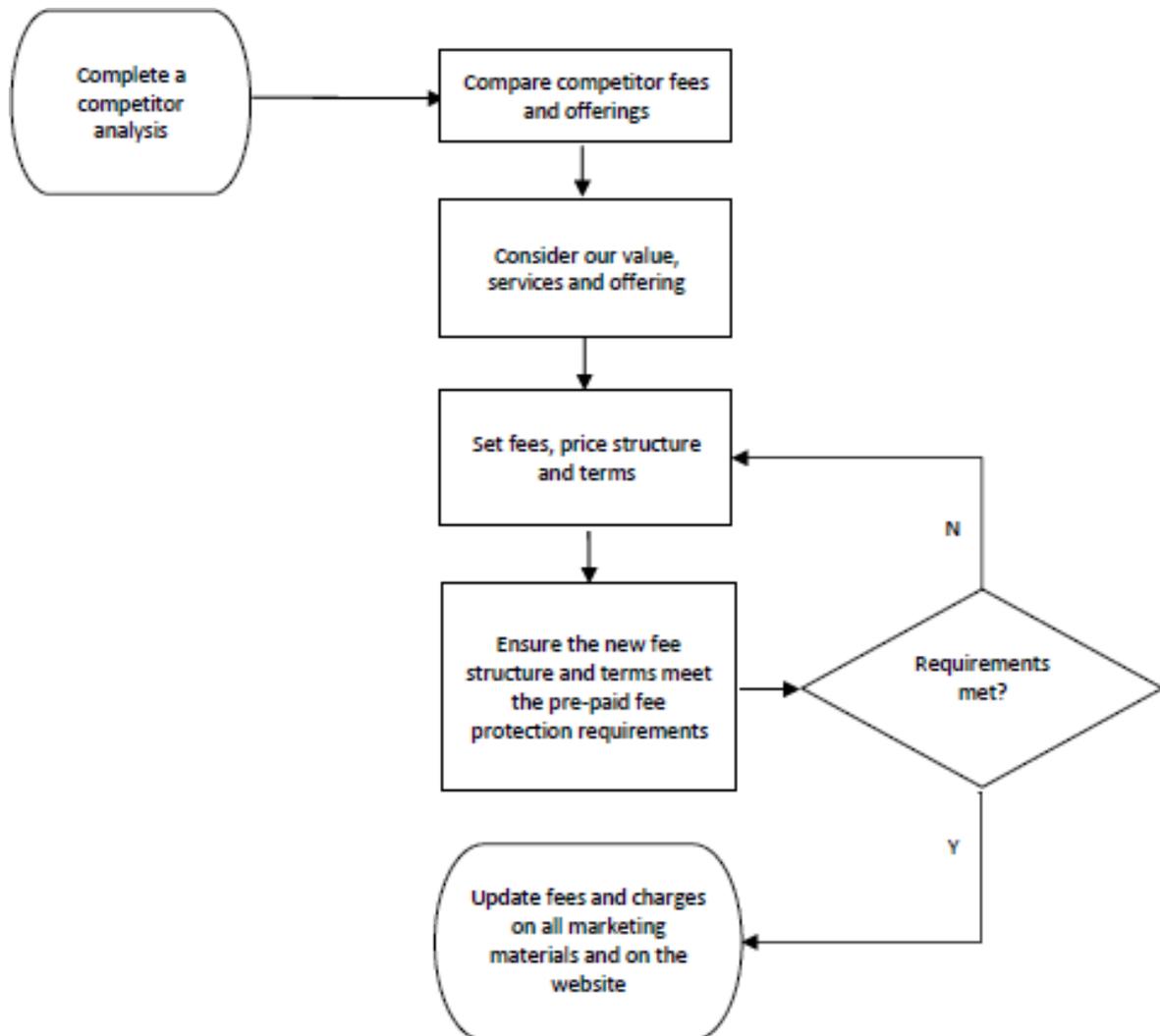
Failure to comply may result in:

- **RTO:** Penalties, loss of registration, reputational damage
- **Staff:** Disciplinary action up to termination
- **Learners:** Financial loss or limited access to refunds

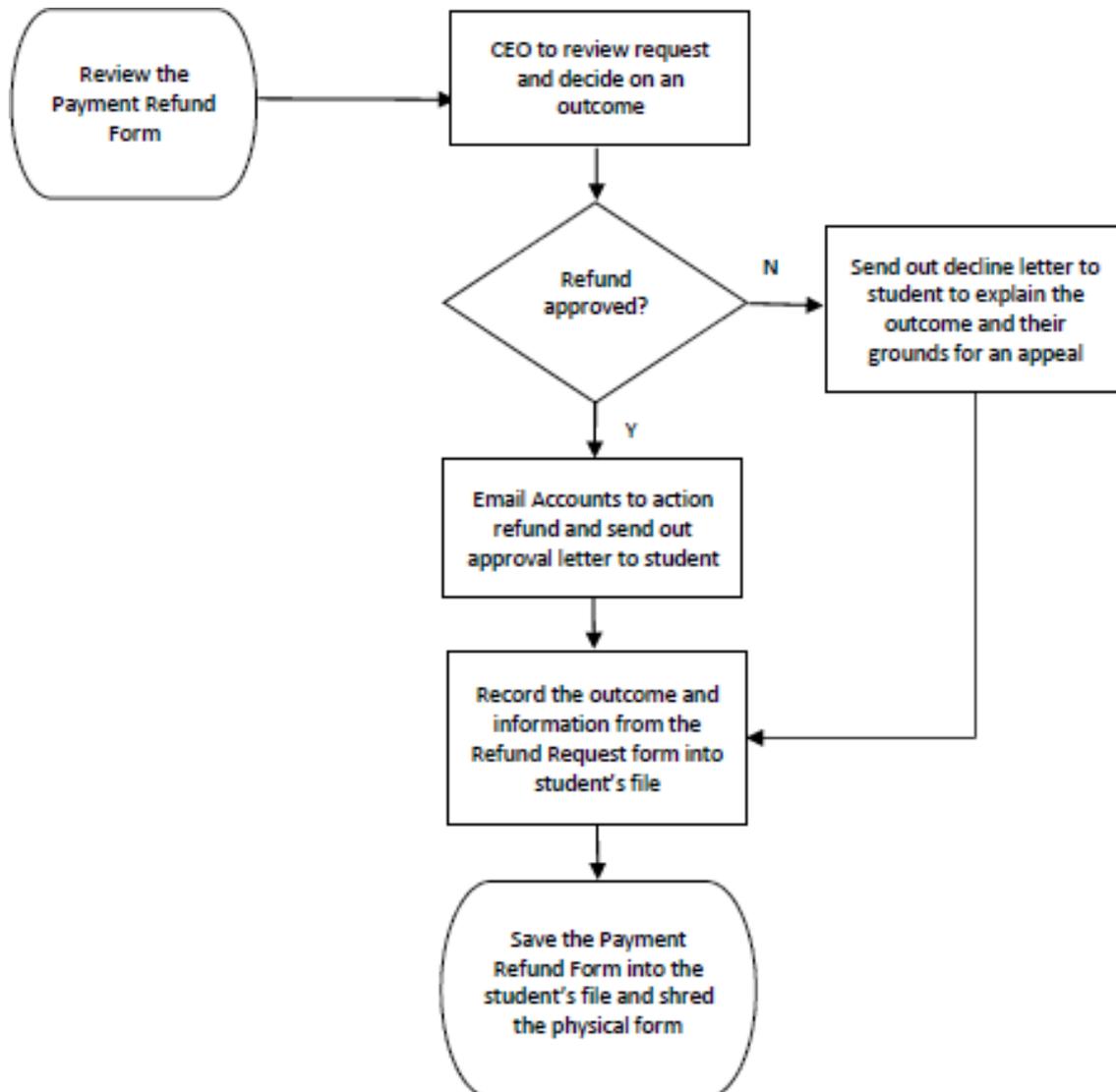
Continuous Improvement

- Annual audit of fees, collections, extensions, and refunds
- Feedback from staff, learners, and clients informs improvements
- Key review questions include clarity of fee communication, record accuracy, refund consistency, and timely processing

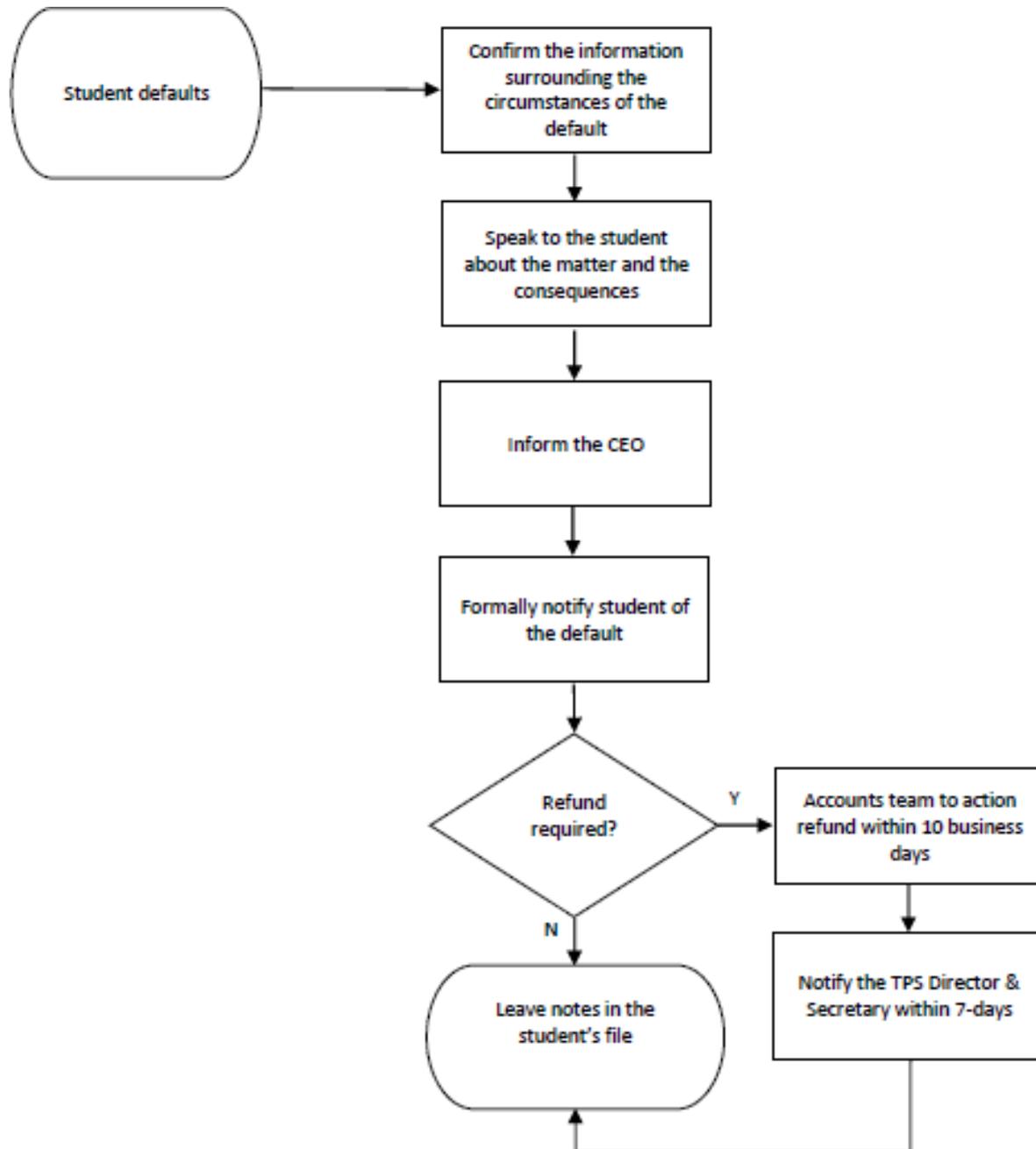
22.1 SETTING AND ADVERTISING OF FEES PROCESS FLOW-CHART



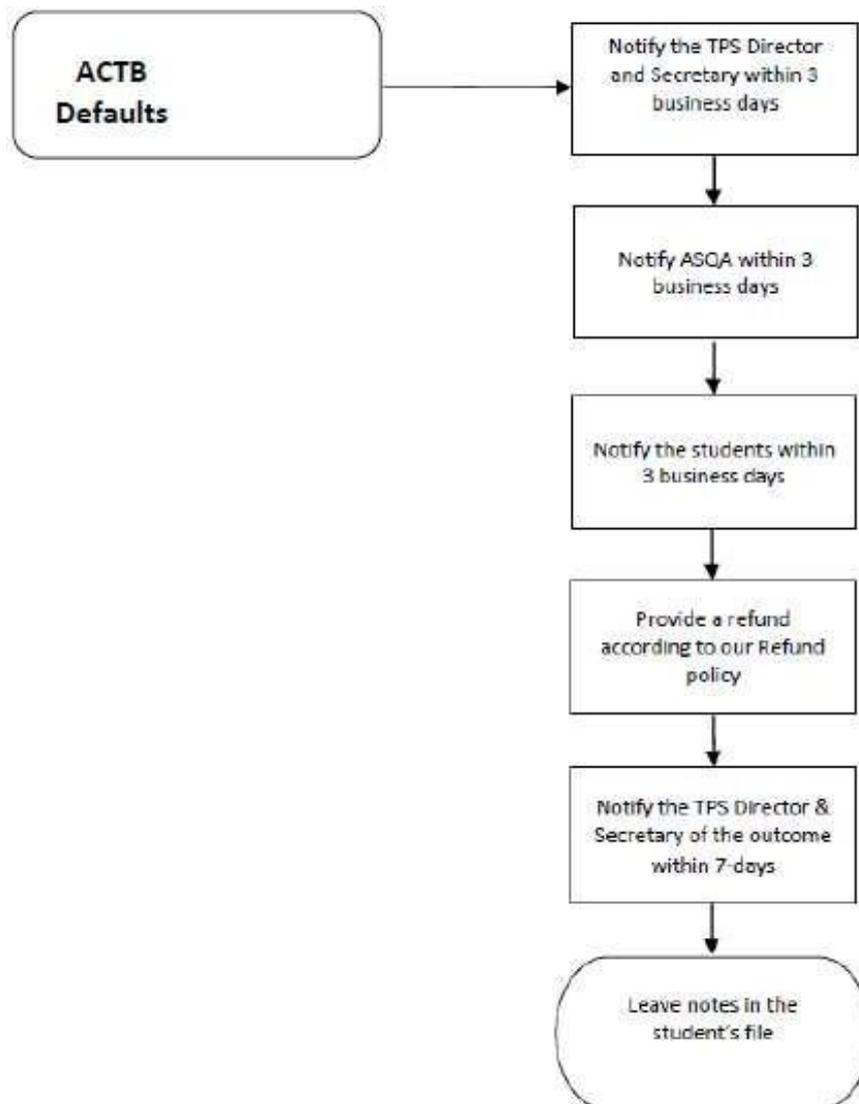
22.2 REFUNDS PROCESS FLOW-CHART



22.3 TPS – STUDENT DEFAULT PROCESS FLOW-CHART



22.4 TPS – ACTB DEFAULT PROCESS FLOW-CHART



23. APPENDIX 12 –INDIVIDUAL LEARNER NEEDS POLICY

Purpose

To ensure every learner receives equitable and effective support throughout their educational journey, addressing their unique needs to maximise success. This policy outlines processes, resources, and reasonable adjustments to support all learners at ACTB.

Scope

- Applies to all staff, learners, and all business functions.

Responsibilities

- **RTO Manager:** Ensure compliance with legislation, implement support systems, approve external referrals.
- **Administrative and Support Staff:** Coordinate support services, administer enrolment interviews and assessments.
- **Trainers and Assessors:** Identify learner needs, implement Support Plans.

General Principles

- Engagement throughout the training journey (enquiry, enrolment, Core Skills Indicator assessment, regular check-ins).
- Provide reasonable adjustments as appropriate.
- Adhere to equal opportunity and disability legislation.

Support Structures

- **Pre-enrolment materials:** Clarify and simplify information.
- **Learning deficiencies:** Minor – tailor Support Plan; Major – refer to specialist providers.
- **Identified difficulties:** One-on-one support, learning-style specific materials.
- **Disabilities and health conditions:** Provide reasonable adjustments, counselling referrals, extensions, or specialist support.
- **Other individual needs:** Case-by-case consultation with RTO Manager.

Reasonable Adjustments

- Examples include assessment extensions, assistive technology, flexible scheduling.
- Adjustments must maintain assessment validity, fairness, reliability, and flexibility.
- Unreasonable adjustments include unlimited exam time, reduced workloads without justification, or unsupported adjustments.

Compliance

- Aligns with Standards for RTOs 2025 (Standards 2.2–2.6, 4.1–4.4) and relevant legislation.
- Non-compliance consequences: regulatory penalties, disciplinary actions, or impact on learner outcomes.

Continuous Improvement

- Annual internal audits, feedback collection, and improvements documented in Continuous Improvement Register and Schedule.

Related Documents

- Continuous Improvement Register
- Continuous Improvement Schedule
- Support Plan

24. APPENDIX 13 – PRIVACY PROTECTION POLICY

Purpose

To ensure the collection, use, and storage of personal and sensitive information complies with legislative requirements and protects the privacy of students, clients, and staff.

Scope

- Applies to all staff, learners, clients, and all personal and sensitive information collected, used, or stored.

Responsibilities

- **RTO Manager:** Ensure compliance, approve privacy notices.
- **Administrative and Support Staff:** Manage collection, storage, access requests, and complaints.
- **All Staff:** Follow data protection protocols and report breaches.

Definitions

- **Personal information:** Information about an identified or reasonably identifiable individual.
- **Sensitive information:** Includes race, ethnicity, language, political/religious beliefs, sexual orientation, health, disability, genetic/biometric data, and criminal record.

General Principles

- Collect, use, and store information in compliance with Privacy Act 1988, Privacy Amendment Act 2012, NCVER, and AVETMISS.
- Protect information from misuse, interference, and unauthorized access.
- Retain information for 30 years; securely dispose when no longer needed.

Data Collection Methods

- Collected via enrolment forms, RPL applications, interviews, surveys, and other administrative tools.
- Staff information collected during recruitment and employment.

Access, Disclosure, and Correction

- Learners may request access or correction.
- Information disclosed only as required by law or for operational purposes.
- Mandatory disclosure to NCVER, ASQA, and relevant authorities.

Management of Personal Information

- Stored on Australian servers, protected with secure systems (SSL, access controls).
- Hard copies scanned, digitised, and securely disposed of.

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Direct Marketing, Cookies, and Analytics

- Marketing complies with APP 7, Spam Act 2003, Do Not Call Register Act 2006.
- Google Analytics used for website improvement; users may opt out.

Compliance

- Aligns with Standards for RTOs 2025 (Standards 4.1–4.4) and privacy legislation.
- Consequences of non-compliance: regulatory penalties, disciplinary action, reputational damage.

Continuous Improvement

- Annual internal audits, feedback-driven improvements documented in Continuous Improvement Register and Schedule.

Related Documents

- Continuous Improvement Register
- Continuous Improvement Schedule
- Privacy Notice
- Student Handbook

25. APPENDIX 14 – STUDENT PROGRESS MONITORING AND INTERVENTION STRATEGIES POLICY

Purpose

ACTB ensures learners complete their training program within the outlined duration. This policy focuses on proactive monitoring, early identification, timely support, and continuous improvement to enable successful learner outcomes.

Scope

Applies to:

- All staff, learners, and clients
- All training and assessment services, support structures, processes, and systems

Responsibilities

CEO / RTO Manager

- Ensure compliance with legislation, regulations, and Standards for RTOs
- Oversee and approve course duration extensions
- Provide resources and oversight for support and intervention strategies

Administrative and Support Staff

- Maintain accurate learner progress and attendance records
- Coordinate intervention meetings and document outcomes
- Facilitate learner access to support services, including external referrals

Trainers and Assessors

- Monitor learner progress, behaviours, and participation regularly
- Develop tailored support and intervention plans for 'At Risk' learners
- Implement intervention strategies and provide ongoing learning support

General Principles

ACTB ensures learners complete their courses within the duration specified in their Confirmation of Enrolment (CoE) by:

- Fostering a supportive learning environment
- Monitoring progress at least fortnightly and providing timely assistance
- Observing learner behaviours to detect disengagement or underperformance
- Encouraging early help-seeking

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- Offering tailored Support Plans and intervention strategies for learners identified as 'At Risk', e.g.,
 - Failing more than 50% of units in a term
 - Unable to complete the course within the scheduled duration
- Administering intervention strategies including but not limited to:
 - Modifying course load or training plan
 - Providing additional tuition support
 - Granting extensions to course duration or assessments
 - Connecting learners with support services (counselling, wellbeing)

International Students only:

- Ensure course duration aligns with CRICOS registration
- Advise contacting Department of Home Affairs regarding visa impacts for any duration extensions
- Attendance monitoring while ensuring visa condition compliance

Face-to-face learners only:

- Attendance recorded by administrative staff and monitored for engagement
-

Compliance

This policy aligns with:

Standards for RTOs 2025:

- 2.1, 2.3, 2.8, 4.1–4.4

National Code 2018:

- Standard 6 – Overseas Student Support Services
- Standard 8 – Overseas Student Visa Requirements

Consequences of non-compliance:

- RTO: regulatory penalties, reputation damage
- Staff: disciplinary actions, termination
- Learners: delayed completion, lack of support

Continuous Improvement

- Feedback from staff, learners, clients, and industry stakeholders informs improvements
- Annual internal audits against compliance requirements
- Audit review questions include:

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- Are students monitored promptly?
- Are Trainers and Assessors providing tailored support for 'At Risk' learners?
- Are support services effectively offered?

Related Documents

- Appeals templates and forms
- Attendance Record Form
- CoE Training Plan templates
- Continuous Improvement Register and Schedule
- Formal Warning and Intention to Report templates
- Intervention Strategy
- Student Handbook
- Support Plan

25.1 APPENDIX 14A – STUDENT PROGRESS MONITORING AND INTERVENTION STRATEGIES PROCEDURE

1. Identification of 'At Risk' Learners

The Training Manager reviews learner progress at the end of each term to identify:

- Learners who failed more than 50% of units in a term
- Learners unable to complete the course within the set duration

2. Organise Intervention Strategy Meeting

- Contact learner via phone, email, or other channels
- Inform the learner of the intervention purpose and allow a support person to attend
- Administrative and Support Staff prepare supporting documents:
 - Intervention Strategy document
 - Training Plan or timetable
 - Completed assessment tools

3. Conduct Meeting

- Led by Training Manager or RTO Manager with learner and support person
- Addressed with compassion and professionalism
- During the meeting, learner will:
 - Be informed of 'At Risk' status and rights (including appeals)
 - Discuss reasons for poor performance or attendance
 - Receive counselling and support
 - Collaborate on an Intervention Strategy plan with Trainer and Assessor
 - Sign the Intervention Strategy document (first page: attendance; final page: agreement)

4. Provide Copy and Record Management

- Administrative and Support Staff provide a copy to the learner
- Scan and save signed document in learner's file
- Update enrolment records, CoE Training Plan, or PRISMS (for international students) if required

5. Learner Appeals

- Learners may lodge an appeal within 20 business days

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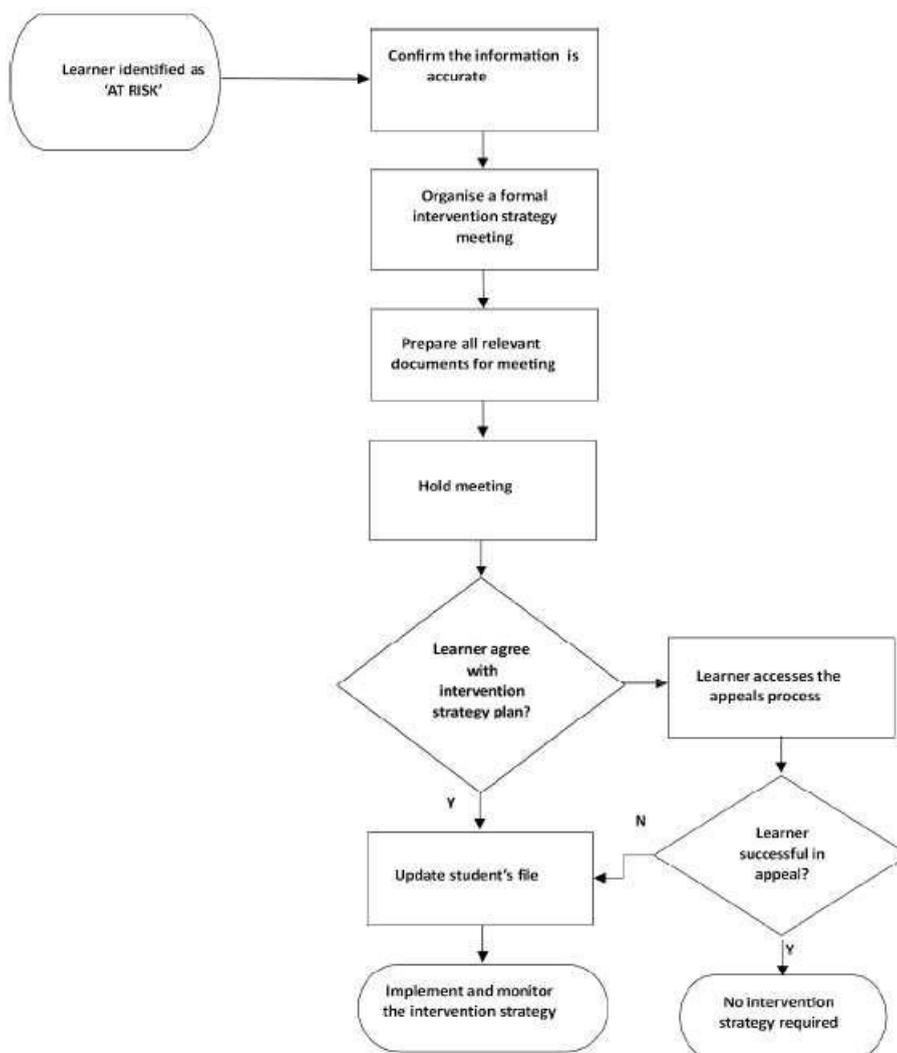
ABN 60 124 300 545 | CRICOS Provider Code: 03164M | RTO #: 32017

- Refer to Complaints and Appeals policy

6. Implement and Monitor Intervention Strategy

- Activated no later than 2 weeks after the meeting
- Trainer and Assessor monitors learner's progress and engagement
- **International Students:**
 - If academic progress <50% for two consecutive terms, a Notice of Intention to Report is issued
 - Learners may appeal; if no appeal, report via PRISMS and cancel CoE/enrolment

25.2 STUDENT PROGRESS MONITORING AND INTERVENTION STRATEGIES PROCESS FLOW-CHART



26.APPENDIX 15 – TRAINING AND ASSESSMENT STRATEGY POLICY

Purpose

This policy outlines ACTB's approach to developing and implementing training and assessment strategies that:

- Align with regulatory requirements and Standards for RTOs 2025
- Meet industry needs and learner expectations
- Deliver high-quality, nationally recognised outcomes

Scope

Applies to:

- All staff, learners, and clients
- All training and assessment services and related business functions

Responsibilities

Director

- Ensure compliance with legislation, regulations, and Standards for RTOs
- Approve all training and assessment strategies, practices, and materials

RTO Manager

- Oversee development, implementation, and review of training and assessment strategies
- Update strategies to reflect industry requirements and audit findings
- Conduct induction and refresher training for Trainers and Assessors

Trainers and Assessors

- Develop, deliver, and review training and assessment strategies
- Ensure compliance with Standards and relevance to industry

General Principles

ACTB is committed to:

- Developing engaging training programs producing job-ready graduates
- Ensuring training and assessment strategies meet training product requirements
- Considering learner's skills, knowledge, experience, and delivery mode
- Conducting meaningful and regular industry consultation
- Confirming compliance and quality through audits, validation, and moderation

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- Detailing key information in TAS, including:
 - RTO and CRICOS numbers, qualification codes, course details
 - Training location, mode, and duration
 - Units of competency, sequencing, and volume of learning
 - Trainer and Assessor qualifications, experience, and supervision
 - Learner cohort characteristics and support requirements
 - Learning resources, facilities, and assessment strategies
 - Workplace simulations, licensing, and legislative requirements
 - Assessment benchmarks, re-assessment, appeals, and validation processes

Training Program Development

ACTB ensures training programs are:

- Selected based on relevance and currency of training products
- Aligned with National Training Register requirements (entry, prerequisites, packaging rules, assessment)
- Developed using industry consultation to capture skills needs, employment trends, and delivery preferences
- Structured logically with appropriate sequencing, pacing, and clustering
- Delivered in suitable modes (e.g., practical sessions for Commercial Cookery cannot be online)
- Provided with sufficient resources, including facilities, equipment, and qualified Trainers and Assessors
- Continuously monitored and evaluated to meet industry requirements

Volume of Learning Guide:

- Certificate I–II: 6 months–1 year
- Certificate III: 1–2 years
- Certificate IV: 6 months–2 years
- Diploma–Advanced Diploma: 1–2 years

Assessment Strategy

ACTB ensures assessment is:

- Compliant with training product requirements
- Aligned with Principles of Assessment (Fairness, Flexibility, Validity, Reliability)
- Evidence-based and mapped to unit elements, performance criteria, and assessment requirements
- Conducted using valid, sufficient, authentic, and current evidence
- Implemented through practical, simulated, and theory-based activities as appropriate
- Supported by detailed instructions and feedback for candidates

Re-assessment:

- Candidates assessed as 'Not Yet Satisfactory' receive feedback and may undergo re-assessment
- Additional fees may apply for extra training or re-assessment
- Repeated non-competence may lead to termination of enrolment

Context of Assessment:

- Workplace policies, practices, and legislative requirements are incorporated
- Realistic simulated workplace environments are used where applicable
- Assessment context supports transferability and job-relevant outcomes

Assessment Tools:

- Clearly documented instructions and scenarios
- Aligned to candidate preparation and expected outcomes
- Approved by RTO Manager and retained according to record-keeping policies

Monitoring and Evaluating Training and Assessment

Feedback Collection:

- Learners: AQTF Learner Questionnaire, Student Unit Evaluation Survey, Suggestion and Feedback Form
- Employers: AQTF Employer Questionnaire, Suggestion and Feedback Form
- Industry: Annual engagement activities and Industry Engagement Record

Continuous Improvement Process:

1. Identify areas for improvement from feedback
2. Research and shortlist solutions with Trainers and Assessors
3. Present solutions to CEO for approval
4. Implement approved actions and record in Continuous Improvement Register
5. Monitor effectiveness and gather feedback on implemented improvements

Compliance

This policy aligns with Standards for RTOs 2025:

- **1.1–1.4, 1.8** – Training and assessment design, resources, and engagement
- **2.1** – Clear and accurate information for students
- **3.1** – Workforce management

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- **4.1–4.4** – Integrity, accountability, and continuous improvement

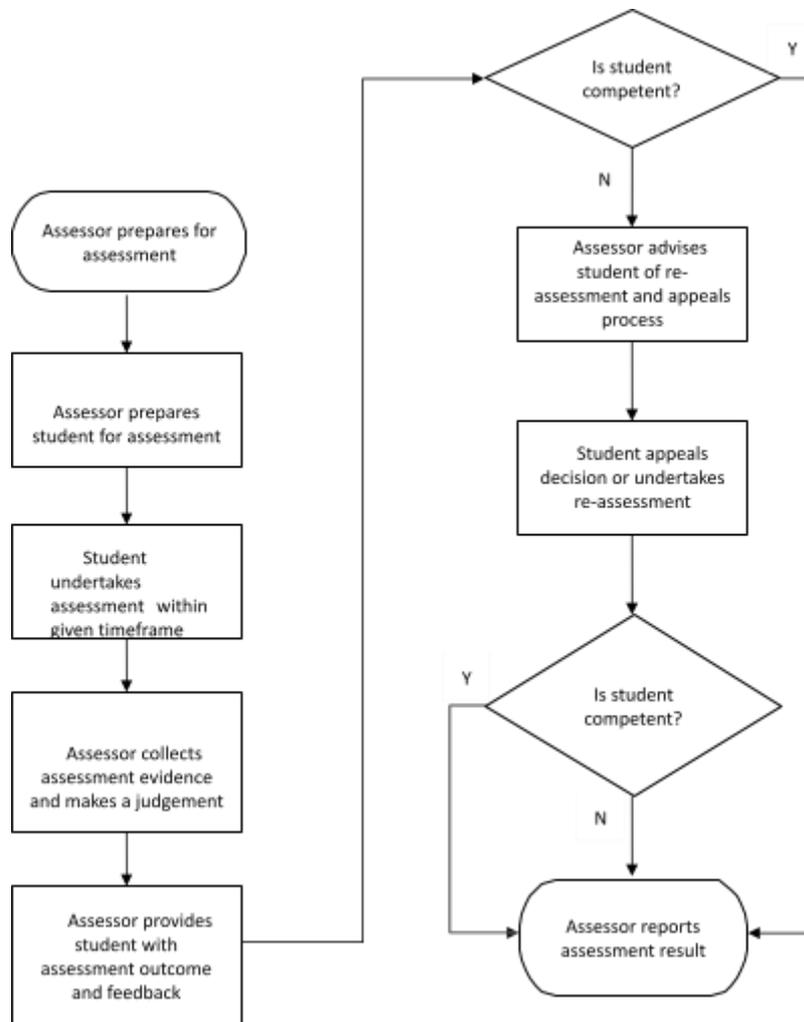
Consequences of non-compliance:

- RTO: Regulatory penalties, loss of registration, reputation damage
- Staff: Disciplinary actions, including termination
- Learners: Disruption to training, invalid qualifications, compromised learning outcomes

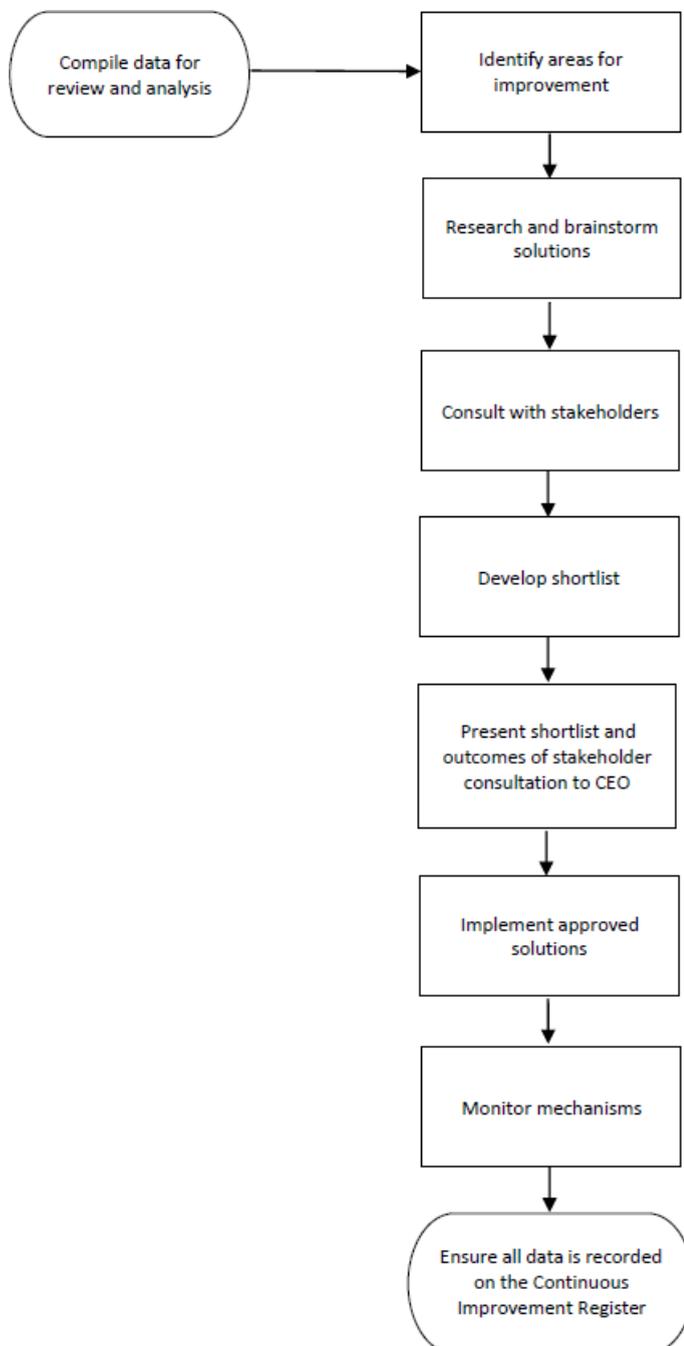
Related Documents

- AQTF Learner and Employer Questionnaires
- Assessment Authenticity Declaration
- Assessment Mapping and Plan Templates
- Continuous Improvement Register and Schedule
- TAS Qualification and Short Unaccredited Course Templates
- Training and Assessment Resources
- Assessment Procedure

26.1 ASSESSMENT PROCESS FLOW-CHART



26.2 MONITORING AND EVALUATING TRAINING AND ASSESSMENT PROCESS FLOW - CHART



27. APPENDIX 16 – STUDENT CODE OF CONDUCT

Purpose

ACTB is committed to providing a supportive, inclusive, and safe learning environment where all learners and staff are respected, valued, and secure. This policy outlines expected learner behaviours and procedures for managing breaches of the Student Code of Conduct.

Scope

This policy applies to:

- All staff and learners
- All processes, systems, and environments involved in the delivery of training and assessment services

Responsibilities

RTO Manager

- Ensure compliance with legislation, regulations, and Standards for RTOs
- Communicate outcomes of misconduct investigations to learners

Administrative and Support Staff

- Record and retain evidence and outcomes of breaches
- Manage communications regarding misconduct between learners and staff

Trainers and Assessors

- Model exemplary behaviour as a benchmark for learners
- Maintain learner and staff privacy
- Supervise learner conduct and respond immediately to misconduct
- Notify RTO Manager of violent behaviour for potential police involvement

General Principles

ACTB is committed to:

- Providing a safe, respectful, and inclusive environment
- Protecting individual rights
- Providing induction training on acceptable and unacceptable behaviours
- Promoting a culture of honesty, acceptance, and respect
- Enforcing zero tolerance for violence, alcohol, or drugs on premises

- Addressing all forms of misconduct promptly and transparently

Learner Expectations

Learners are expected to:

- Treat others with respect, dignity, and fairness
- Respect rights, privacy, and differences of all individuals
- Engage in a positive, safe, and secure environment
- Follow reasonable instructions from staff
- Attend classes punctually and maintain learning progress
- Participate actively in training and assessment activities
- Seek assistance when required
- Avoid disruptive behaviour and dangerous items
- Refrain from smoking on or near premises
- Act honestly and ethically; avoid plagiarism, cheating, or collusion
- Be free from prohibited drugs and alcohol
- Avoid aggression, violence, bullying, harassment, or discriminatory behaviour
- Use ACTB facilities and resources responsibly
- Comply with all laws, regulations, and enrolment terms

Compliance

This policy aligns with:

- **Standards for RTOs 2025:**
 - Standard 2.6 – Support for student wellbeing
 - Standard 4.2 – Clearly defined roles and responsibilities
 - Standard 4.3 – Risk management for students, staff, and RTO
 - Standard 4.4 – Systematic monitoring and evaluation for quality and improvement
- **Work Health and Safety Act 2011**

Consequences of non-compliance:

- **RTO** – Regulatory penalties, loss of registration, reputation damage
- **Staff** – Disciplinary action up to termination
- **Learners** – Suspension or cancellation of enrolment, disruption to training

Continuous Improvement

- Feedback from learners, staff, clients, and industry informs improvements
- Annual internal audit ensures compliance and identifies improvement areas
- Self-assurance review questions include:
 - Clarity of policy language in the Student Handbook
 - Trainer and Assessor preparedness to manage student conduct
 - Documentation of incidents, evidence, and actions taken
 - Consistency and transparency in addressing breaches
 - Escalation of repeated or serious misconduct
 - Analysis of trends to improve the Code or processes

Related Documents

- Continuous Improvement Register
- Continuous Improvement Schedule
- Formal Warning Template
- Student Handbook

Student Code of Conduct – Breach Procedure

1. Occurrence of a Breach

- Depending on severity:
 - Suspend learner for up to 10 business days
 - Contact police if violent or illegal behaviour occurs

2. Notify RTO Manager

- Immediate notification is required

3. Meeting with Learner and Witnesses

- Discuss:
 - Cause of the misconduct
 - Learner's perspective on the situation
 - Suggested corrective action
- Interview witnesses to gain a full understanding

4. Behavioral Management Strategy

- RTO Manager determines appropriate actions, which may include:
 - Formal Warning
 - Suspension
 - Behavioural management contract with monitoring
 - Enrolment cancellation for serious breaches (violence, property damage, legal violations)

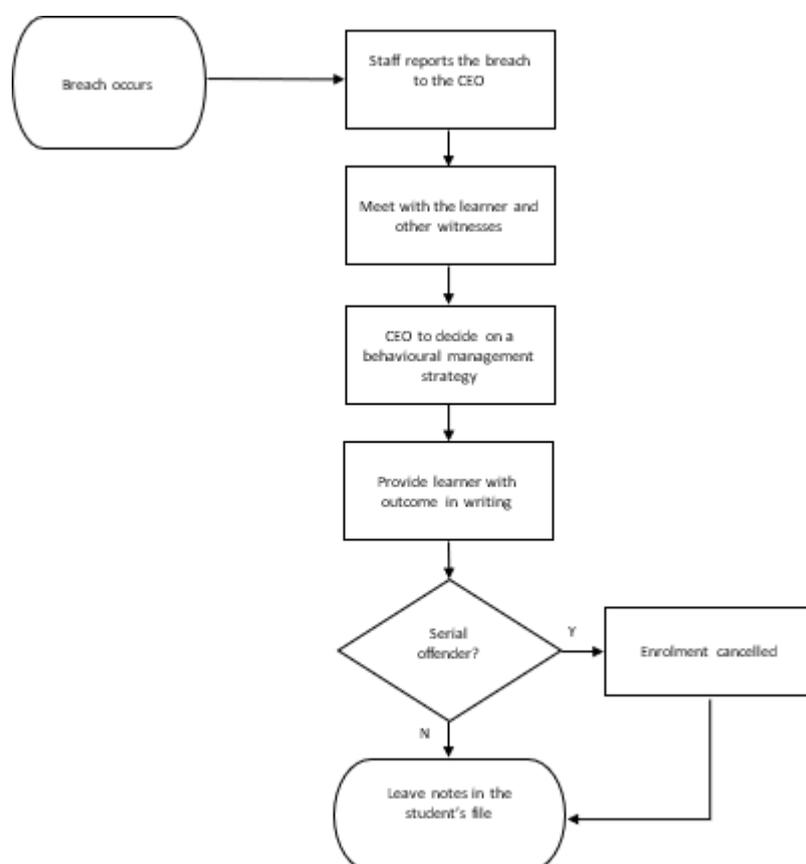
5. Outcome Notification

- Learner advised of the action and right to appeal
- Repeated breaches after at least two warnings may result in enrolment cancellation

6. Records Management

- Administrative and Support Staff must document all notes, evidence, and outcomes on the learner's file

27.1 STUDENT CODE OF CONDUCT – BREACH PROCESS FLOW-CHART



28. APPENDIX 17 – BULLYING, DISCRIMINATION AND HARASSMENT POLICY

Purpose

ACTB is committed to fostering an environment free from bullying, discrimination, and harassment. All students, staff, clients, and visitors are to be treated with dignity, fairness, and respect. This policy promotes a culture of mutual support and inclusivity.

Scope

This policy applies to:

- All staff, learners, clients, and visitors
- All aspects of ACTB operations

Responsibilities

RTO Manager

- Ensure compliance with relevant legislation, regulations, and Standards for RTOs
- Oversee implementation of corrective actions

All Staff

- Monitor the environment to ensure it is free from offensive materials
- Collaborate to maintain a harassment-free workplace
- Support individuals experiencing bullying or harassment
- Respect differences and encourage inclusivity

Trainers and Assessors

- Ensure training and assessment environments are inclusive and free from discriminatory content
- Monitor student behaviour and engage to address concerns proactively

Definitions

Bullying – Any repeated verbal, physical, social, or psychological abuse that intimidates, offends, degrades, or humiliates someone. Examples include:

1. Hurtful remarks or attacks, mocking work or personality
2. Sexual harassment or unwelcome touching/comments
3. Exclusion from activities or information
4. Intimidation, physical assault, or threatening with weapons
5. Hazing or humiliating initiation practices

Discrimination – Treating a person less favourably due to personal characteristics, including:

1. Race, colour, nationality, ethnicity
2. Gender, sexual orientation, pregnancy, marital status
3. Age, disability
4. Political affiliation, religion, or other characteristics

Harassment – Unwelcome conduct based on personal characteristics e.g race, sex, age, disability, sexual orientation, or gender identity. Includes one-off or repeated incidents, e.g.:

1. Insulting jokes, sexually suggestive messages, racially offensive material
2. Intrusive questions about private life

General Principles

ACTB is committed to:

1. Providing a safe, inclusive, and secure environment through training, awareness, and policies
2. Promoting standards of conduct that prioritise learner wellbeing
3. Responding to all reports sensitively, fairly, and confidentially
4. Protecting reporters and others from victimisation or reprisal
5. Applying natural justice when managing incidents
6. Reporting criminal behaviour to police immediately
7. Implementing appropriate corrective actions, including counselling, re-training, apologies, conciliation, re-assignment, suspension, warnings, or termination of employment/enrolment

Lines of Assistance

External agencies supporting management of bullying, discrimination, and harassment include:

- **Human Rights and Equal Opportunity Commission**
 - General line: 1300 369 711
 - Complaints line: 1300 656 419
 - Website: www.humanrights.gov.au
- **Queensland Anti-Discrimination Commission**
 - General line: 1300 130 670
 - Website: www.adcq.qld.gov.au

Compliance

This policy aligns with:

- **Standards for RTOs 2025:**
 - 2.6 – Student wellbeing strategies
 - 4.2 – Clear roles and responsibilities
 - 4.3 – Risk management for students, staff, and RTO
 - 4.4 – Systematic monitoring and continuous improvement

- **Australian Human Rights Commission Act 1986**
- **Work Health and Safety Act 2011**

Consequences of non-compliance:

1. **RTO:** Regulatory penalties, loss of registration, reputational damage
2. **Staff:** Disciplinary action up to termination
3. **Learners:** Warnings, suspension, or enrolment cancellation
4. **Visitors:** Revocation of access or contract termination

Continuous Improvement

- Feedback from stakeholders informs policy improvements
- Annual internal audits assess compliance and identify areas for improvement
- Self-assurance review questions include:
 - Are preventative strategies in place for abuse, harassment, or violence?
 - Is policy language clear, inclusive, and aligned with legislation?
 - Are respectful behaviour and cultural safety actively promoted?
 - Are all reports handled fairly, timely, and impartially?
 - Are measures in place to prevent victimization after reporting?
 - Are trends identified and addressed to reduce recurrence?

Related Documents:

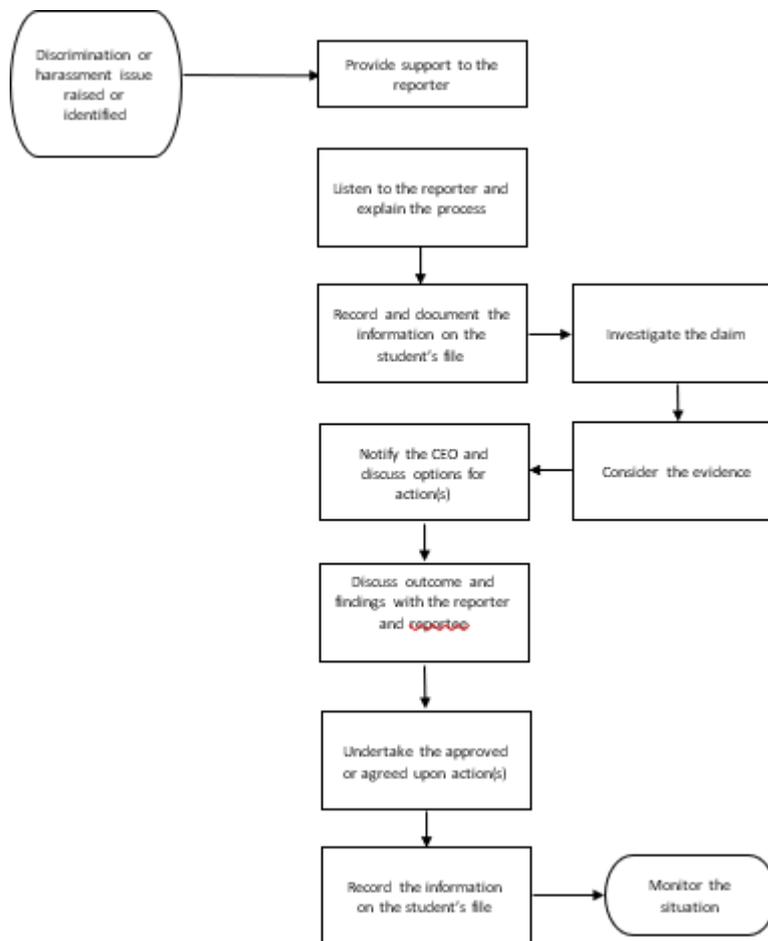
- Continuous Improvement Register
- Continuous Improvement Schedule
- Student Handbook

Investigation Procedure for Bullying, Discrimination, and Harassment

1. **Provide Support**
 - Respond sensitively; reassure individuals that reporting is safe and correct
 - Avoid passing the complaint to another staff member without consent
2. **Listen and Explain Process**
 - Clarify the reporter's expectations and desired handling
 - Discuss options and potential outcomes
3. **Record and Document**
 - Complete Complaint Form and save to the student's file
 - Enter details in the Complaints and Appeals Register

4. **Investigate the Claim**
 - Speak with all parties involved, maintaining confidentiality
 - Clarify expected behaviours and policy breaches
 - Apply principles of natural justice and allow support persons during interviews
5. **Consider the Evidence**
 - Take into account all supporting evidence (medical, counselling, witness reports, personnel records)
 - Do not dismiss complaints due to lack of direct witnesses
6. **Notify RTO Manager and Discuss Actions**
 - Consider severity, frequency, evidence, reporter's wishes, prior incidents
 - Insufficient proof may require reminders of expected conduct and further training
 - Seek professional or legal guidance if necessary
7. **Discuss Outcome and Findings**
 - Meet with reporter and reportee to explain findings and actions
 - Advise potential penalties and confidentiality requirements
8. **Implement Actions**
 - Carry out approved actions (counselling, training, warnings, suspension, etc.)
 - Prepare report for RTO Manager
9. **Record Management**
 - Document all discussions, interviews, findings, and outcomes in Complaints and Appeals Register
 - Apply Continuous Improvement procedure where appropriate
10. **Monitor the Situation**
 - Ensure behaviour does not reoccur and that the reporter is not victimized

28.1 BULLYING, HARASSMENT AND DISCRIMINATION INVESTIGATION FLOW-CHART



29. APPENDIX 18 – CRITICAL INCIDENT RESPONSE POLICY

Purpose

This policy establishes ACTB's approach to managing critical incidents, ensuring a systematic and effective response to safeguard the well-being of learners, staff, and stakeholders. It aims to minimise harm, maintain safety, and comply with legislative and organisational obligations.

Scope

This policy applies to:

- All staff, learners, and clients
- All critical incident events, processes, and related business functions

Responsibilities

RTO Manager

- Ensure compliance with legislation and regulations
- Oversee all systems and processes during critical incidents
- Conduct induction and refresher training for staff
- Assemble the Critical Incident Response Team (CIRT)

Trainers and Assessors

- Conduct induction training for learners regarding critical incident procedures

Critical Incident Response Team (CIRT)

- Implement the critical incident response procedure
- Identify the cause of the incident, assess the situation, and mitigate further risks
- Implement, monitor, and maintain risk control measures
- Consult with staff, learners, and relevant authorities to ensure effectiveness of critical incident practices
- Report daily updates to the CEO
- Liaise with emergency response authorities and government agencies
- Ensure the wellbeing of learners, staff, and witnesses
- Coordinate support services e.g counselling or trauma assistance

Definitions

A **critical incident** is a traumatic event or threat of such, causing extreme stress, fear, or injury. Examples include:

- Missing student
- Death or serious injury
- Domestic, physical, or sexual abuse
- Natural disasters
- Severe verbal or psychological aggression
- Other life-threatening events

Note: This does not include serious academic misconduct. Exposure to critical incidents may cause distress and negatively impact wellbeing.

General Principles

ACTB commits to:

- Providing clear information on critical incident management during induction
- Meeting duty of care obligations for staff and learners
- Complying with relevant laws when managing incidents
- Responding promptly to ensure safety and security
- Cooperating with agencies e.g police and emergency services
- Regularly monitoring and improving the effectiveness of incident responses
- Maintaining written records of incidents and remedial actions for at least 5 years, or 2 years after an international student ceases enrolment, whichever is later

Compliance

This policy aligns with:

- **Standards for RTOs 2025:**
 - 2.6 – Student wellbeing support
 - 4.1 – Accountability for quality services
 - 4.2 – Clear roles and responsibilities
 - 4.3 – Risk management
 - 4.4 – Systematic monitoring and continuous improvement
- **National Code 2018 – Standard 6:** Student Support Services
- **Work Health and Safety Act 2011 and Regulations 2011**

Consequences of non-compliance:

- **RTO:** Regulatory penalties, financial loss, reputational damage
- **Staff:** Increased risk to safety and wellbeing
- **Learners/Clients:** Increased risk to safety and wellbeing

Continuous Improvement

- Conduct annual internal audits to assess compliance
- Feedback from staff, learners, clients, and stakeholders informs improvements
- Areas for improvement are documented in the Continuous Improvement Register

Related Documents:

- Continuous Improvement Register
- Continuous Improvement Schedule
- Critical Incident Report Form
- Critical Incident Response Checklist
- Student Handbook

Critical Incident Response Procedure

1. Report Incident

- Learners or staff report incidents by calling **+61 401 902 232**
- RTO Manager completes the **Critical Incident Report Form**
- RTO Manager assembles the **CIRT** and appoints a **Designated Officer**
- Provide CIRT with the **Report Form** and **Response Checklist**

2. Immediate Actions (within 24 hours)

- Ensure safety of learners and staff
- Identify and mitigate causes of the incident
- Provide emergency/medical care as needed
- Arrange counselling, trauma support, or religious services
- Secure the incident site
- Manage media, if applicable
- Begin recording factual data

3. Inform Relevant Parties

- Brief staff, learners, families, and relevant agencies
- Maintain communication throughout the incident

4. Identify, Assess, Investigate

- Investigate cause and assess likelihood of recurrence
- Assist police or other agencies as needed
- Use Risk Management and Internal Audit policies as guidance

5. Control the Risk

- Analyse information and develop risk control measures
- Present proposed measures to the CEO for approval

6. Implement, Monitor, Maintain Risk Controls

- Implement approved risk control measures
- Monitor effectiveness and maintain ongoing communication with stakeholders

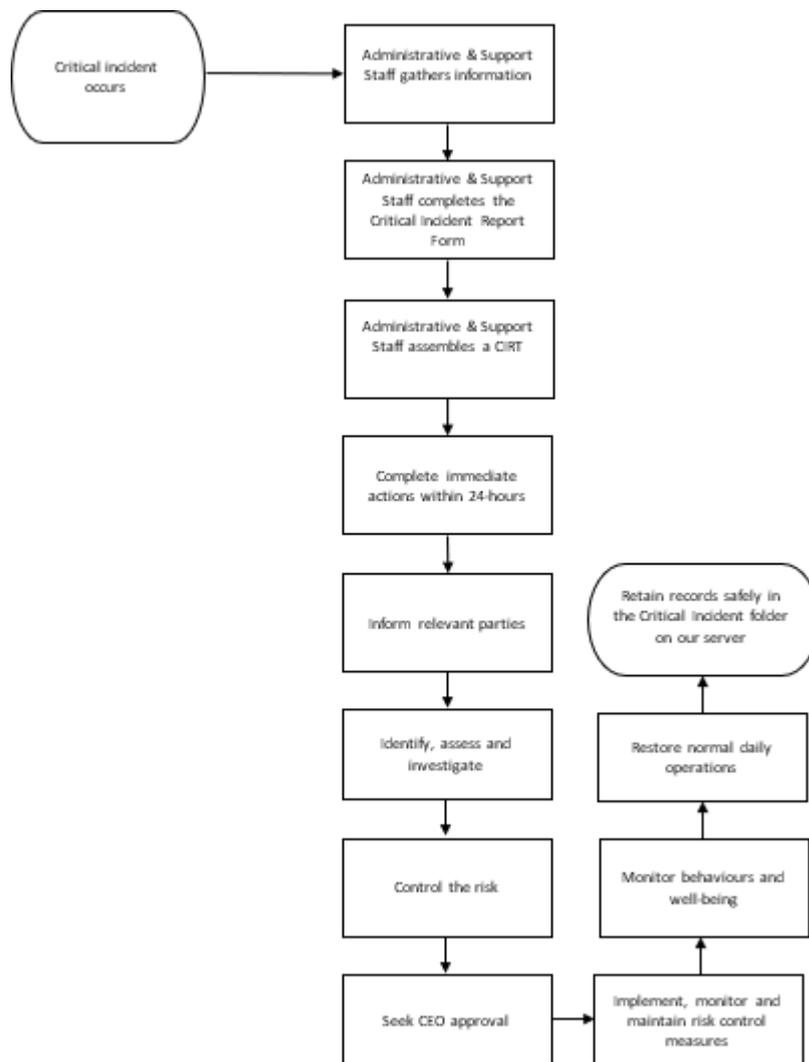
7. Monitor Behaviours and Wellbeing

- Provide ongoing access to support services
- Monitor learners and staff for signs of PTSD or other distress
- Ensure general health and wellbeing

8. Restore Normal Operations

- Restore daily operations safely
- Keep records for a minimum of 5 years

29.1 CRITICAL INCIDENT RESPONSE PROCESS FLOW-CHART



30.RECOGNISING AND REPORTING CHILD ABUSE PROCESS FLOW-CHART

