



Canterbury Business College (CBC)

CRICOS Code 01899K | RTO Code 6554

POLICIES AND PROCEDURES

**CANTERBURY
BUSINESS COLLEGE**

Policies & Procedures

Published by the Canterbury Business College (CBC)

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Mission Statement

Canterbury Business College (CBC) aims to provide quality education so that all students have a better chance for a brighter tomorrow.

Goals & Objectives

CBC is a private organisation committed to providing quality education and training for the students in the most effective and professional manner. CBC has highly trained professionals with the right attitude and personal qualities necessary to deliver the highest standard of education.

CBC Values

- A commitment to excellence in learning, teaching and promoting learning as an enjoyable experience;
- The importance of academic, physical, social, emotional, moral and spiritual development of each student;
- Respecting and recognising all people as valuable assets;
- Supportive learning environment where all people on campus are treated fairly and respectfully; and
- Conducive learning environment to enhance effective teaching and learning.

Legislative Requirements

Canterbury Business College are subject to legislation related to training and assessment as well as general business practice. This legislation governs our obligations as a Registered Training Organisation, our obligations to students, and relates to the industry in which we conduct training. This legislation is continually being updated and all Canterbury Business College representatives are made aware of these changes as they occur. The legislation that particularly affects the delivery of our services includes:

Commonwealth legislation:

- *National Vocational Education and Training Regulator Act 2011*
- *Standards for Registered Training Organisations (RTOs) 2015*
- *Education Services for Overseas Students (ESOS) Act 2000*
- *National Code of Practice for Providers of Education and Training to Overseas Students 2018*
- *Student Identifiers Act 2014*
- *Work Health and Safety Act. 2011*
- *Trade Practices Amendment (Australian Consumer Law) Act (No. 1 and 2) 2010*
- *Competition and Consumer Act 2010*
- *Age Discrimination Act 2004 (Cwth)*
- *Disability Discrimination Act 1992*
- *Disability Standards for Education 2005*
- *Racial Discrimination Act 1975*
- *Sex Discrimination Act 1984*
- *Privacy Act 1988 and Australian Privacy Principles (2014)*
- *Fair Work Act 2009*
- *Copyright Act 1968*

NSW legislation:

- *Work Health and Safety Act 2011*
- *Anti-Discrimination Act 1977*
- *Workplace Injury Management and Workers Compensation Act 1998*

- *Children and Young Persons (Care and Protection) Act 1998*
- *Disability Services Act 1993 & Disability Services Regulation 2003*
- *Privacy and Personal Information Protection Act 1998*
- *Fair Trading Act 1987*

Updates on legislation are made through regularly accessing of relevant websites such as:

- ☐ NSW Acts and Regulations

<http://www.legislation.nsw.gov.au/maintop/scanact/inforce/NONE/0>

- ☐ Commonwealth legislation is <http://www.comlaw.gov.au>

Identifying legislative requirements

Canterbury Business College will apply a risk management approach to meeting legislative requirements and record the assessed risks and treatment measures within the Compliance Risk Register within RTO Data. This analysis of risks and treatment strategies is to be detailed to allow all staff to understand Canterbury Business College strategy to meeting specific legislative responsibilities.

To support our compliance with identified legislation, Canterbury Business College has established the following arrangements:

Legislation	Our arrangements
National Vocational Education and Training Regulator Act 2011	<ul style="list-style-type: none"> – Organisation Chart and Duty Statements – Management Policy – Legislative Requirements Policy – Fees and Refund Policy – Issuing Certificates and Outcomes Policy – Advertising and Marketing Policy – Continuous Improvement Policy – Records Retention and Management Policy – Training Package Transition Policy – Industry Engagement Policy – Assessment Validation and Moderation Policy

Legislation	Our arrangements
	<ul style="list-style-type: none"> – Student Enrolment Policy – Complaints Policy – Appeals Policy – Student Access to Records Policy – Assessment Policy
Student Identifiers Act 2014	<ul style="list-style-type: none"> – Issuing Certificates and Outcomes Policy - details the requirements relating to the restrictions in the use of the USI on qualification certificates and statements of attainment issued by Canterbury Business College. – Records Retention and Management Policy - details the requirements to verify the USI including identifying the common errors that students can make in providing their details required for verification. – Student Enrolment Policy - details the requirement to create or verified USI and provides links to additional resources in relation to the student's options for establishing proof of ID.
Education Services for Overseas Students (ESOS) Act 2000 National Code of Practice for Providers of Education and Training to Overseas Students 2018	<ul style="list-style-type: none"> – Student Support Services – International Student Enrolment and Induction Policy – Staff Induction Policy – Agent Management Policy – Plagiarism Policy – Behaviour Misconduct Policy – Student Transfers Policy – Deferral, Suspension and Cancellation Policy – Monitoring Course Progress Policy – Monitoring Attendance Policy – Completion within Expected Duration Policy

Legislation	Our arrangements
	– Critical Incidents Policy
Work Health and Safety Act. 2011 (NSW, QLD, NT) Work Health and Safety Act 2012 (ACT, SA, TAS) Occupational Safety and Health Act 1984 (WA) Occupational Health and Safety Act 2004 (VIC)	Work Health and Safety Act Staff Induction Policy – Ensures that all staff are informed of all legislative and policy arrangements on the commencement of their duties Student Enrolment Policy - applies delivery arrangements to inform students of their rights and obligations with regards to maintaining a safe work and training environment. Duty Statements - all duty statements include specific responsibilities relating to the maintenance of a safe working environment.
Competition and Consumer Act 2010	Student Enrolment Policy – This policy specifies that the RTO will provide accurate and ethical marketing and pre-enrolment information to enable a person to make an informed decision about a training programme. Further, an enrolment interview is conducted to individually assess the person's needs and circumstances and provide them information about their rights and obligations. Fees and Refund Policy – This policy specifies that where a cooling off period applies, a full refund will be provided to the client in the event that a training agreement is cancelled within the cooling off period.
Age Discrimination Act 2004 (Cwth) Anti-Discrimination Act 1977 (NSW only) Disability Discrimination Act 1992 Disability Standards for Education 2005	Discrimination and Harassment Policy - This policy provides the basis for ensuring that the workplace is free from discrimination and harassment. Duty Statements – All duty statements include specific responsibilities for staff to treat others equitably and with respect. Advertising and Marketing Policy – This policy includes the requirements to ensure any advertising undertaken is accurate

Legislation	Our arrangements
<p>Racial Discrimination Act 1975</p> <p>Sex Discrimination Act 1984</p> <p>Disability Services Act 1993 & Disability Services Regulation 2003</p>	<p>and ethical.</p> <p>Student Enrolment Policy – This policy includes specific provisions to ensure enrolment procedures are non-discriminatory.</p> <p>Staff Induction Policy – This policy specifies the arrangements to inform staff of their legislative obligations on the commencement into employment. This includes obligations relating to discrimination and harassment policy.</p> <p>Complaints Policy and Appeals Policy – These policies provide students the mechanism to make a complaint about their treatment.</p>
<p>Privacy Act 1988 and Australian Privacy Principles (2014)</p>	<p>Duty Statements - Duty statements include specific responsibilities for staff to protect the privacy of students and to not disclose personal information without authorisation.</p> <p>Privacy Policy – The policies have been updated to align with the Australian Privacy Principles which came into effect on 12th March 2014.</p> <p>Staff Induction Policy – This policy outlines the arrangements to inform staff of their legislative responsibilities during their employment induction.</p> <p>Student Enrolment Policy – This policy outlines the arrangements to supply information to prospective students prior to their enrolment that informs them of their rights and obligations. This includes specific information about privacy protection based on the requirements of the Australian Privacy Principles.</p> <p>Records Retention and Management Policy – This policy specifies the arrangements to collect and store information with accuracy and integrity. This includes hard copy records and electronic data and specifies the access and security arrangements relating to these.</p>

Legislation	Our arrangements
Fair Work Act 2009	<p>All employees engaged by Canterbury Business College have a written Employment Agreement.</p> <p>All contract staff have a written service agreement that outlines the conditions of their engagement and specifies their relationship as a contractor.</p>
<p>Fair Trading Act 1987 (NSW, WA, SA)</p> <p>Fair Trading Act 1999 (VIC)</p> <p>Fair Trading Act 1989 (QLD)</p> <p>Fair Trading Act 1992 (ACT)</p> <p>Fair Trading Act 1990 (TAS)</p> <p>Consumer Affairs and Fair- Trading Act 2013 (NT)</p>	<p>Fees and Refund Policy – This policy specifies the arrangements for disclosure of the information in accordance with Standards for Registered Training Organisations. It also specifies the circumstances for a refund of student fees.</p> <p>Schedule of Fees and Charges - this document specifies the fees for courses. It also outlines the fees for other services.</p> <p>Advertising and Marketing Policy – This policy provides the basis for accurate and ethical marketing to ensure students are provided accurate information about the services to be provided.</p> <p>Course Brochures - Course brochures provide specific information about the services to be provided to students. This includes an outline of the delivery model, units of competency, assessment methods, entry requirements, et cetera. Course brochures are a key tool in ensuring that students as consumers are informed about the services to be provided.</p> <p>Student Enrolment Policy – This policy specifies the process for student enrolment and includes specific steps to ensure students are provided sufficient information about their rights and obligations, fees and payments obligations and services to be provided prior to their enrolment.</p> <p>Complaints and Appeals Policy – This policy outlines the arrangements for students to make a complaint about services being provided or appeal a decision made by Canterbury Business College.</p> <p>Student Access to Records Policy – This policy specifies the arrangements to provide students access to their records in</p>

Legislation	Our arrangements
	order to monitor their participation and progress. This policy also supports their rights as a consumer.
Copyright Act 1968	<p>Duty Statements - duty statements specify staff responsibilities to respect the rights of copyright owners and to not copy any material without authorisation.</p> <p>Version Control Policy – This policy provides the framework for consistent version control of documents used by Canterbury Business College.</p>

Informing staff of their responsibilities

Canterbury Business College acknowledges that it has a responsibility to inform and educate staff about the legislative requirements that apply to its day to day operations. This will be achieved primarily through careful and diligent staff induction and through annual refresher training.

By taking a coordinated approach to inform staff of these requirements, we will build a culture of acceptance and positive compliance. It is the responsibility of the Chief Executive Officer to ensure Canterbury Business College staff is fully informed of applicable legislative requirements.

National Code 2018

The Department of Education and Training regulates the education and training sector's involvement with overseas students studying in Australia on student visas. It does this through the Education Services for Overseas Students legislative framework (ESOS). This protects Australia's reputation for delivering quality education services and the interests of overseas students, by setting minimum standards and providing tuition and financial assurance.

The legislation mandates a nationally consistent approach to registering education providers so that the quality of the tuition, and care of students, remains high. The professionalism and integrity of the industry is further strengthened by the ESOS legislation's interface with immigration law.

This imposes visa related reporting requirements on both students and providers. The National Code is established under the Education Services for Overseas Students (ESOS) Act 2000.

This National Code sets out guidelines for the ethical conduct of registered providers like Canterbury Business College (CBC).

CBC offers study programs in accordance with the requirements of the Education Services for Overseas Students (ESOS) Act 2000.

As an education provider CBC understands and implements the National Code for the following purposes:

- To ensure that recognition of prior learning of students is conducted and recorded in a formal process;
- To provide refunds to the students as per the refund policy of CBC;
- To recruit students in accordance with the National Code and CBC's enrolment policy;
- To ensure that all trainers and assessors are suitably qualified and experienced;
- To commit to professional development of staff;
- To comply with the guidelines issued by Department of Home Affairs;
- To provide adequate support services to students prior to arrival, on arrival and during their study at CBC; and
- To ensure student personal information is up to date.

For further information on the ESOS Act 2000 please refer to:

<https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx#Policy>

For further information on the National Code 2018 please refer to:

<https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx#Policy>

For further information on Department of Education International Education please refer to:

<https://internationaleducation.gov.au/Pages/default.aspx>

Strategic Planning Policy

A planning session will be held annually, usually late in the calendar year, to plan for the coming year. The planning process must be consultative and opportunities for participation should be inclusive of all stakeholders.

The planning committee will include the Principal, Accounts Manager, Director of Student Services and other key staff.

The purpose of the day is to highlight management issues that need to be addressed in the coming 12 months and identify present and emerging education needs.

The session will commence with an evaluation of the organisation's performance over the previous 12 months. This will be followed by a brainstorming session of what everyone would like to see happen in the next 12 months.

A planning committee will be established to draw all the information together, develop a list of objectives, strategies and resources that will be needed. The planning committee will need to ensure the objectives are within the organisation's mission statement and vision.

A draft plan will be circulated to all members for further input. If any further input is provided the plan will be re-drafted and presented to the Principal/DSS for final approval.

The final management plan is to be available to all staff for a clear understanding of their role in fulfilling the aims of the plan and how their job contributes to the success of the organisation.

The plan will be subject to regular review, which will become a part of the business plan amendments on an annual basis. A major review of the plan should be carried out annually ensuring any changes and/or expected changes do not affect Canterbury Business College's ongoing success.

Educational Planning

The following steps will be part of the training and assessment program planning, delivery and assessment process undertaken by the Director of Student Services.

Programs/courses

Programs to be offered should be selected as a result of:

- Identification of overseas student needs and interests
- Outcome of strategic planning meetings
- Suggestions from students, staff, industry consultation & government agencies
- Academic staff recommendations

- Networking with other organisations
- Consultation with Directors

Review of the education programs will take place routinely by:

- reviewing student satisfaction surveys
- Discussions with trainer/assessors
- Assessment validations
- Liaison with Directors
- Liaison with industry representatives

Evaluation of the training outcome and student's satisfaction will be carried out by:

- discussions with the trainer/assessors
- student satisfaction surveys
- Assessment results

Academic Staff

Academic staff will be identified and employed on the basis of:

- qualifications and/or industry experience
- availability
- Recommendations from other trainers or providers.
- Via third party agreements with employment organisations.

Delivery of the programs is the responsibility of the trainer; however the Principal will monitor the training and assessment delivery by maintaining contact with the trainer/assessors and students as required. CBC student services team and teaching staff will meet at least once per term.

Resources

Resourcing of the training and assessment program will be subject to:

- Identification of resources required in consultation with the trainer/assessor
- Identification of resources required in consultation with industry representatives
- Availability of any specialist requirements
- Identification of resources supplied by the trainer/assessor
- Identification of resources supplied and developed by CBC

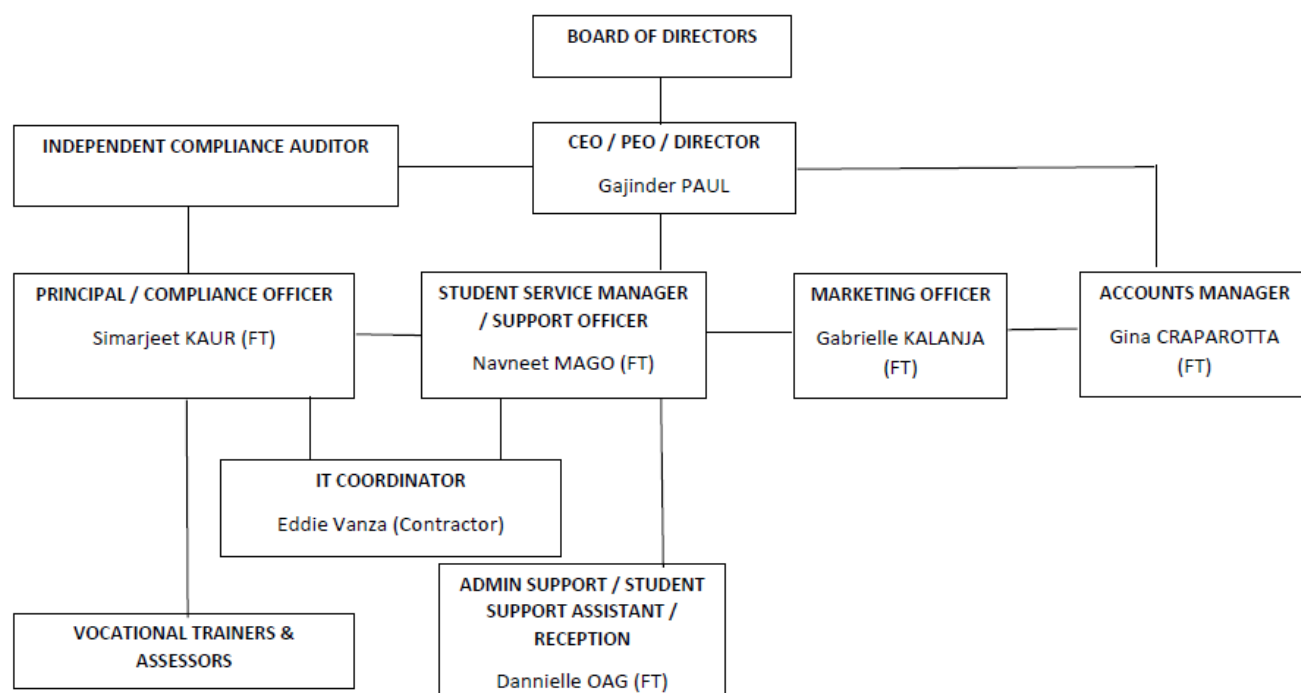
- Identification of resources that the students should bring

Advertising

Advertising of the education programmes will be through various media platform to ensure the widest possible coverage, including but not limited to:

- CBC brochures
- CBC's International educational consultant network
- Newspapers
- Local magazines
- Community newsletters if appropriate
- CBC's Website
- Digital media – Facebook, Instagram etc

Organisation Chart & Important Contact Details



** All trainers and assessors for Information Technology, Business, Leadership & Management, Travel & Tourism and Hospitality are provided by Cogninet Australia Pty Ltd.*

** FT – Full Time*

Duty Statements

Job Title Director/ Chief Executive Officer/ Director Student Service

Role:

The role of the Chief Executive Officer is to provide business and educational leadership to all staff and learners within Canterbury Business College. The Chief Executive Officer is ultimately responsible for organisational governance and compliance.

Main duties

The Chief Executive Officer has the following duties and responsibilities:

- Provide arrangements for the systematic approach to the management of Canterbury Business College operations.
- Oversee arrangements to collect, analyse and act on relevant data for the continuous improvement of Canterbury Business College operations.
- Identify and analyse legislative and regulatory requirements and implement a risk management approach to guide how Canterbury Business College conducts operations to comply with these requirements.
- Personally, undertake all formal communication with Registering Authority.
- Manage arrangements to cooperate with registering authority in the conduct of regulatory audits, access to information, retention of records and in keeping ASQA informed of changes to Canterbury Business College status.
- Maintain appropriate insurances to protect Canterbury Business College from loss and to protect learners and staff in case of injury caused during activities.
- Identify and develop new business initiatives and opportunities.
- Monitor training and assessment services to remain aware of the quality of services being delivered and the satisfaction of learners and employers.
- Establish and monitor information management arrangement to ensure Canterbury Business College has a records and data management system that guarantees access, integrity and accuracy.
- Build cooperative partnerships with community organisations and liaise with State or Territory registering bodies on relevant issues.

- Implement and monitor arrangements to engage with industry to ensure training and assessment services are aligned with industry requirements.
- Keep informed of changes in the VET industry including changing regulatory requirements and changes to endorsed training packages.
- Oversee Canterbury Business College financial affairs including annual certification of accounts, the receipt, protection, distribution and if required reimbursement of tuition fees and the budgeting of operational activities.
- Conduct staff inductions and training to ensure staff are aware of obligations and responsibilities with regards to legislation and compliance with the Standards for Registered Training Organisations.
- Approve all marketing materials to be used for promotional and advertising purposes. This is to include the approval of the use of the NRT Logo.
- Oversee an internal audit program to monitor the compliance of Canterbury Business College operation with the Standards for Registered Training Organisations.
- Undertake performance appraisal of staff to identify areas of professional improvement and recognise achievement.
- Provide arrangements to ensure staff maintain their professional competence and the currency of the skills and knowledge. This is to include annual training session for all staff to update them about regulatory and legislative requirements.
- Provide arrangements to ensure a safe working environment for all staff and learners. This is to include a deliberate process of hazard identification, assessment, and control. Workplace safety is the highest priority and takes precedence over all other considerations.
- Provide arrangements for emergency prevention and response procedures.
- Establish arrangements to maintain an equitable working environment for all staff and learners. The training environment should be free from discrimination and harassment and respect the rights and choices of individuals.

Job Title: Principal / Compliance Officer

Role:

The role of the principal is to provide business and educational leadership to all staff and learners within Canterbury Business College.

Main duties

The Principal has the following duties and responsibilities:

- Provide arrangements for the systematic approach to the management of Canterbury Business College operations.
- Oversee arrangements to collect, analyse and act on relevant data for the continuous improvement of Canterbury Business College operations.
- Identify and analyse legislative and regulatory requirements and implement a risk management approach to guide how Canterbury Business College conducts operations to comply with these requirements.
- Manage arrangements to cooperate with registering authority in the conduct of regulatory audits, access to information, retention of records and in keeping ASQA informed of changes to Canterbury Business College status
- Assist with trainer Management
- Moderation/ validation processes / Industry Consultation
- Monitoring course outcomes / Oversee operations
- Monitor training and assessment services to remain aware of the quality of services being delivered and the satisfaction of learners and employers.
- Establish and monitor information management arrangement to ensure Canterbury Business College has a records and data management system that guarantees access, integrity and accuracy.
- Establish arrangements to maintain an equitable working environment for all staff and learners. The training environment should be free from discrimination and harassment and respect the rights and choices of individuals.
- Oversee an internal audit program to monitor the compliance of Canterbury Business College operation with the Standards for Registered Training Organisations.
- Undertake performance appraisal of staff to identify areas of professional improvement and recognise achievement.

- Provide arrangements to ensure staff maintain their professional competence and the currency of the skills and knowledge
- Provide arrangements to ensure a safe working environment for all staff and learners. This is to include a deliberate process of hazard identification, assessment, and control. Workplace safety is the highest priority and takes precedence over all other considerations.
- Provide arrangements for emergency prevention and response procedures
- Build cooperative partnerships with community organisations and liaise with State or Territory registering bodies on relevant issues.
- Implement and monitor arrangements to engage with industry to ensure training and assessment services are aligned with industry requirements.
- Keep informed of changes in the VET industry including changing regulatory requirements and changes to endorsed training packages.

Job Title: Student Service Manager / Support Officer

Role:

The role of the Student Service Manager is to oversee the management of Canterbury Business College corporate governance and quality systems. This involves monitoring compliance with quality standards and codes, learner administration and records management, reporting requirements, etc.

Main duties

The Student Service Manager has the following duties and responsibilities:

- Maintain a systematic approach to the management of Canterbury Business College operations.
- Maintain an awareness of legislative and regulatory requirements and monitor the risks associated with compliance.
- Keep informed of changes in the VET industry including changing regulatory requirements and changes to endorsed training packages.
- Coordinate staff inductions and training to ensure staff are aware of legislative and Standards for Registered Training Organisations, obligations and responsibilities.
- Coordinate internal Standards for Registered Training Organisations audit program to monitor the compliance of Canterbury Business College operation.
- Oversee the maintenance of the student management system to ensure the accuracy and integrity of operational training data.
- Coordinate the administration of continuous improvement data collection. This predominately relates to Quality Indicator Surveys which must be issued to learners and employers, collected, entered and reported.
- Undertake own professional development activities to continue to develop competence and currency of skills and knowledge.
- Coordinate Canterbury Business College systematic approach to continuous improvement. This includes participating in Continuous Improvement Committee meetings, identifying opportunities for improvement and acting responsively to implement agreed improvements.
- Perform duties in an ethical and professional manner that supports an inclusive environment that is free from discrimination and harassment.

- Respect the needs of each learner and make adjustment to administrative processes to accommodate the needs of individuals.
- Implement and monitor compliance with Canterbury Business College version control system to ensure documents being used in the delivery of services are the most current and approved version.
- Implement and monitor arrangements to store and archive records in accordance with Canterbury Business College records retention policy. This is to include arrangements to back-up electronic data into a secure off-site location.
- Liaise with Canterbury Business College training staff to coordinate the flow of documentation to ensure learner records and operational data is kept accurate and up to date.
- Facilitate learner access to their records on request.
- Ensure that appropriate housekeeping measures are observed, and, that work areas are maintained in a clean and tidy state.
- Coordinate and monitor the work of others who may assist or contribute to Canterbury Business College quality compliance.
- Monitor internal documentation procedures to ensure the consistent flow of accurate, concise and timely information.
- Promote and monitor staff compliance with Canterbury Business College policies and procedures to ensure the actions of staff are consistent with the agreed and documented approach to responding to work requirements.
- Implement and monitor arrangements to ensure a safe working environment for all staff and learners. This is to include a deliberate process of hazard identification, assessment, and control. Workplace safety is the highest priority and takes precedence over all other considerations.
- Establish arrangements to maintain an equitable working environment for all staff and learners. The training environment should be free from discrimination and harassment and respect the rights and choices of individuals.
- Contribute to implementing emergency prevention activities and response procedures.

Job Title: IT Coordinator & Help Desk

Role:

The role of the IT Manager is to help students and staff with IT issues and technical troubleshooting, Network Administration, IT infrastructure planning and development staff, Teaching Team & Administration Team, SSM & Principal.

Main duties

- Maintaining and updating campus IT facilities
- Resolving IT Technical problems
- Assisting with cross campus IT functions and partner RTO IT and Help Desk IT interactions
- Management of classroom computer resources
- Being available to management, staff, trainers and students
- Abide by Canterbury Business College code of Conduct & Code of Practice
- Perform duties in an ethical and professional manner that supports an inclusive environment that is free from discrimination and harassment
- Monitor workplace safety at all times. Always put workplace safety before any other priority or activity

Job Title: Marketing Officer

Role:

The role of the Marketing Officer is to oversee the management of Canterbury Business College marketing strategy and staff recruitment and retention.

Main duties

The Marketing Officer has the following duties and responsibilities:

- Establish a professional network with referral agencies including employers, industry peak bodies and industry forums. Identify and develop new business initiatives and opportunities.
- Develop, implement and monitor a marketing strategy in accordance with Canterbury Business College business plan and marketing guidelines outlined within the Standards for Registered Training Organisations.
- Keep informed of changes in the VET industry including changing regulatory requirements and changes to endorsed training packages.
- Manage Canterbury Business College financial affairs including annual certification of accounts, the receipt, protection, distribution and if required reimbursement of tuition fees and the budgeting of operational activities.
- Liaise with outsourced service providers to coordinate the design, layout and preparation of publications and promotional items
- Assist with the coordination of marketing projects encompassing the preparation of specific marketing/promotional material
- Input and maintain data integrity of Canterbury Business College Customer Relationship management database
- Manage advertising accounts in accordance with Business Development Managers directions
- Liaise with internal and external stakeholders as required
- Contribute to Canterbury systematic approach to continuous improvement. This includes identifying opportunities for improvement and acting responsibly to implement agreed improvements
- Perform duties in an ethical and professional manner that supports an environment that is free from discrimination and harassment.
- Ensure that appropriate housekeeping measures are observed, and, that the workplace is maintained in a clean and tidy state
- Always strive to minimize waste in the planning and usage for Canterbury Business College resources

- Model ethical and professional behaviour to set the benchmark of these qualities for learners and others

Job Title: (Finance) Accounts Manager

Role:

The Role of the Accounts Manager is to provide administrative support to the Business Development Manager to manage the financial accounts of Canterbury Business College.

Main duties

The following duties apply:

- Analyse basic financial information in response to routine queries from management, staff and learners.
- Apply policy and relevant legislation with regard to confidentiality and privacy.
- Develop and maintain a good knowledge of Canterbury Business College policy and procedures and accounting system.
- Apply basic accounting knowledge and techniques to all areas of work, including the production of financial reports.
- Plan, organise and manage own workload to complete allocated duties in a timely and accurate manner.
- Input financial information into Canterbury Business College accounting system with speed and accuracy.
- Monitors and contribute to the drawing up of operating budgets during the yearly budget setting process.
- Process accounts payable and receivable in accordance with Canterbury Business College policy and procedures and accounting requirements.
- Process purchase orders in support of the procurement to business and training resources.
- Perform work in accordance with Canterbury Business College policy and procedure.
- Work in a busy office environment, demanding high levels of concentration, while also coping with frequent interruptions.
- Sometimes work long and irregular hours in order to meet commitments to internal and external clients.
- Input and maintain data integrity of Canterbury Business College Customer Relationship Management database.

- Manage advertising accounts in accordance with Business Development Managers directions.
- Contribute to an early opener roster
- Liaise with internal and external stakeholders as required.
- Undertake own professional development activities to continue to develop competence and currency of skills and knowledge.
- Contribute to Canterbury Business College systematic approach to continuous improvement. This includes identifying opportunities for improvement and acting responsively to implement agreed improvements.
- Liaise with Canterbury Business College training staff to coordinate contact with learners in order to manage their financial account.
- Monitor workplace safety at all times. Always put workplace safety before any other priority or activity.
- Perform duties in an ethical and professional manner that supports an environment that is free from discrimination and harassment.
- Ensure that appropriate housekeeping measures are observed, and, that the workplace is maintained in a clean and tidy state.
- Always strive to minimise waste in the planning and usage of Canterbury Business College resources.
- Model ethical and professional behaviour to set the benchmark of these qualities for learners and others.

Job Title: Reception/ Admin Support/ Student Support Assistant

Role:

The Role of the Receptionist is to act as the primary 'shop front' representative of Canterbury Business College and provide general administrative support to all staff and learners.

Main duties

The following duties apply:

- Answering telephone enquiries from members of staff, the general public in a polite and professional manner.
- Schedule appointments for the Chief Executive Officer and senior management team.
- Apply policy and relevant legislation with regard to confidentiality and privacy.
- Assist with filing and general maintenance of learner records.
- Assist learners with administrative enquiries and with completing Canterbury Business College forms and applications.
- Process Learner Enrolment Applications
- Distribute correspondence to staff and learners.
- Respond to email enquiries from learners and members of the general public in a professional manner.
- Distribute pre-enrolment information to individuals or referral agencies as required.
- Input learner satisfaction survey data and maintain the survey database to ensure its accuracy and integrity.
- Maintain reception area in neat and tidy condition including a limited amount of cleaning.
- Draft basic correspondence on behalf of Canterbury Business College management as required.
- Perform additional administrative support duties as required.
- Respond effectively to difficult or challenging behaviour.
- Contribute to an early opener roster
- Liaise with internal and external stakeholders as required.

- Undertake own professional development activities to continue to develop competence and currency of skills and knowledge.
- Contribute to Canterbury Business College systematic approach to continuous improvement. This includes identifying opportunities for improvement and acting responsively to implement agreed improvements.
- Liaise with Canterbury Business College training staff to coordinate contact with learners in order to manage their administration.
- Monitor workplace safety at all times. Always put workplace safety before any other priority or activity.
- Perform duties in an ethical and professional manner that supports an environment that is free from discrimination and harassment.
- Facilitate learner access to their records on request.
- Ensure that appropriate housekeeping measures are observed, and, that the workplace is maintained in a clean and tidy state.
- Always strive to minimise waste in the planning and usage of Canterbury Business College resources.
- Model ethical and professional behaviour to set the benchmark of these qualities for learners and others.

Job Title: Trainer/ Assessor

Role:

The Trainer is to prepare and deliver safe and effective training and assessment to learners enrolled with Canterbury Business College and is to provide suitable training support services to compliment learner's individual needs.

Main duties

The following duties apply:

- Plan training and assessment sessions to ensure the required resources are available to support the delivery.
- Deliver and coordinate training in accordance with the requirements of the training strategy using training methods that progressively instil knowledge and skills into learners.
- Conduct assessment in accordance with the principles of assessment and the designated assessment strategy.
- Undertake own professional development activities to continue to develop competence and currency of skills and knowledge.
- Contribute to Canterbury Business College systematic approach to continuous improvement. This includes identifying opportunities for improvement and acting responsively to implement agreed improvements.
- Participate in Canterbury Business College assessment moderation and validation activities to promote fair and reliable assessment and to maintain the alignment of assessment activities and materials with industry expectations and training package requirements.
- Contribute to the development of training and assessment materials when required.
- Liaise with Canterbury Business College administration support staff to coordinate the flow of documentation to ensure learner records and operational data is kept accurate and up to date.
- Maintain equipment and training aids to ensure they are serviceable and safe for operation.
- Monitor the safety of learners at all times. Always put the safety of learners before any other priority or activity.
- Deliver services that focus on the individual learner in relation to identifying and meeting learner's individual needs.
- Perform duties in an ethical and professional manner that supports an inclusive learning environment that is free from discrimination and harassment.

- Respect the needs of each learner and make adjustment to training and assessment to accommodate these needs of individuals without compromising the integrity of the desired outcome.
- Create an environment that supports and encourages equitable treatment and behaviour from all learners and those contributing to learning and assessment.
- Facilitate learner access to their records on request.
- Ensure that appropriate housekeeping measures are observed, and, that training facilities are maintained in a clean and tidy state.
- Report non-compliance with legislation or Canterbury Business College policies and procedure immediately to the Training Manager.
- Always strive to minimise waste in the planning and usage of Canterbury Business College resources.
- Model ethical and professional behaviour to set the benchmark of these qualities for learners and others.

Code of Practice

Core Business

CBC will continuously review all information provided to students to ensure its accuracy and relevance.

CBC will recruit students in an ethical manner. For International students, their proficiency in English will specifically be assessed.

CBC will ensure through training that all appointed agents are aware of the educational standards required for students enrolling at CBC.

CBC will offer program placements that clearly include the proficiency of English required. If assistance is required CBC will provide training and support programs through qualified support trainers.

CBC will notify the relevant authorities when a student is no longer participating in a program for which they were enrolled.

CBC will ensure that the recruitment and placement of International students comply with Department of Home Affairs and DoE requirements.

CBC will meet the needs of students, being sensitive to cross-cultural issues and paying special attention to the social and academic needs of all its students.

Administration

Canterbury Business College (CBC) will ensure, through a continuous review process that quality policies and management practices are implemented, resulting in the maintenance of high professional standards in the delivery of courses, which safeguard the interest and welfare of students.

CBC will maintain a learning environment that is conducive to the success of students by providing modern and up to date training resources, high quality facilities and methods that are appropriate to the training needs of the students.

CBC ensures all training and assessment programs are registered with the appropriate state and national registers.

CBC trainers will collaborate with admin staff to ensure that all students enrolled will be monitored and assessed in their performance, attendance and progress.

CBC will employ appropriately qualified staff, providing adequate professional development to maintain up to date qualifications.

CBC ensure that all staff are mindful of student needs, both academically and culturally.

CBC adapts and maintains the changing educational / training needs of its students and industry.

Marketing and Liaison

CBC will market the courses it offers with integrity and accuracy, avoiding vague and ambiguous clauses, and with due regard to the reputation of Australian International Education. In the provision of information, no false or misleading comparisons are drawn with any other training organization.

CBC will ensure that appointed agents/representatives act in the best interest of the applicant and the provider. CBC will be responsible for the actions of our agents/representatives in marketing CBC's programs.

CBC will not accept students from an agent if they know or reasonably suspect the agent to be:

- Engaged in dishonest practices;
- Facilitating the enrolment of students who do not comply with their visa requirements; and
- Engaged in false or misleading recruitment practices.

Dissemination of Information

CBC will ensure its entire staff and student body have accurate and current information regarding policies and procedures.

The Principal / DSS will ensure that these policies and procedures are circulated, understood and implemented consistently.

CBC will ensure that staff are provided with information about current legislation and regulatory requirements that significantly affect their duties.

CBC will ensure that all its students are provided with information about current legislation and regulatory requirements that significantly affect their studies.

CBC will ensure that each student is provided clear information, prior to enrolment, about:

- Selection, enrolment and induction/orientation procedures;
- Program information, including content and vocational outcomes;
- Fees and charges, including refund policy and exemptions (where applicable);
- Provision for language, literacy and numeracy assistance;
- Client support, including any external support the RTO has arranged for clients;

- Flexible learning and assessment procedures;
- Welfare and guidance services;
- Appeals and complaints procedures;
- Disciplinary procedures;
- Staff responsibilities for access and equity; and
- Recognition of Prior Learning / Credit Transfer (RPL/CT) arrangements.

CBC's Policies and Procedures document, current legislation and regulatory requirements are readily accessible and available at all times. These documents will be available with the receptionist in electronic copy and emailed to any interested individual.

Where necessary, arrangements will be made for those students requiring literacy, language and numeracy support programs.

Any changes and/or updates made to the existing CBC Policies and Procedures due to organizational and legislative reasons shall be disseminated and be made available to all CBC staff and students by anyone, or any combination of the methods outlined below.

- Handbooks;
- Circulating memos;
- Emails;
- Meetings; and
- Notice boards

Equal Opportunity

CBC integrates equal opportunity and affirmative action principles into all decisions and operations. CBC is committed to the examination of all its practices, as they affect both staff and students, so as to avoid discrimination on the basis of sex, race, marital status, physical ability, age, political conviction or religious beliefs.

CBC is involved in an ongoing program of policy development, implementation, monitoring, review and evaluation.

Any CBC staff/student who feels that they have been discriminated against is free to discuss the matter with the Director Student Services.

CBC's Access and Equity Policy is based on the following principles:

- Providing and maintaining training services that reflect fair and reasonable opportunity, and consideration for all students and staff, regardless of race, colour, religion, gender or physical disability, regardless of the prevailing community values;
- Equity for all people through the fair and appropriate allocation of resources and involvement in training; and
- Equality of outcome within training for all students without discrimination.

CBC will apply the following rules in support of access and equity. All students will be:

- Given fair and reasonable opportunity to participate in relevant decision-making processes;
- Provided with timely and appropriate information, advice and support services which assist students to identify and achieve their desired outcomes; and
- Allocate resources and services.

Harassment

Harassment is any form of verbal or physical behaviour that is unwanted, unwelcome and unreciprocated that makes the learning environment unpleasant, humiliating or intimidating for the person who is the target of that behaviour.

If a student considers that they have been harassed, the student should let the person know that they object to such behaviour and do not want it repeated. If the student does not feel comfortable talking to the person or the person continues with their behaviour, the student should speak to their trainer or any other CBC staff member.

All complaints / discussions are treated as confidential. The student also has the right to lodge a formal complaint of misconduct against the person harassing them or can discuss the matter without making a formal complaint.

Sex-Based Harassment / Victimisation / Bullying

CBC understands that staff and students have the right to study and work in an environment free of sex-based harassment. It is the responsibility of all students and staff to contribute to the achievement of a productive, safe and equitable study and work environment by avoiding practices, which lead to, support or condone sex-based harassment.

CBC does not allow or condone sex-based harassment of staff by other staff, students or other workplace participants nor does it allow or condone sex-based harassment of students by staff or other students. This stance is supported by the Commonwealth Sex Discrimination Act 1984, under which such actions are unlawful.

CBC will ensure that this policy is implemented, and CBC will treat any complaint of sex-based harassment / victimisation / bullying seriously and sympathetically. All complaints will be investigated thoroughly, fairly and confidentially.

Examples of sexual harassment include but are not restricted to:

- Distribution or display of offensive pictures or written material;
- Repeated unwelcome requests for social outings or dates;
- Offensive comments about a person's appearance, dress or private life;
- Unsolicited comments, messages or telephone calls of a sexual nature; and
- Leering, patting, pinching, touching, indecent exposure and unnecessary familiarity.

Disciplinary action will be taken against anyone found to have committed sex-based harassment. Inquiries and complaints about sex-based harassment can be raised with any of the CBC staff.

Victimisation

Victimisation is threatening or harassing a person because they;

- Have made a complaint or intend to make a complaint;
- Are acting as a witness or intend to act as a witness; and
- Are supporting a victim or intend to support a victim.

CBC does not allow victimisation of staff by other staff, students or other workplace participants nor does it allow victimisation of students by staff or other students

Bullying

Bullying is inappropriate treatment of a person by another that intimidates, offends, degrades or

humiliates. Bullying will not be tolerated at CBC.

Examples of bullying include;

- Verbal / Physical abuse, insults, threats, continuous teasing or criticism;
- Physically hurting another person;
- Touching another person without permission;
- Overwork, unnecessary pressure, impossible deadlines;
- Undermining work performance, unfair assessment;
- Discrimination, racism, sexism;
- Keeping someone out of a group;
- Acting in an unpleasant way near someone;
- 'Mucking about' that goes too far; and
- Harassment or any form of discrimination based on disability, gender, race or religion.

Reporting Discrimination, Sexual Harassment, Victimisation & Bullying

All students should report an incident of concern to the Director Student Services. A written complaint is not required. Any complaint of discrimination, sexual harassment, bullying or victimisation will be treated seriously and investigated promptly, confidentially and impartially. You do not have to put up with discrimination, sexual harassment, bullying or victimisation.

CBC will follow up any report discreetly and will undertake an appropriate investigation.

If the report is verified, CBC will view the matter and will take appropriate actions, which may include penalty and counselling (CBC will assist the student to appropriate and professional counselling services).

If the complainant is dissatisfied with the action taken, then a recourse may be through CBC's internal student complaint/appeal procedure and if the complainant is still dissatisfied, they may consider contacting the following organisations:

Department of Education, Skills and Employment

National Training Complaints Hotline

<https://www.employment.gov.au/national-training-complaints-hotline>

ntch@dese.gov.au

Responsibility towards Students and Staff

Responsibility towards Students

It is the responsibility of all staff and trainers to ensure CBC teaches in an environment free from discrimination, sexual harassment, victimisation, bullying and to ensure all students are treated fairly & equitably. It is also CBC's and its employee's responsibility that all students are treated equitably.

Responsibility towards Co-Workers

Equally, all staff and trainers must ensure CBC teaches in an environment free from discrimination, sexual harassment, and victimisation and bullying. CBC is committed to equity with regards to employment, performance and promotion.

Anti-Discrimination Act 1977 (NSW)

The main purpose of the Act is to promote equality of opportunity for everyone by protecting them from unfair discrimination in certain areas of activity, including work, education and accommodation. Anti-Discrimination applies to a person's race, religion, colour, sex, physical and/or mental capacity.

CBC takes great care to ensure that all students and staff members are treated fairly and equitably and that everyone on CBC's premises complies with the NSW Government's Anti-Discrimination Act 1977.

It is against the law and action will be taken against those in breach of Anti-Discrimination laws. Any matters in relation to discrimination must be reported to the Manager Student Services.

Further information can be obtained by phoning the ***Anti-Discrimination NSW*** on ***1800 670 812***

The Tuition Protection Scheme (TPS)

Introduction

The Tuition Protection Service (TPS) is an initiative of the Australian Government to assist international students whose education providers are unable to fully deliver their course of study. The TPS ensures that international students are able to either:

- complete their studies in another course or with another education provider or
- receive a refund of their unspent tuition fees.

Provider default

In the unlikely event Canterbury Business College is unable to deliver a course where fees have been paid in advance and it does not meet its obligations to either offer the student an alternative course that is accepted or pay the student a refund of the unspent prepaid tuition fees, the TPS will assist the student in finding an alternative course or offer a refund if a suitable alternative is not found.

In the case of provider default there is no requirement for a student to lodge a Student Request Form.

Fees being paid in advance

Canterbury Business College acknowledges that it has a responsibility to protect the fees paid by students in advance of their training and assessment services being delivered. To meet its responsibilities under the ESOS Act, Canterbury Business College requests payment of no more than 50% of the total tuition fees for the course before the student commences the course. Following course commencement, no further pre-paid tuition fees are taken before the beginning of the second study period.

Canterbury Business College maintains a separate bank account in order to keep pre-paid tuition fees separate from day-to-day operating expense accounts. If a refund is payable before the student commences, the refund can be made in full and in a timely way without impact on the financial operations of the business or recourse to the Tuition Protection Service.

Keeping students informed

To ensure that students are well informed of the financial considerations of their enrolment, Canterbury Business College undertakes to provide the following fee information to each student prior to enrolment:

- the total amount of all fees including tuition fees, application fees, materials fees and any other charges;

- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/application fee;
- the nature of the guarantee given by Canterbury Business College to complete the training and/or assessment once the student has commenced study in their chosen qualification or course;
- the fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed 'not competent' on completion of training and assessment;
- the amounts that may or may not be repaid to the student (including any tuition and non-tuition fees collected by education agents on behalf of the registered provider) and
- the Canterbury Business College refund policy.

Student complaints about fees or refunds

Students who are unhappy with the Canterbury Business College arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint or appeal the decision taken by the Chief Executive Officer. This should occur in accordance with the Canterbury Business College Complaints and Appeals Policy and procedure.

This refund policy, and the availability of our complaints and appeals processes, does not remove student rights to take further action under the Australian Consumer Protection laws.

International Student Enrolment

Canterbury Business College will ensure that international students are provided with a pathway to make informed decisions about their training and assessment and to enter a training pathway that is the right fit for their career goal. In doing this, Canterbury Business College has legislative responsibilities to comply with that govern the process for the enrolment and induction of students from overseas.

Critical with this requirement, is compliance with:

- Standard 5 of the Standards for Registered Training Organisations 2015 which requires that each student is properly informed and protected;
- Standard 2: Recruitment of an overseas student, National Code of Practice for Providers of Education and Training to Overseas Students 2018

All staff with responsibility during the student enrolment pathway are to be fully conversant with the requirements detailed in this document.

Provision of pre-enrolment information to students

The Standards require that each student is properly informed and protected either prior to enrolment or the commencement of training and assessment. At Canterbury Business College we achieve this by providing prospective students with the following three pre-enrolment information sources:

- **Student Handbook.** The student handbook is the primary information vehicle to inform students about their rights and obligations prior to their enrolment. Ideally, the student handbook is supplied electronically as a PDF document. It is important that this document is professionally presented as it reflects the quality of the organisation. The student handbook is effectively the policy manual for the student's participation in training and engagement with Canterbury Business College. It should act as a valuable information source for the student who can reference the handbook when the student has questions about their rights and obligations. The student handbook should contain information on the following topics for the student:
 - Introduction to Canterbury Business College;
 - Our Services
 - Our expectation of you
 - Our Campuses

- Introduction to Australian Vocational Education and Training
- Introduction to the Education Services for Overseas Student (ESOS) framework
- Unique Student Identifier
- Legislative and Regulatory Responsibilities
- Protection for Overseas Students
- Conditions of your visa
- Working in Australia
- Accommodation options
- Living in Australia Costs
- Notifying change of address
- Satisfactory Academic Performance
- Schooling for dependants
- Overseas Student Health Cover
- Course entry requirements
- International English Language Testing System (IELTS) requirements
- Enrolment procedure
- Electronic Confirmation of Enrolment
- Student Orientation
- Student support services
- Monitoring student progress
- Student enrolment deferral, suspension or cancellation
- Change of education provider
- Student amenities
- Student resources
- Student counselling
- Continuous improvement
- Your language, literacy and numeracy skills

- Your safety
 - Fairness and equity
 - Access to your student file and record
 - Your privacy
 - Course Fees
 - Tuition Fee Protection
 - Student cancellation
 - Refunds
 - Statutory cooling off period
 - Changes to terms and conditions
 - Making a complaint or appeal
 - Assessment arrangements
 - Training arrangements
 - Recognition of your existing skills and knowledge
 - National recognition for your current competence
 - Issuing Qualifications and Statements of Attainment
 - Academic Misconduct
- **Course Brochure.** The course brochure is the primary means of informing prospective students about the services to be provided in relation to a specific course leading to a qualification or units of competency. Course information can be displayed on the website and be available in a downloadable PDF for the student to print and review. A course brochure will also be sent to the student via email as pre-enrolment information. The course brochure should contain the following minimum information:
- the nationally recognised training product by code and title;
 - the CRICOS course code and course content;
 - the expected course duration and holiday breaks;
 - the entry requirements or prerequisites, including the minimum level of English language proficiency;

- the mode of delivery of training and assessment;
 - the units of competency that comprise the course;
 - the assessment requirements to successfully complete the course;
 - campus locations and facilities, equipment;
 - accommodation options and indicative costs of living in Australia
 - learning resources available to students and what resources the student must provide;
 - identify clearly any third-party providers / services (if applicable);
 - indicative tuition fee and schedule of payments, including advice on potential for changes to fees over the duration of the course;
 - the grounds on which an international student's enrolment may be deferred, suspended or cancelled;
 - the ESOS framework, including official Australian Government material or links;
 - application process including issuing an eCOE;
 - identify any work-based training, placements or other community-based learning (if applicable);
 - the expected occupational outcomes;
 - protection under Australian Consumer Law;
 - contact details for Canterbury Business College; and
 - identify the RTO by its national RTO number / CRICOS provider number and legal name.
- **Student Letter of Offer / Written Agreement.** The student letter of offer is provided to the student to inform them about the services to be provided and the costs associated with that service delivery. The student letter of offer will contain the following information:
- The code and title of the nationally recognised training product
 - Start and end dates
 - The total tuition fee and schedule of payments
 - Summary of other fees and charges
 - The planned study periods
 - The study location

Informing students of changes

If at any time there is a change to the agreed services to be provided or policies relating to the student's rights and the payment of fees and other charges, Canterbury Business College must advise current students prior to any of these changes coming into effect. This includes changes in relation to new third-party arrangements or changes to ownership of Canterbury Business College.

Course entry requirements

All international students applying to enter a training programme being offered by Canterbury Business College must:

- Be over the age of 18
- Demonstrate good command of written and spoken English / Minimum 5.5* IELTS score or equivalent;
- Have completed an equivalent secondary schooling level of a High School Certificate or can demonstrate suitable work or life experience
- Work experience and an understanding of the course chosen;
- Successful completion of the Pre-training review / CLA English Proficiency Test; or
- Genuine Temporary Entrant (GTE) form and Statement of Purpose (SOP) for offshore students only.

For more information on courses at CBC, please refer to the brochure. Available at reception or on our website (<https://www.canterburybc.com.au/>)

* Students with a score of under 5.5, will need to successfully complete an EAP Course or unless the student has completed a qualification from another local provider.

- Meet the following Student Visa 500 subclass requirements – [Click Here](#):
 - Be a genuine temporary entrant – [Click Here](#)
 - Meet English language test score requirements – [Click Here](#)
 - Demonstrate financial capacity – [Click Here](#)
 - Hold Overseas Student Health Cover (OSHC) – [Click Here](#)
 - Meet the health requirements – [Click Here](#)
 - Be of good character – [Click Here](#)

Under the simplified student visa framework arrangements introduced in July 2016 streamlined evidentiary requirements apply and the student visa applicant may be able to satisfy the

Department of Home Affairs of their financial capacity and English language proficiency by declaration only. This is dependent on the level of risk rating of each student's visa application which is determined by taking into account the risk rating allocated to the country from where the student originates combined with the risk rating allocated to Canterbury Business College as a provider on the CRICOS register. The most direct way to determine the evidence required to satisfy the visa requirements is for the prospective international student to utilise the Document Checklist Tool provided with the Student Visa (subclass 500) requirements page <https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500> .

It is important that the student visa applicant submits all required documents as without these there may be an automatic visa refusal.

All students, regardless of their financial capacity and English language proficiency will continue to have to meet all other core visa criteria, such as the Genuine Temporary Entrant requirements and health and character criteria.

Application Selection and Assessment

CBC will ensure that the student's qualifications, experiences and English proficiency skills (Academic English) are appropriate for the course in which enrolment is sought and are assessed by the Admissions team for the following standards:

- Has the student recently worked in the industry?
- Does the student have any vocational experience relevant to the course they are choosing to study?
- What is the highest level of study achieved by the student?
- What previous course studies has the student completed?
- Is the student aware of all the conditions of their enrolment (e.g. Total course fee, CBC's refund policy, RPL/CT process/college rules/ OSHC / living costs/ Information on living and studying in Australia)?
- Reviewing the student's experience/studies to date: would the student be able to, or reasonably expected to, achieve results in the course they choose to study?
- Does the student have any special needs? If yes, what does CBC need to do in order to support this student?
- Does the student have suitable Academic English Skills for the course they are choosing?
- Does the course the student is choosing to study have any pre-requisites? If so, has the student completed them? Or
- What is the strategy for the student to complete the pre-requisites prior to the course?

- If the study is of an international origin, does the student have the financial capacity to afford the costs of tuition and living expenses in Australia?

Pre-Training Skills & Knowledge Review

Prior to the enrolment process, students are required to complete a pre-training review, which aims to confirm an individual's previous learnings. The review is designed to determine if CBC needs to deploy additional resources (support classes) to accommodate any student's learning needs and offer equal learning opportunities to all.

CBC management understands that students must be aware of pre-entry requirements applicable to their chosen course. CBC is also mindful of the setting entry requirements to ensure the quality of course delivery to all students.

If a student can prove or can provide an official academic transcript / statement of attainment / qualification that demonstrates the student has completed or has previously studied related units of competency; then a student can directly enrol into their chosen course. If a student is unable to demonstrate the above, the student will be required to complete a pre-training review prior to requesting an offer letter.

Notification of entry requirements

Students must be informed about course entry requirements during the initial stages of their expression of interest. Course entry requirements information will be provided via the Canterbury Business College website, student handbook and course brochure. In addition to this, Agents will be advised of student entry requirements on a regular basis by way of emails and other written notification.

Assessing Student's Qualifications, Experience and English Proficiency Procedure

Canterbury Business College has a procedure to assess whether the student's qualifications, experience and English language proficiency is appropriate for the course in which they wish to enrol, so as to ensure the student has the ability to complete the qualification.

The steps in the process are as follows:

- the agent or a representative from Canterbury Business College must interview the student either face-to-face or via telephone/video conference. During this interview a check is made of the student's qualifications, experience and English proficiency. This interview is to be recorded on the Canterbury Business College Student Enrolment Interview Form
- All enrolment applications are received and assessed by Student Administration.

- Enrolment applications are only accepted with appropriate supporting documentation. All international students are required to submit the following with their application form:
 - an authorised copy of their visa
 - evidence of English proficiency evidenced by a recognised English Language testing score (IELTS - 5.5) or equivalent.
 - any other supporting information such as previously attained qualifications.
- A copy of the above English Proficiency Test score and other supporting documents are to be kept on student files if this is required.

Where the student's qualifications, experience and English proficiency do not meet the minimum requirements for course commencement, the student will be advised in writing.

Enrolment / Induction Procedure

Step 1 (Enquiry / Application). Student will make an enquiry via an Agent, website, email, phone, etc. The student is to be provided with accurate and ethical marketing and pre-enrolment information that enables them to make confident and suitable decisions about offered training programmes. It is important that the student is provided with information about their rights and obligations and a copy of Canterbury Business College International Student Handbook, which contains important information for the student about the course and visa eligibility requirements, living in Australia information, etc. Once the student has had the opportunity to access information, they may complete and submit the course Application/Enrolment Form available on the website and forward to: info@cbc.nsw.edu.au or reception@canterburybc.com.au

Step 2 (Student Offer). Canterbury Business College will respond to the application for enrolment and if found suitable, the applicant will be sent a letter of offer / written agreement.

Step 3 (Student Acceptance). To accept the offer, the student must complete the Student Agreement and return it to the Canterbury Business College with evidence of IELTS proficiency (General Score of 5.5) and evidence of a High School Certificate or equivalent secondary schooling outcome. The signed agreement must be received before the student offer expires. The student is also required to provide payment of a minimum of one term tuition fees on successful admission to a programme. If the student is applying from within Australia, they are also required to supply a copy of their personal details and student visa page(s) from their passport and a copy of their OSHC card.

Student Agreement and supporting documents are to be submitted by mail, email or fax with full invoiced payment to: info@cbc.nsw.edu.au or reception@canterburybc.com.au

Step 4 (Confirmation of Enrolment). Once all required documentation and payment has been received, Canterbury Business College will send the student the following items:

- a Confirmation of Enrolment form (eCOE)
- confirmation of course commencement details
- a tax invoice/receipt of the payment of tuition fees
- Overseas Student Health Cover (OSHC) information

These documents are to be sent to the student's nominated postal address/email. The student may also nominate to have these document sent to the agent.

Step 5 (Visa / Travel / Accommodation). Once the student is in receipt of the Confirmation of Enrolment, they may apply for a Student Visa (subclass 500). The student applies for the visa at the Australian local Embassy or diplomatic mission within their country of origin. If the student is not successful in securing a visa, they must notify the Canterbury Business College as soon as possible to access a full refund of their paid tuition fees. For more information please refer to Refund Policy.

The student is also required to arrange their travel and temporary accommodation for their initial period in Australia (until permanent accommodation can be established). Once these arrangements have been made, the student is requested to notify the Canterbury Business College of the following:

- Confirmation of Student Visa (subclass 500)
- Confirmation of travel booking and the planned arrival time, carrier, airport, etc.
- Confirmation of temporary accommodation including address, phone number
- Contact details on arrival in Australia (must include a mobile phone where possible)

This information is to be provided in the Canterbury Business College Student Visa/ Travel/ Accommodation Confirmation Form and submitted by mail, email or fax to: info@cbc.nsw.edu.au or reception@canterburybc.com.au

Step 6 (Induction / Course Commencement). The student is notified of the course commencement details at the point of confirmation of enrolment. On arrival at Canterbury Business College (usually 9:00am on the first day of the course), the student will participate in a culturally and age-appropriate orientation programme. It is critical that the student's personal details are confirmed including the following:

- Accommodation details

- Contact details – mobile phone number and email address
- Next of kin details
- Overseas Student Health Cover (OSHC)
- Individual needs

Pre-Enrolment Procedures to Assess Student Eligibility

The Admission staff is responsible to:

1. Manage all direct student enrolment or via authorised agents.
2. Ensure application form has been filled; check student's previous qualifications, passport, and a valid overseas health cover,
3. Assess all applications made to CBC and approve its eligibility
 - a. If student meets selection criteria as prescribed by CBC in the student selection process, they are given an "Offer Letter".
 - b. The student is then directed to pay his fees. Upon payment of the fees, a "**Confirmation of Enrolment**" is issued via PRISMS.
 - c. ensure no personal information about students is divulged to unauthorized individuals or organisations
4. Ensure student enrolment details are recorded on RTO Manager.
5. Monitor that all the records are kept as specified in the Record Management Policy.
6. Student can access a "Pre-arrival Pack" at www.canterburybc.com.au

Student Engagement Prior to Enrolment

Prior to accepting a student, or an intending student, for enrolment in a course, CBC will provide, in print or through an electronic copy or through its approved & authorised agent, current and accurate information regarding the following:

1. CBC will enter into a written agreement with the student, signed or otherwise accepted by that student via "Acceptance of Offer", concurrently with or prior to accepting course money from the student. The agreement will:
 - a. Identify the course or courses in which the student is to be enrolled and any conditions on his or her enrolment;
 - b. Provide an itemised list of course money payable by the student;

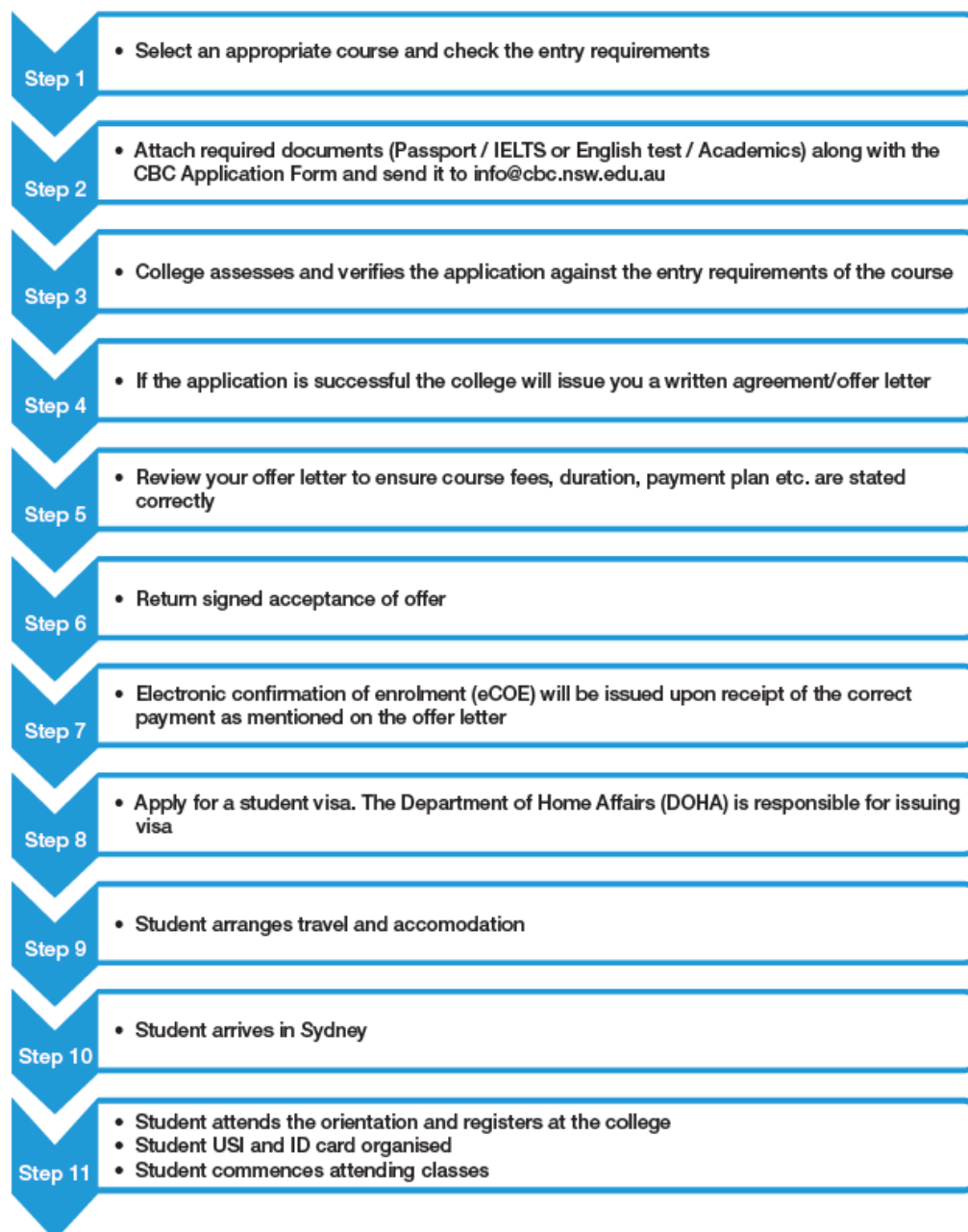
- c. Provide information in relation to refunds of course money;
 - d. Set out the circumstances in which personal information about the student may be shared between the registered provider and the Australian Government and designated authorities and, if relevant, the Tuition Assurance Scheme and the ESOS Assurance Fund Manager. This information includes personal and contact details, course enrolment details and changes, and the circumstance of any suspected breach by the student of a student visa condition; and
 - e. Advise the student of his or her obligation to notify the registered provider of a change of address within 7 days while enrolled in the course.
- 2. The requirements for acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required and whether course credit may be applicable.
 - 3. The course also has a pre-training review that aims to confirm the applicant's knowledge in the course field.
 - 4. The course content and duration, qualification offered if applicable, modes of study and assessment methods.
 - 5. Campus locations and a general description of facilities, equipment, and learning and library resources available to students.
 - 6. Details of any arrangements with another registered provider, person or business to provide the course or part of the course.
 - 7. Indicative course-related fees including advice on the potential for fees to change during the student's course and applicable refund policies
 - 8. Information about the grounds by which the student's enrolment may be deferred, suspended, withdrawn or cancelled.
 - 9. A description of the ESOS framework made available electronically <https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx>
 - 10. Relevant information on living in Australia, including:
 - a. Indicative costs of living;
 - b. Accommodation options; and

Where relevant, schooling obligations and options for school-aged dependants of intending students, including that school fees may be incurred

Procedures for Agents to Verify Entry Requirements Prior to Student Enrolment

1. Agents receive a student application for enrolment.
2. Agent advises the students of the entry requirements.
3. Student submits all required documentation including all qualifications, transcripts, and work experience to meet the pre-requisite requirements. All original documents need to be sighted by the agent. No photocopies are accepted.
4. The agent verifies the qualification & transcripts to check if they meet the skill requirements as described by CBC in its verification process.
5. The agent provides the student with the pre-training review for the enrolments process.
6. Upon approval, the agent completes and attaches all required documents with the CBC application form.
7. The agent forwards all documents to CBC.
8. Admission staff checks all documents including student application form and advises the agent if the application has been successful. An offer letter is issued to the student. If not, the agent is advised of any missing documents or the reason for refusal.

Student Enrolment / Application Process



Student RPL & Course Credit Information and Requirements

Credit Transfer

Canterbury Business College provides the opportunity for students to apply to have their current competency recognised toward a qualification or units of competency for which they are enrolled.

This complies with:

- Standard 3 of the Standards for Registered Training Organisations 2015, which requires that Canterbury Business College accepts and provides credit to students for units of competency evidenced by AQF certification documentation issued by any other RTO;
- Standard 2: Recruitment of an overseas student, National Code of Practice for Providers of Education and Training to Overseas Students 2018

What is credit transfer?

Credit transfer (also referred to as national recognition or universal recognition) is the recognition of learning achieved through formal education and training. Under the Standards for Registered Training Organisations, qualifications and statements of attainment issued by any RTO are to be accepted and recognised by all other RTOs. Credit transfer allows the unit of competency previously achieved by a student to be recognised when they are enrolling in a related course where those units can assist them in meeting the requirements for a qualification. It is important to note that credit transfer is not recognition of prior learning (RPL). RPL is assessment and is addressed within the Recognition policy.

When unit codes and titles are different

If credit transfer is being sought for a unit of competency which has a different title or code, then it is necessary to establish the equivalence status between the unit held and the unit being sought. In many cases this information can be found in the mapping guide published on the National Training Register www.training.gov.au. Our administrative staff will obtain this information and validate claims of equivalence. Administrative staff should note that the mapping notes within the National Training Register are sometimes very clear and in general will use language such as “Not equivalent” or “Is superseded by and is equivalent to”. In some cases, there will appear to be no direction and this may be because the unit is new and has no previous version of the unit. In some cases, it will say words to the effect: “Is superseded by:” without any clarification about the equivalence status. In these cases, the new unit should be considered as not equivalent. If in doubt, admin staff are to seek the advice of the Chief Executive Officer or the related industry skills council.

If there is no mapping available, the unit is deemed not equivalent then we are not to recognise the unit through credit transfer. In these circumstances, the applicant should be referred for RPL in accordance with our Recognition policies and procedures. Under no circumstances is a comparison between units to be used as the basis for issuing credit transfer. If the skills council has not determined it to be equivalent, then it is not. Subjective comparisons by the RTO are not valid.

Evidence requirements

An applicant will be required to present his or her statement of attainment or qualification for examination by Canterbury Business College. These documents will provide the detail of what units of competency the applicant has been previously issued. Applicants must provide satisfactory evidence that the statement of attainment or qualification is theirs and that it has been issued by an Australian RTO. Statements of attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework, Second Edition, 2013. The applicant is required to submit copies only which are certified as a true copy of the original by a Justice of the Peace (or equivalent).

Credit transfer guidelines

The following guidelines are to be followed when an application for credit transfer is received:

- Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
- students may not apply for credit transfer for units of competency or a qualification not included in our scope of registration.
- Whilst students may apply for credit transfer at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- The student does not incur any fees for credit transfer and we do not receive any funding when credit transfer is granted.
- Credit transfer may only be awarded for whole units of competency. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer.
- The recognition of a unit of competency under a credit transfer arrangement is not contingent on the applicant demonstrating their currency. If the unit has been previously awarded and equivalence can be demonstrated then the unit can be recognised. The currency of the applicant is not a factor to be considered.

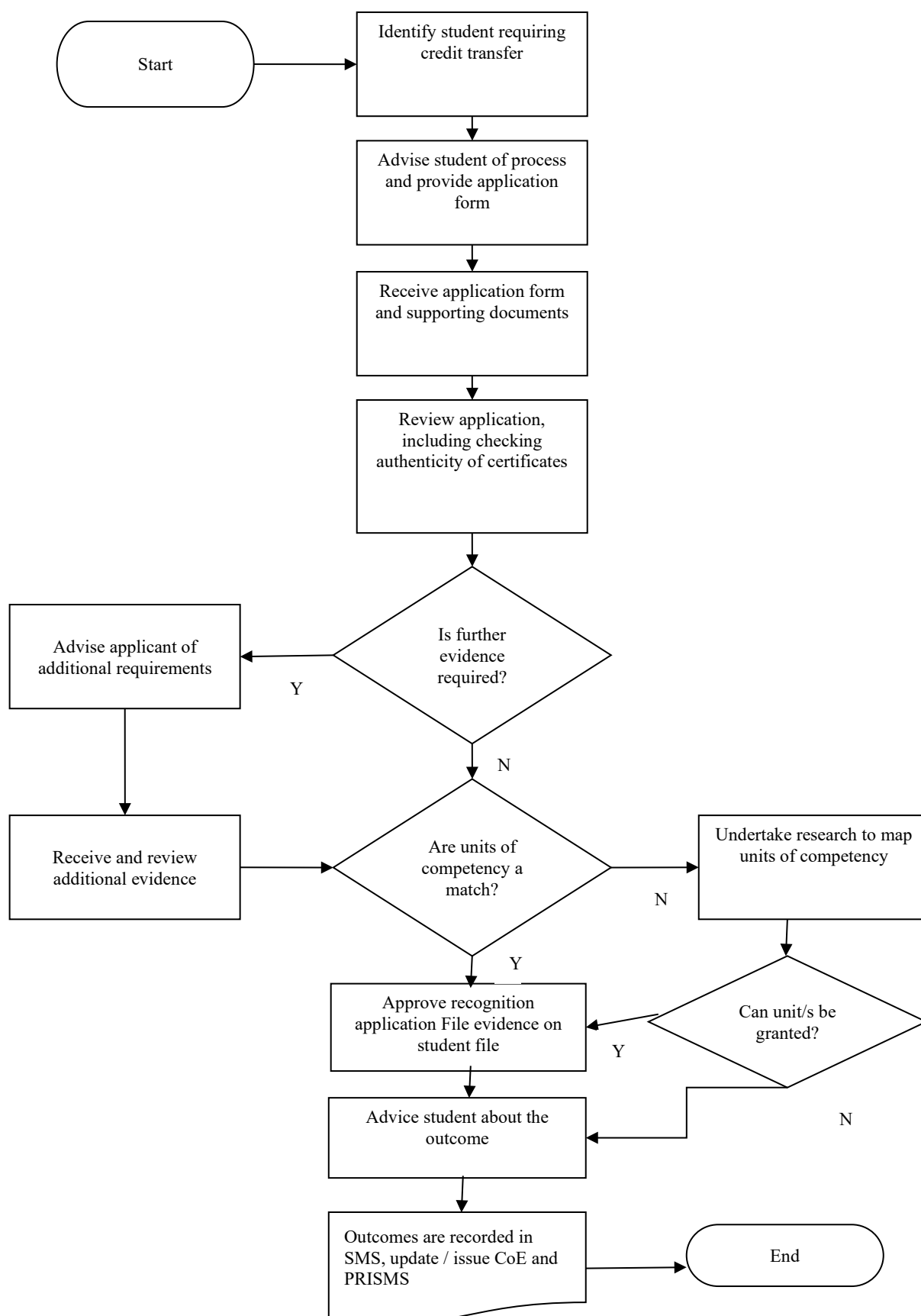
Credit transfer Procedure

The following procedure is to be applied by Canterbury Business College upon receipt of an application for credit transfer:

- **Step 1** We will provide sufficient information to candidates to inform them of opportunities for alternative pathways via credit transfer and the credit transfer policy. Ideally, this information should be provided to candidates prior to enrolment.
- **Step 2** To apply for credit transfer, the applicant must complete and submit the following documentation to Canterbury Business College:
 - Credit transfer Application Form;
 - Certified copy of the qualification or statement of attainment; and
 - Enrolment application for the training program applicable to the units of competency for which credit transfer is requested.
- **Step 3** On receipt of the application, we will check the qualification or statement of attainment for authenticity and grant credit transfer for the equivalent units of competency that have been completed at any other Registered Training Organisation.
- **Step 4** Where the units of competency do not align with the units of competency requested, further information is to be sought in the form of the Training Package mapping guide if available.
- **Step 5** Verified copies of qualifications and statements of attainment used as the basis for granting credit transfer must be kept on the student file.
- **Step 6** The completed credit transfer application form must be signed by the student and Canterbury Business College Chief Executive Officer / Principal (or delegate) and retained on the student's file at Canterbury Business College.
- **Step 7** Student will be notified of the outcome of their application. This may include issuing statements of attainment or qualifications awarded through credit transfer in accordance with our Certification policies and procedure. This written record should also be used to capture a record of the student's acceptance of the credit transfer outcome. Canterbury Business College is to retain the written record of acceptance for two years after the overseas student ceases to be an accepted student.
- **Step 8** If the candidate is not satisfied with the outcomes of the credit transfer process, they may appeal the outcome like any other assessment decision. Refer the candidate to the appeals process which can be found in the Student Handbook or policy and procedure manual.

- **Step 9** When all outcomes have been finalised, the credit transfer outcome is to be recorded in the student management system. Canterbury Business College is to inform the student of the reduced course duration following granting of credit transfer and ensure the confirmation of enrolment (CoE) is issued only for the reduced duration of the course. Canterbury Business College also must report any change in course duration in PRISMS if course credit is granted after the overseas student's visa is granted.

Credit Transfer Process



Recognition of Prior Learning

Canterbury Business College provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled.

This complies with:

- Standard 1 of the Standards for Registered Training Organisations 2015 requires that students are offered the opportunity for recognition of prior learning;
- Standard 2: Recruitment of an overseas student, National Code of Practice for Providers of Education and Training to Overseas Students 2018

What is recognition?

Recognition generally takes two forms: recognition of prior learning, which is the focus of this policy, and credit transfer, which is dealt with in the Credit Transfer policy. It is important not to confuse these two recognition concepts. For the purposes of this policy, recognition of prior learning will be referred to simply as “recognition”.

Recognition involves the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competency, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes.¹ This has benefits for the individual and industry. Most importantly, it should be noted that recognition is just another form of assessment and requires the same application of policy and procedures outlined in the Assessment section of this manual.

Recognition guidelines

The following guidelines are to be followed when an application for recognition is received:

- Any student is entitled to apply for recognition in a course or qualification in which they are currently enrolled.
- students may not apply for recognition for units of competency or qualification which are not included in Canterbury Business College’s scope of registration.

¹ Australian Qualifications Framework (AQF) Advisory Board, 2004

- Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- students who are currently enrolled in a training program are eligible to apply for recognition in that program at no additional charge.
- Assessment via recognition is to apply the principles of assessment and the rules of evidence.
- Recognition may only be awarded for whole units of competency.

Forms of evidence

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, Canterbury Business College applies the following rules of evidence:

- Sufficient,
- Valid,
- Authentic, and
- Current.

Like assessment, recognition is a process whereby evidence is collected and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;

- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient evidence on their own. When combined together with a number of evidence items, the candidate will start to provide a strong case for competence. Canterbury Business College reserves the right to require candidates to undertake practical assessment activities of skills and knowledge to satisfy itself of a candidate's current competence.

Appealing recognition outcomes

If the student is not satisfied with the outcomes of a recognition application, they may appeal the outcome like other assessment decisions.

Recognition Procedure

The following procedure is to be applied by Canterbury Business College upon receipt of an application for recognition:

Step 1 Provide sufficient information to prospective students to inform them of opportunities for alternative pathways via recognition and the recognition process.

Step 2 students who request recognition of their current competence are to be invited to carry out a self-assessment prior to enrolment to determine their suitability for a recognition application (using the Recognition Self-Assessment Guide). This step is not compulsory but is strongly suggested. The student should be provided an electronic version of the RPL application documents.

Step 3 A candidate may seek assistance from the assessor to:

- Help the candidate to identify appropriate forms of evidence;
- Guide the candidate on the use of recognition tools; and
- Inform the candidate about the assessment process.

Step 4 Candidates are to compile their recognition submission. This form allows candidates to record their particular documentary evidence against each unit of competency and to attach this evidence as required.

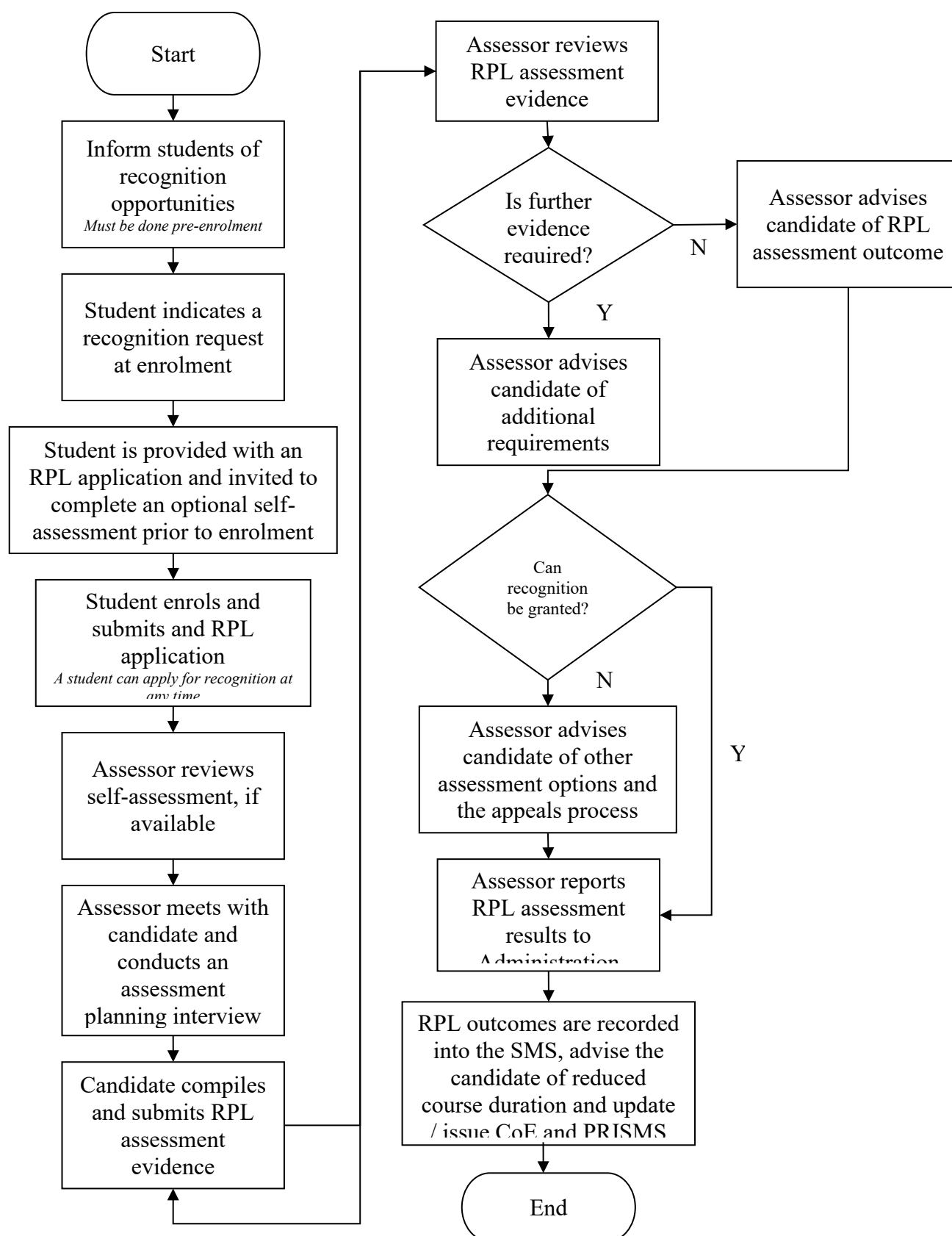
Step 5 The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor may invite the candidate to undertake a recognition interview to answer verbal questions or a practical assessment. At the end of the

evidence gathering process the Assessor is to provide the candidate with written record of their decision with feedback regarding the assessment outcomes, including the procedure for the candidate to appeal the assessment outcome. This written record should also be used to capture a record of the student's acceptance of the assessment outcome. Canterbury Business College is to retain the written record of acceptance for two years after the overseas student ceases to be an accepted student.

Step 6 If the candidate is not satisfied with the outcomes of a recognition application, they may appeal the outcome like any other assessment decision. Refer the candidate to the appeals process which can be found in the Student Handbook or policy and procedure manual.

Step 7 When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the CT/recognition log. Canterbury Business College is to inform the student of the reduced course duration following granting of RPL and ensure the confirmation of enrolment (CoE) is issued only for the reduced duration of the course. Canterbury Business College also must report any change in course duration in PRISMS if RPL or course credit is granted after the overseas student's visa is granted.

Recognition Process



Course Credits / Transfers / Pathway options

USQ and CIM accept students who have successfully completed any CBC's Diploma and Advanced Diploma qualifications into Bachelor programs. Accepted students are awarded course credits into the following programs:

CBC Qualification	USQ Qualification
ICT50715 - Diploma of Software Development	8 exemptions in Bachelor of Information Technology (BITC)
BSB50215 – Diploma of Business BSB51918 – Diploma of Leadership and Management	8 exemptions in Bachelor of Business / Bachelor of Commerce / Bachelor of Business Administration
BSB60215 – Advanced Diploma of Business BSB61015 – Advanced Diploma of Leadership & Management	9 exemptions in Bachelor of Business & Commerce (BBCM)

CBC Qualification	CIM Qualification
ICT50715 – Diploma of Software Development	8 exemptions in Bachelor of Business Major – Information Systems, Hospitality & Management 6 exemptions in Bachelor of Business Major - Accounting
BSB50215 – Diploma of Business BSB51918 – Diploma of Leadership and Management	8 exemptions in Bachelor of Business Major – Hospitality & Management 6 exemptions in Bachelor of Business Major - Information Systems & Accounting
BSB60215 – Advanced Diploma of Business BSB61015 – Advanced Diploma of Leadership	10 exemptions in Bachelor of Business Major –

& Management	Hospitality & Management 6 exemptions in Bachelor of Business Major - Information Systems & Accounting
SIT50416 - Diploma of Hospitality Management	8 exemptions in Bachelor of Business Major – Hospitality & Management 6 exemptions in Bachelor of Business Major - Information Systems & Accounting

Please note every university has individual conditions and pathway arrangements.

Student Support Services

CBC has the resources and staff available to assist students. CBC staff members are committed to ensuring that all students are well supported throughout their studies with us.

The Student Support Services are designed in line with the Education Services for Overseas Students ESOS Act guidelines and the National Code. The following support services are available to students:

Orientation program

An orientation program is conducted for all new students with the aim to introduce students to the range of support services. A briefing is conducted on Australian culture and course outline. Information is given to students regarding student visa conditions, accommodation, overseas health cover, and use of information technology facilities within CBC. Students are also given a campus tour and are introduced to academic and administrative staff, including who to contact for support services.

Orientation Schedule

- Introduction & welcome;
- Student registration;
- USI Number (Unique Student Identifier);
- Medibank – Overseas health cover (OSHC);
- Course information, timetable;
- One to one support from Trainers & assessors (on request)
- Student rights and obligations;
- Resource / Library information;
- Student Welfare support services;
- Complaints and appeals processes;
- Legal Services;
- Learner needs survey;
- Emergency evacuation directions & protocol;
- Department of Home Affairs regulations & legislation;
- In and around Sydney;
- Accommodation assistance; and
- Student ID Cards

CBC provides support services to its students. Student Service Manager is appointed for the provision of support services to:

- Adjust to life and study in Australia.
- Assist in the resolution of problems, which could impede in their studies.

Language, Literacy & Learner Needs

Canterbury Business College has as part of its enrolment process the requirement for each student to complete a 'Learner needs questionnaire'. Once all the questionnaires have been collated, the data acquired allows CBC to set out the provisions for not only the requirements of standard learning resources such as IT equipment, books, software and facilities for students but also to further support our students where they have identified that they need support. (Note: students may be also identified during the period of their study as well in need of extra support/tutorials). In the case where a student is identified in need of extra support classes on the questionnaire or by the notice of trainers or by the results of assessments, CBC has a range of support services that enhance student learning. Students can easily choose avail this extra support classes that help academic language support.

As CBC is part of the Canterbury Education Group there are significant resources and access to student support staff from the ELICOS sector of Canterbury.

Canterbury Language Academy facilitates CBC students with English language support. The support is based on the principle that "as students become more proficient, the support structure is gradually reduced". Three types of support / scaffolding have been identified as being especially effective for CBC students.

1. Grammatical language lessons: The support staff can help students that have identified their need for improvement in grammatical areas. These lessons can be based around a grammatical area, tenses, nominalisation, active and passive tenses, avoiding first language acquisition changes to their English use, etc.
2. English for Academic purposes: The support staff can have students participate in the necessary skills required to complete tertiary level assessments. This can include the composition of essays in their various forms, the creation of business reports, case studies, swot analysis, presentation skills. Student support teachers are experienced in teaching EAP for the ELICOS sector which already provide pathways towards CBC / USQ.
3. Using visuals: The support staff can present information and ask for students to respond through the use of graphic organizers, tables, charts, outlines, and graphs. The interpretation of graphs etc is highly important to successfully complete and business and management course. This is normally identified after assessments or when a student asks their trainer for support on assessments.

The development of academic language is vital to student success in the classroom. Each of the content area subjects contain a unique and demanding technical vocabulary. Keeping this in mind, CBC has the support classes available on call with the Manager of Studies at CLA. Students are able to attend on any day that their timetable allows. CBC understands that active student involvement is the key to a student's academic success, therefore if a number of students are noted to require certain support classes, then classes will be setup based on their timetable.

In addition to the ELICOS support classes, CBC also holds tutorial classes based on the subjects taught on-site. The tutorial classes with small class sizes makes individual attention possible and ensures that what is learnt in lectures is put to practice and application. There is an emphasis on understanding practical applications as well as theories and models. Contact Reception on Level 4, 29-37 Bellevue Street Surry Hills, to make an appointment with the Director of Studies.

Procedure

1. During orientation CBC staff will explain the need for the "Learner Needs" survey to the student.
2. Students will complete it during the orientation session and hand it back to the person in charge.
3. Staff will analyse all forms to establish the need for support classes.
4. If any needs are established, the Student Service Manager will further discuss the options with the concerned student.
5. Student Service Manager / Principal will then discuss the strategies with the trainer / assessor and make arrangement for regular monitoring of student's performance via student's evaluation sheet or academic progress and performance.

In the event that a student needs access to language, literacy and numeracy skills training, CBC will make available a staff member with appropriate qualifications. CBC will dedicate at least two (2) hours a week to teach students language, literacy and numeracy skills to assist students in meeting the LLN requirements of the training package.

Personal Counselling Services

CBC does not offer professional counselling service to students / staff. The Student Service Manager (SSM) acts as a point of contact and offers support to students and staff on matters and issues that fall within his capacity. However, if the student / staff needs professional counselling or support services, then SSM will seek or recommend professional counselling agency.

The student counselling service is designed to assist international students in dealing with a wide range of problems including homesickness, managing stress, handling conflicts, emotional issues,

improving motivation, enhancing study skills, organizing study time and any other issue that may be upsetting the student.

The SSM at CBC is not professional counsellor, however, can assist students as a first point of contact. If the Student Service Manager identifies the need for a student to be referred to seek a professional counsellor.

Academic Counselling

CBC ensures that all its students are offered appropriate course counseling prior to their arrival in Australia or prior to them commencing their course. CBC offers these services to discuss student's academic interests and objectives to make sure that they are enrolled in the right qualification. If required, CBC would recommend and facilitate options for students to seek professional career counseling.

All information is confidential and is not disclosed to other departments of CBC except in the following circumstances:

- The student has permitted the disclosure of information to another party;
- In exceptional situations where failure to disclose information would place the student or another person at serious and imminent risk; or
- Where CBC is required by law to disclose information

Academic support

CBC offers academic support to students in addition to their regular scheduled lectures. To assist students with their assessments, there are referencing workshops, formatting workshops, language workshops, and plagiarism workshops.

Additional tutorial support is organized for students requiring academic assistance. Workshops are conducted for students with academic difficulties.

Students are advised to contact their respective course trainer or course coordinator/s for any additional academic support.

Policy

CBC will at all times conduct its dealing with students in a fair and equitable manner, complying with specific requirements of the code of conduct and other relevant legislation in order to ensure equitable outcomes for both CBC and its customers.

CBC provides its students adequate access to appropriate guidance, support systems and welfare services. In doing so, CBC will ensure:

- a. Students and the public are protected from any physical, psychological, moral or emotional harm which may result from the teaching programmes or related activities;
- b. Teaching and management staff proactively implement intervention strategies if skill gaps are identified;
- c. Support and guidance are appropriate to the mode of delivery for each particular course of study;
- d. Guidance, support systems and welfare services are made known to students; and
- e. Any necessary health and safety procedures are made known to students.

Rules and Regulations

Rules and regulations that govern student behaviour are necessary in order to maintain a safe learning environment.

The Student Service Manager will facilitate the regulations, and disciplinary Procedures relating to all programmes, through the Student Handbook.

Rules and Regulations are commonly known by all teaching staff and enforced at all times, being communicated and explained in a manner that is empowering and non-threatening to students.

Students will be dealt with in a fair and equitable manner should any of the rules and regulations be broken.

Payment of Tuition Fees

Students must pay their tuition fee payments by the due date in order to be registered for a class. If a student has not paid their fees, they are deemed to be non-financial. Non-financial students may be subject to the following:

- Students will not be registered/allocated to a class while non-financial
- Student must pay published late fees

It is important to ensure your fees are paid by the due date. As a part of the student support service, a student may be granted permission to pay in instalments under exceptional circumstances.

Unique Student Identifier

If you're studying nationally recognised training in Australia, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards.

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide students with easy access to their training records and results (transcript) throughout their life. You can access your USI account online from your computer, tablet or smart phone anytime.

It's free and easy to create your own USI and will only take a few minutes of your time. Alternatively, we can create your USI on your behalf. To do this, we will need some additional identification information from you, such as your driver's license number and/or passport. Our enrolment process will clarify what you need to know.

There are several unique circumstances where a person may be exempt from requiring a USI. These do not apply to the vast majority of learners in Australia. The USI Exemption Table is available from the USI website which explains these circumstances-

<https://www.usi.gov.au/training-organisations/training-organisation-requirements/exemptions-individuals/how-apply>

Individuals who have a genuine personal objection to being assigned a USI can apply for an exemption to the Student Identifiers Registrar. Individuals who have been exempted must show the original of this notice to their training organisation. Training organisations will not need to collect a USI in order to issue a VET qualification or statement of attainment to exempt individuals. If the student later wants a USI, the training completed under exemption cannot be added to their USI account retrospectively.

Further details can be accessed at <https://www.usi.gov.au/>

CBC Administration staff will request consent from the student to generate a USI for them and then record the students generated USI into CBC's student management system

PRISMS

The Provider Registration and International Students Management System (PRISMS) is a secure online system that is the information source for CRICOS.

Education institutions and their courses are listed on PRISMS, as is each student studying in Australia on a student visa. That is because this system interfaces with the Department of Home Affairs (DHA) data.

Through PRISMS education institutions notify DHA of each student's enrolment in a course. This should occur before the student applies for a student visa to study in Australia. The enrolment information generates an electronic Confirmation of Enrolment (eCoE) as evidence of enrolment in a registered, full-time course. This eCoE is a key requirement for DHA to issue a student visa.

Education providers also use PRISMS to notify DHA of students who may have breached the terms of their student visa.

PRISMS has reduced visa fraud and ensured education institutions keep track of the students in their care.

Termination and Changes on PRISMS

CBC will update and maintain all the enrolment details of its international students in PRISMS. CBC will terminate the student's enrolment via PRISMS after following its internal policies and processes (attendance & academic progress policies).

This includes if the student:

- Does not commence (i.e. Simply does not turn up, or has not arranged with the provider for a later start because of health or compassionate reasons); or
- Terminates their studies before course completion; or
- Changes their course; or
- Changes their course duration; or
- Fails to comply with their visa conditions regarding attendance and academic performance.

Permission to Work Arrangements

If you have been granted your student visa, you may receive permission to work with your visa grant. This will also apply to any family member travelling with you on your student visa. You are not allowed to work until your course has started and you can work up to 20 hours a week while your course is in session (not counting any work undertaken as a registered component of your course of study). However, you can work unlimited hours during scheduled course breaks. Your family members are not allowed to work until you begin the scheduled course. Family members are allowed to work up to 20 hours per week at all times after your course has commenced.

Further information about student visa conditions can be found at the Department of Home Affairs: Meet the following Student Visa 500 subclass requirements

<https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500#Eligibility>

Fair Work Ombudsman

The Fair Work Ombudsman (FWO), is an [independent statutory agency](#) of the Government of Australia that serves as the central point of contact for free advice and information on the Australian national workplace relations system. The Office of the Fair Work Ombudsman also investigates workplace complaints and enforces compliance with national workplace laws.

The Office of the Fair Work Ombudsman offers employers and employees free information and advice on pay, conditions, and workplace rights and obligations under the national workplace relations system.

The Office of the Fair Work Ombudsman operates the Fair Work Infoline for workplace relations queries on 13 13 94.

Complaints About Work

Those in the national workplace relations system can make a complaint to FWO regarding underpayment of wages, conditions (such as annual leave), workplace rights and discrimination in the workplace.

The Office of the Fair Work Ombudsman will make a decision about the best course of action to resolve the complaint. FWO might decide:

- That the matter is outside of their jurisdiction and refer the person somewhere else;
- That there hasn't been a breach of commonwealth workplace laws;
- That mediation is the best way to resolve the issues;
- To conduct a formal investigation;
- To conduct an audit; or

An investigation looks at employment records and documents to find out the facts of a workplace complaint and to decide if relevant parties have complied with commonwealth workplace laws.

Student Access & Equity

During the enrolment & orientation process, all potential candidates will be offered an opportunity to discuss any special or additional needs that they may have to fulfil their study requirements. This would be with regards to any arrangements they would need while being a student at CBC. For example: children, family commitments, disability or medical condition, other commitments, and religious obligations.

The SSM / Principal will make a note of this on the student application form OR add notes to the students' enrolment file (RTO Manager).

CBC will exercise the right to approve / disapprove any special needs or requirements that the candidate might have depending upon the feasibility and CBC's capacity to facilitate the student's special needs

This will assist CBC to deploy additional resources to accommodate potential student's learning needs to achieve their desired outcome and offer equal learning opportunities.

Procedure

- 1) During the enrolment CBC representative (Authorised agent) will ask the prospective student if they have any special needs. OR the SSM will ask the student on the orientation day if they have special needs.
- 2) The Agent / SSM will make note of the request on the "Application Form" and discuss the possibilities of approval.
- 3) Manager / Student Service Manager will analyse the special needs or requirement of the student in comparison to CBC's ability to facilitate the request.
- 4) If the candidate is selected, the Manager / Student Service Manager will further discuss the request with the selected student and inform them of arrangements.
- 5) The student then would have the final option of either accepting the position or rejecting it, depending on the arrangements suggested by CBC

Payment of Fees Policy:**Fees & Charges**

The following guidelines apply in relation to tuition fees:

- Students are required to pay in advance one term/semester's tuition fees and overseas student health cover for the total duration of his / her studies;
- Re-assessment fee may be applicable;
- If a student repeats a subject and this falls into another semester after the course completion date, the student will be charged part of the tuition fees for that term/semester;
- If the student has outstanding fees at the end of the term/semester or at the end of their course; the results and qualification will be withheld until all fees have been paid in full;
- If CBC grants the student RPL, CBC will issue an offer letter with the pro-rata fees only for the units the student will be studying at CBC;
- CBC reserves the right to vary fees without notice; and
- Student fees are to be paid as a condition of enrolment at the CBC.

Procedures

1. CBC will invoice students per semester/term.
2. Student fees are due before the commencement of each semester/term.
3. If students are unable to meet this deadline, they are to see the Student Service Manager to determine a fee schedule.
4. If students are more than one week late with their fee schedule payment, SMS, email or a letter of notice will be sent.
5. If fees are more than two weeks late, the student may be sent an Intent to Cancel Enrolment notice.
6. If a student is having difficulties paying fees on time, the student has to make an appointment with the SSM and discuss his / her position. SSM will assist in resolving the student's fee problem and propose a plan to the student. If the student is not satisfied with the proposed plan, they will be required to apply to the DSS stating their issues and concerns with regards to the paying their outstanding fees.
7. If the fees are not paid for more than two weeks and the student has not made a genuine effort to discuss the circumstances with administration or respond to the Intent to Cancel Enrolment notice, the students' enrolment with CBC will be cancelled and this may also result in the cancellation of the student's visa. In this case, students are strongly advised to contact Department of Home Affairs for more information on how this may impact their visa.

Methods of Payment

Fees will be directly deposited into the CBC's trust account by following payment methods

- Cash;
- Direct Deposit;
- Credit card;
- Bank draft; or
- Telegraphic transfer

Overdue Fees

If the student has overdue fees due to CBC, the student may not be eligible to:

- Undertake/submit assessment;
- Continue study;
- Enrol into further study with CBC; or
- Borrow books from the library

Student Documentation request charges

Students will be charged \$15.00 as document-processing fee on request of the following:

- Holiday letter;
- CBC Enrolment Confirmation letter;
- Certificate of Attendance;
- Additional copies of "Statement of Attainment / Transcript / Qualification"; and
- Any other formal document requested from CBC for personal and / or work-related reasons

Refunds

CBC's refund policy is both fair and reasonable to the students and CBC.

Refund Policy

- As per ESOS Act 2000 and the ESOS Regulations 2001, a student will be given a full refund if CBC is unable to offer the course. All refund requests must be made in writing using the refund request form which may be obtained from the reception or CBC's website. The form must be signed by the student.
- In the event of a visa refusal, the enrolment fee is non-refundable.
- Tuition Fee, Overseas Student Health Cover, Accommodation deposit and Airport pick up is refundable in full where:
 - The student has provided evidence of medical OR compassionate reasons due to which the student is unable to commence the course.
 - Australian Embassy refuses visa - A refund based on visa rejection will require a copy of the visa rejection notification from the Australian Embassy / High Commission / DHA
 - CBC is advised of the course cancellation 28 days or more before the course starts and or before entering Australia.
- A student does not qualify for a refund where a student-
 - is enrolled in a packaged course and has commenced their ELICOS studies in Australia.
 - withdraws from a course that has already commenced.
 - has provided misleading information to CBC or its approved representatives and or to any commonwealth agencies of Australia.
 - Misses classes due to exams, excursions, work placement or other obligations that fall outside the normal schedule of classes.
- Under compassionate circumstances, such as bereavement (e.g., Death in the family) CBC will make a decision of a refund on a case to case basis.
- Tuition fee is non-transferable to other institution or student but may be transferred to another course within CBC.
- CBC reserves the right to cancel a course if intake numbers are insufficient. In the unlikely event, that CBC is unable to deliver the course in full, you will be offered a refund of the tuition fees you have paid, alternatively, enrolment may be offered in a different course by CBC.
- The average processing time for a refund is within four weeks from the receipt of the required documents.
- All refunds will be payable in the same currency in which the fees were paid.

- CBC will forward the refund to the applicant in his / her country of origin unless the student has enrolled through CBC's registered agent where a refund will be paid to this agent. A student may request the college to provide a refund statement that explains how the refund amount was calculated.
- In the unlikely event that Canterbury Business College is unable to provide a refund or place a student in an alternative course, (provider default) Canterbury Business College will notify this default to the Tuition Protection Service (TPS) Director. The TPS Director will then allocate the student a period within which they are able to choose an alternative course from the options provided.
- Canterbury Business College reserves the right to change its fees and conditions in accordance with changes in the current economic and/or legal conditions and to alter course timetables and class locations within reason at any time without notice.
- Changes of tuition fees will not apply to students who have paid and or have already commenced their course. If a student believes that these changes are unreasonable, they have the right to access Canterbury Business College' complaints and appeals processes and to also take further action under Australia's consumer protection laws.
- The written agreement, and the right to make complaints and seek appeals of decisions and action under various processes, does not affect the rights of the student to take action under the Australian Consumer Law if the Australian Consumer Law applies.

A student dissatisfied with the refund decision handed by CBC has the right to pursue other legal remedies. This includes independent complaints & appeals handling services provided by Overseas Students Ombudsman. For further information, please visit <https://www.ombudsman.gov.au/>

Attendance Monitoring Policy & Procedure

Under the requirements of the National Code 2018, attendance monitoring is no longer a requirement to be complied with. VET providers will only need to monitor attendance of students if this is set as a condition of registration by the national regulator. This policy has been included to allow the RTO the option of monitoring attendance.

Canterbury Business College has selected to implement the Department of Education–Department of Home Affairs approved course progress policy and procedures. Noting this, Canterbury Business College apply the following policy to monitor student attendance.

Canterbury Business College monitors the attendance of all students in all courses. Attendance is calculated as the percentage of the course scheduled contact hours for which a student is present and recorded as present in the attendance roll. The face-to-face contact hours for attendance for each week at Canterbury Business College is twenty (20) hours.

Purpose

This Policy is designed to monitor student attendance to ensure that each student complies with their visa conditions and enables CBC to comply with the requirements of the National Code for Registration Authorities and Providers of Education and Training (“The National Code”). This policy aims to provide all students with the best opportunity to achieve the learning outcomes of their selected course while studying at Canterbury Business College.

Scope

This Policy/Procedure applies to all students enrolled at Canterbury Business College.

Attendance Monitoring (Recording) Procedure

1. Each student is provided with an official timetable for their course of study, including the days/time/duration.
2. Students are advised in the orientation program of the requirement to attend a minimum of 80% of classes which includes any medical related absences. Students can contact the SSM/Principal to enquire about the current attendance (%).
3. All trainer/assessors are provided with a five-week attendance sheet twice in a 10-week term to record their class attendance. Attendance sheets include details of the students and the sessions/ days that they are required to attend.
4. Attendance is recorded two times during each class. The trainer/assessors are responsible for the accuracy of attendance records taken during class sessions. It is of paramount importance that clarity and accuracy be maintained in marking attendance as incorrect information may lead to student visa cancellations.

5. The following key is used for attendance marking:
 - a. P (Present) - If a student is present all session / day
 - b. A (Absent) - If a student is absent all session / day
 - c. HS (Half Session) - If a student arrives late to the class.
 - d. S (Sick) / MED (Medical Certificate) - If a student has called in sick or has submitted a Medical certificate.
 - e. AL (Approved Leave) – If a student is on Approved leave or has travelled overseas due to medical / compelling / compassionate circumstances.
6. Trainer/assessors/admin staff are required to notify the Student Service Manager if a student is at risk of falling below 80% attendance.
7. Trainers/ assessors are required to submit a copy of the Attendance records at the reception at the end of each week (Note: The attendance sheets are legal compliance documents and should not leave the college premises at any time).
8. The Student Service Manager (SSM) / Principal are responsible for checking, monitoring, reporting and the collation of data regarding attendance.
9. Attendance is recorded to a web-based Student Management Program / in-house software on a fortnightly basis.
10. Students identified as not maintaining satisfactory attendance are considered 'At Risk' of falling below the minimum attendance requirements and are issued a non-attendance letter.
11. If a student is identified as failing to maintain the attendance requirement, CBC will commence counselling to ascertain the student's circumstances surrounding their current attendance.
12. If a student is absent for more than 5 consecutive days without prior approval, the Administration staff (SSM / Principal) will contact the student to offer assistance if needed or advise the student to return to their classes immediately.
13. In week 5 of the 10-week term after analysing the Accumulative Attendance, students falling below 80% are contacted and counseled. A Non-Attendance letter is sent out via email / post advising the student's current attendance is unsatisfactory and the need to contact the college immediately.
14. Non-attendance and a lack of response to the college's request to explain the circumstances surrounding the student's absence, or not attending a scheduled counselling

session without reason may lead CBC to a Warning Letter. (Interventions, counselling and warning letters support this process).

15. If a student fails to provide valid reasons/circumstances surrounding the decline of attendance, an Intention to Report is issued.
16. The student has 20 working days to appeal CBC's decision. The student may appeal the above decision on the following grounds:
 - a. CBC failed to record or calculate a student's attendance accurately,
 - b. There are compassionate or compelling circumstances, or
 - c. CBC has not implemented its intervention strategy and other policies according to its documented policies and procedures.

If the student chooses not to appeal the decision or if the appeal is not upheld, CBC will report the student.

17. The student can lodge an internal appeal by following these steps:

- Fill in the Student Complaint / Appeal form;
- Provide all the supporting documentation; and
- Attend an interview with the Principal / SSM.

CBC will provide a formal letter outlining the details and reasons of the outcome.

18. After the 20 working days period has lapsed
 - If the student's appeal has been rejected, CBC will notify the student in writing stating the reasons why the appeal was rejected. Following this, CBC will report the student through PRISMS for unsatisfactory Attendance; and
 - If the student's appeal has been upheld, CBC will notify the student in writing.

If the student is dissatisfied with the outcome of the internal appeals process, the student can access the external appeal process through the Overseas Student Ombudsman.

Overseas Students Ombudsman - Commonwealth
http://www.ombudsman.gov.au/contact-us
National Training Complaints Hotline
Telephone – 13 38 73 and select option 4 Email – ntch@dese.gov.au

To apply for External Review a student must complete an application form.

<https://forms.business.gov.au/smartforms/servlet/SmartForm.html?formCode=oco-complaint-form>

Reporting Students Policy

Canterbury Business College will record the attendance of students to support their academic progression and compliance with their visa conditions. Overall monitoring of class attendance is managed by the Student Service Manager (SSM), who works in conjunction with the Principal. Attendance is recorded and monitored for each study period, and includes all scheduled classes allocated to each student's timetable.

In certain circumstances, CBC may decide not to report a student for breaching the attendance requirement under the following circumstances:

- Where the student has attended 70% of the scheduled course contact hours in a term and has maintained satisfactory course progress through the study period/course duration, or
- (Satisfactory course progress is defined where a student has completed 50% of the total subjects in a semester).
- Where the student has maintained satisfactory attendance in previous study period/s, or
- Where there is documentary evidence that support the student's absence
 - e.g. a serious illness or injury, compassionate or compelling circumstances may apply.

These could include;

- Where a medical certificate states that the student was unable to attend classes;
- Bereavement of close family members such as parents or family;
- Major political upheaval or a natural disaster in the home country requiring emergency travel.

Or

A traumatic experience which could include:

- Involvement in, or witnessing of a serious accident; and
- Witnessing or being the victim of a serious crime.

If a student's attendance falls below the 70% of the scheduled contact hours and the student has failed to achieve satisfactory course progress, in spite of CBC's previous notifications to the student. CBC will issue an Intention to Report. The student has 20 working days to appeal CBC's decision. If the student chooses not to appeal or if the appeal is not upheld, CBC will report the student to Department of Home Affairs / DESE via PRISMS.

Termination and Changes on PRISMS

CBC will update and maintain all the enrolment details of its international students in PRISMS. CBC will terminate the student's enrolment via PRISMS after following its internal policies and processes (attendance & academic progress policies).

This includes if the student:

- Does not commence (i.e. Simply does not turn up, or has not arranged with the provider for a later start because of health or compassionate reasons); or
- Terminates their studies before course completion; or
- Changes their course; or
- Changes their course duration; or
- Fails to comply with their visa conditions regarding attendance and academic performance.

Academic Course Progress Policy & Procedure

Under the National Code of Practice for Providers of Education and Training to Overseas Students 2018 of the ESOS Act 2000, international students are required to maintain satisfactory course progress in order to successfully complete their program within the duration specified in the Electronic Confirmation of Enrolment (eCoE). An education provider can only extend the expected duration of study in limited circumstances, through issuing a new eCoE.

Satisfactory course progress is defined as a student successfully completing all required units in their program in order to achieve the qualification. A student who is identified as falling behind in successful assignment completion will be managed via a range of intervention strategies.

Policy

1. CBC will monitor record and assess the course progress of each student for the course in which the student is currently enrolled.
2. CBC will assess each student's progress at the end of each compulsory study period.
3. CBC study periods are 10-week terms to make an assessment of a student's course progress.
4. Unsatisfactory progress is defined as not successfully completing or demonstrating competency in at least 50% of the course requirements over a period of a semester (2 terms = 1 semester), this is also a breach of visa conditions.
5. When a student has not passed or demonstrated competency in 50% (at least competent in 1 term) or more of the course requirements over a semester CBC will initiate its **intervention strategy** for any student who is not making satisfactory course progress at the end of each term, or sooner if deemed appropriate, as recorded in the student's results.
6. The Academic Progress policy is made available to staff and students via Student / Staff handbook and specifies:
 - a. Procedures for contacting and counseling students;
 - b. Strategies to assist identified students to achieve satisfactory course progress; and
 - c. The process by which the intervention strategy is activated.

Academic Progress & Student Intervention

An intervention strategy is an individual student plan developed by the Principal, in consultation with the trainer/assessor and aimed at improving the academic progress and attendance of a student.

Intervention strategies may include additional learning support, make-up classes, counselling, training to develop study habits or adjustment to study program. Canterbury Business College will

do everything it can to assist students who want to learn and progress. If the intervention strategies do not result in any improvement, Canterbury Business College will notify the student in writing of its intention to make a report to the Department of Education, Skills and Employment and of their right to access the complaints and appeals processes within 20 days. This report may result in the cancellation of the student visa by the Department of Home Affairs.

CBC will maintain and monitor student's academic progress throughout the duration of the qualification. CBC will put in place all required student support services to assist them in achieving their desired results. Students are expected to achieve a minimum of **50% pass rate** each term.

Students failing to do so will be counselled and warned before they are directed to re-enroll into the course or their enrolment may be cancelled. On a case by case basis, students will be given an extension at the end of the course duration, if they have not completed all the required units of competencies.

An intervention strategy could be activated by:

- A letter to the student;
- Personal contact with the student by CBC authorised staff members;
- The intervention strategy will specify what additional support will be provided to students at risk of not meeting satisfactory course progress requirements. Strategies for assisting students at risk could include, but are not limited to, the student:
 - Attending tutorial or study groups;
 - Receiving individual case management;
 - Attending counselling;
 - Receiving assistance with personal issues which are impeding course progress;
 - Mentoring;
 - Being placed in a suitable alternative subject within a course or a suitable alternative course; or
 - A combination of the above.

1. **The intervention strategy will include** provisions for:

- Where appropriate, advising students on the suitability of the course in which they are enrolled;
- Assisting students by advising of opportunities for the students to be reassessed for tasks in units or subjects they previously failed, or demonstrate the necessary competency in areas in which they had not been previously able to; and

- Advising students that unsatisfactory course progress in two consecutive study periods for a course could lead to the student being reported to department of home affairs.
2. At the end of each compulsory study period, students will be assessed against the course progress policy. If a student is identified for the first time as not making satisfactory course progress, the intervention strategy is implemented. The intervention strategy will be activated within the first four weeks of the following study period.
 3. However, if CBC identifies that a student is at risk of making unsatisfactory course progress before the end of the study period, CBC will implement its intervention strategy as early as practicable.
 4. If a student is identified as not making satisfactory course progress in a second consecutive compulsory study period in a course, CBC will notify the student of its intention to report the student to Department of Home Affairs for unsatisfactory progress.
 5. A student is identified as being at risk of not making satisfactory progress; if their attendance drops below 80% and/or they are assessed as not yet competent in at least half the units studied.
 6. The written notice (of intention to report the student for unsatisfactory progress) will inform the student that he or she is able to access CBC's complaints and appeals process under Standard 10 of the National Code and has 20 working days to do so. A student may appeal on the following grounds:
 - CBC's failure to record or calculate a student's marks accurately, or
 - Compassionate or compelling circumstances, or
 - CBC has not implemented its intervention strategy and other policies according to its policies and procedures that have been made available to the student.
 7. Where the student's appeal is successful, the outcomes may vary according to the findings of the appeals process.
 - If the appeal shows that there was an error in calculation, and the student actually made satisfactory course progress (successfully completed more than 50% of the course requirements for that study period), CBC will not report the student, and there is no requirement for intervention.
 - if there are compassionate or compelling reasons for the lack of progress, ongoing support must be provided to the student through the provider's intervention strategy, and CBC will not report the student.
 8. Where:
 - The student has chosen not to access the complaints and appeals process within the 20-working day period, or
 - The student withdraws from the process, or

- the process is completed, and this results in a decision supporting CBC (i.e. the student's appeal was unsuccessful) then CBC will notify the Secretary of Department of Education and Training through PRISMS as soon as practicable.

Procedures for Monitoring Academic Progress & Managing Student Intervention

1. Students will have to maintain a 50% competency throughout each term.
2. The student competency will be demonstrated at the end of each term after the trainers / assessors have submitted the results of the term to the administration department.
3. SSM/admin will review all results to identify and contact those students who have been identified as not meeting course progress via letter / phone / email.
4. However, if CBC identifies that a student is at risk of making unsatisfactory course progress before the end of the term, SSM will implement CBC's intervention strategy as early as practicable.
5. SSM will invite the student to a personal interview / counseling session by SMS, email or personal contact after receiving assessment results or after consultation with a trainer to understand the reasons causing low academic progress. SSM will make recommendations to the student to improve their performance.
6. As part of the intervention strategy, SSM will document the meeting in the student management (RTO Manager) system for future reference and complete a "Student Counseling/Support Form".
7. Students failing to maintain the minimum course progress will be issued with a letter of concern. The student will be initially given an opportunity to discuss their reasons / problems with the Student Service Manager (SSM), for their failure to achieve the minimum academic progress. This provides an opportunity to the student to discuss his/her situation with SSM. The SSM will counsel the student and seek clarity on the issues to address any of their concerns.
8. SSM also informs the student that they run a risk of their enrolment being cancelled and being reported to Department of Home Affairs via PRISMS.
9. The Student Service Manager (SSM) acts as a point of contact and offers initial and basic support to students on matters and issues that fall within his/her capacity. However, if SSM considers the need of professional counseling or support services for the student, then CBC will seek or recommend professional counseling to the student.

10. However if the student continues to under achieve in the subsequent terms and is deemed Not Yet Competent, despite attempts by CBC to assist the student in their learning, SSM will issue the student an “Intent to report” letter via email or post.

<https://internationaleducation.gov.au/Regulatory-Information/Documents/National%20Code%202018%20Factsheets/Standard%208.pdf>

11. Students can access CBC’s complaints and appeal process within the next 20 working days of the “**Intent to report**” letter being issued to explain the reason why this decision should not be imposed by CBC.
12. If the student does not appeal within 20 working days of the “warning letter” issue date, he / she will be reported to Department of Home Affairs via PRISMS.

Deferring, Suspending or Cancelling a Course

Under the requirements of the ESOS Act and National Code of Practice, international students enrolled at Canterbury Business College are not permitted to defer commencement of their studies, or suspend their studies, except:

- on the grounds of illness evidenced by a doctor's certificate stating that student is unable to attend classes
- compelling or compassionate circumstances beyond the control of the student

Canterbury Business College may suspend or cancel a student's enrolment on the basis of misbehaviour, the student's failure to pay their fees, or breach of course progress requirements. The college will inform the student of its intent to suspend or cancel their enrolment and advise of them of their right to appeal the decision through its internal appeals process. The suspension or cancellation of a student's enrolment cannot take effect until the internal appeals process is completed.

Deferment, suspension and cancellation may affect a student's visa and Canterbury Business College must report on PRISMS as required under Section 19 ESOS Act where the enrolment is deferred, temporarily suspended or cancelled. If a student defers or suspends their studies on any other grounds, Canterbury Business College must report the student to DHA via PRISMS, as not complying with visa conditions.

Process for Transferring to Another Provider

Under the National Code of Practice for Providers of Education and Training to Overseas Students 2018 of the ESOS Act 2000, international students are restricted from transferring between education providers prior to completing six months of their principal course of study, unless they are given a release from their RTO or can demonstrate exceptional circumstances. Canterbury Business College may consider giving a release to a student who has a valid enrolment offer from another registered education provider. Students must also complete a Student Request Form. If granted, a release will be issued at no cost to the student.

All requests for a transfer are recorded on PRISMS by Canterbury Business College including the reasons for refusal of release. Where a release is not granted, the student will be advised in writing providing the reasons for refusal. The student may access the college's complaints and appeals process within 20 working days if they want a review of the decision.

Applications for transfer from Canterbury Business College will be assessed and replied to within 5 working days.

Students applying to transfer to another provider must use the following process:

- The student must go to reception to fill out a Student Request Form
- Students provides the reason and circumstances for the transfer to another provider with documentary evidence
- Students who have NOT completed six months of their principal course MUST NOT provide a Confirmation of Enrolment from another provider as evidence.
- The student must then make an appointment to meet with the Director of Studies to discuss the transfer request
- The SSM will discuss the circumstances that constitute reasonable grounds for refusal or acceptance of the student's request including when a transfer may be considered detrimental to the student.
- Assessing and replying to the student transfer request will be completed within 5 business/working days unless insufficient evidence has been submitted with the application.
- In straightforward requests, students will be provided with an immediate signature from the SSM during the interview either accepting or rejecting the transfer and termination letter request.
- In cases where other evidence needs to be provided and considered, all requirements will be noted on RTO Manager with required future actions.
- In all cases, students who have not had their termination request approved may access Canterbury Business College's complaints and appeals process within 20 days.

Evidence will be retained on the student file.

Extension of Student Study

Canterbury Business College will only extend the duration of a student's study where it is clear that the student will not complete the course within the expected duration as specified on the students CoE as a result of:

- Compassionate or compelling circumstances (e.g.: illness, where a valid medical certificate states that the student was unable to attend classes or where Canterbury Business College has not been able to offer a pre-requisite unit of competency)
- Canterbury Business College is implementing the intervention strategy for at risk students not meeting satisfactory course progress
- Canterbury Business College approved deferment or suspension of studies granted under the National Code of Practice

Where there is a variation in a student's enrolment load which affects the student's expected duration of study in accordance with Standard 8.16, Canterbury Business College records this

variation and the reasons on the student file and RTO Manager. Canterbury Business College will then report the student via PRISMS and/or issue a new CoE when a student can only account for the variation(s) by extending the expected duration of study.

Course Delivery and Assessment

Delivery of Courses

Students are required to undertake 20 hours of study per week during each term. Canterbury Business College courses are structured to ensure the delivery and assessment process is both rigorous and relevant.

Canterbury Business College adopts a Course Progress Policy and whilst poor attendance is not reported, attendance is monitored as a component of unsatisfactory academic progress. Students are provided with the resource materials on its intranet – on the course resource drive. The students can also access and borrow the books at the reception library.

Assessments

Assessment is defined as the process of making judgments about whether competency has been achieved.

The programs offered by CBC incorporate competency-based assessments. The purpose of assessing competency is to confirm that the student can perform to the standards expected in the workplace. The student will be given the option of providing evidence to meet the requirements of competency through Recognition of Skills and Experience or the student can undertake training and assessment against the competency.

The assessor/trainer will advise prior to the commencement of course how unit competency is to be assessed. Assessments will generally be progressive and involve multiple assessment tools for each competency. Assessment items can include, but are not limited to projects, case studies, oral questions, assignments, portfolios, written examinations, role plays, practical demonstrations and/or observation of activities.

Written Exercises

Written exercises may be open or closed book exercises, which may involve multiple-choice questions, short answer questions, case studies, and reports.

Case Study/Written Report

Case studies and reports require the student to analyse, problem solve and apply their learning from the course to the situation described. They require the student to demonstrate appropriate levels of research and understanding.

Presentations /Role Plays

Assessment tasks may involve group work and presentations of information as a method of assessing teamwork and communication skills.

Portfolio

A Portfolio usually contains a number of documents, gathered over a period of time, displaying evidence of the ability to perform a number of practical skills or tasks.

For more information on the Assessment methods/tools please refer to the Training & Assessment Strategy doc on [CBC Website](#).

Assessment Rules

Assessment Submission

Students will receive an Introduction to the elements at the beginning of each module/unit and the objectives to be achieved. This contains all the required information to ensure that students can achieve competence. One of these details is the **due date** for each assessment.

- Assessments must be submitted to the assessor by the **due date** for a result to be recorded unless an extension has been granted. Any assessment NOT submitted by the due date will be deemed 'not competent' and recorded as a ABSENT;
- Extensions will only be granted due to personal illness, or for other extenuating circumstances. Formal requests for extensions must be submitted to your trainer in writing 48 hours prior to the submission due date, supported by documents;
- The length of extension is at the discretion of the trainer;
- Students are responsible for complying with the procedures for assessment submission;
- To avoid plagiarism the student must properly acknowledge & reference all information sources;
- If a student has submitted an assessment by the due date, and it is assessed as requiring additional work, the student can request an opportunity to resubmit again; and
- If a student does not resubmit their assessment by the due date, the assessment outcome will be recorded as 'Not Yet Competent' for that competency.

Missed Assessment

In cases where a student has not submitted an assessment, the Principal and Trainer will meet with the student to decide on the appropriate intervention strategy to ensure successful academic progress. The following is considered when implementing an intervention:

- The student's history in submitting assessments;
- Attendance record; and
- Compassionate or compelling circumstances

Students may be required to pay the missed assessment fee prior to undergoing the assessment.

Students may access Canterbury Business College's complaints and appeals process if they are not satisfied with the outcome.

Re-assessment

Participants will be allowed a further attempt at an assessment for which the outcome is Not Satisfactory, within the timeframe of a unit of competency. No additional fees will be charged.

Participants who require re-assessment beyond the delivery timeframe of a unit or due date of an assessment, unless it is due to medical reasons, will be given the opportunity to request an additional time to resubmit and in this time, they can request a mentoring/coaching session if required. After that, they will be charged a re-assessment fee.

Reassessments are organised by the Student Services Department, and a cost will be incurred per assessment task. Should you be unable to fulfil the unit of competency requirements following a re-assessment, you will be required to repeat the unit of competency in line with the college's policy. Student Services will advise of the cost of repeating a UOC and the cost for re-assessment. Repeating a UOC is subject to timetable availability.

Plagiarism

Plagiarism will not be tolerated. Information, ideas etc. quoted or paraphrased from another source, must be acknowledged with "quotation marks" around the relevant words/ sentences or ideas and cited at the end of the document. Sources of information, ideas etc. must be provided in alphabetical order by author's surname (including author's full name, name of document/ book/ internet etc. and year and place of publishing) or may be included in brackets in the text.

Students who assist others to have access to their assignment material will be deemed as equally guilty of plagiarism.

Assessment Requirements

- Students need to maintain satisfactory attendance in any given term to be given the opportunity to attempt any form of assessment;
- Student with less than the minimum attendance requirement will have to **re-enrol** into the cluster of units to attempt any assessments;
- If the student is graded as 'Not Yet Competent', the student will have to pay \$150 per unit;
- If the student still fails to achieve competency, the student will need to re-enrol the following term/semester; and
- All assessment and evaluations will recognise equity issues without compromising the integrity of the assessment or evaluation.

Exceptional Circumstances

Examination / assessment arrangements may be considered for students with disabilities, temporary incapacity, hospitalisation or students who have family emergencies during the assessment / examination period.

In events as noted above:

- Students who cannot attend the scheduled examination or complete the assessment by scheduled date due to hospitalisation or on compassionate grounds should apply to the Director/Student Service Manager for a deferred examination, supported by appropriate documentary evidence; and
- Students with special needs will be appropriately accommodated.

Deferred Assessment

The student may apply to the Student Service Manager in writing for a deferred assessment giving valid reasons for the request.

The application is to be made at least seven days prior to the due date of the assessment, except:

- In emergency circumstances;
- In cases of serious illness or injury where the student will need to provide a medical certificate. If the assessment date has passed, the application must be made within three working days of the concluding date on the medical certificate; and
- If the Student Service Manager (SSM) is satisfied that the student was unable by reason of illness or other exceptional circumstances to complete an assessment task, the SSM may approve the deferment request in consultation with the trainer.

Assessment Feedback

The evidence students submit will be assessed, and they will be given written and verbal feedback. Each individual assessment task will be marked as either Satisfactory or Unsatisfactory. A mark of Competent or Not Competent will be given for the whole unit. If the student is assessed as Not Competent, they will be given feedback for improvement and asked to resubmit their material and/or redo their assessment.

If the student doesn't agree with the assessment result or thinks that the assessment process is not valid, or disagrees with the decision once it is made, or believe that they have been treated unfairly, they can appeal.

Full details of the Appeals process are contained in this Student Handbook.

- A student has the right to receive written feedback for an assessment;
- It is the student's responsibility to contact the assessor / trainer to obtain the result of their assessment and feedback; and
- A student should contact their assessor / trainer the first instance they are dissatisfied with the result of an assessment and the feedback. If the assessor /trainer is unavailable, the student should contact the Student Services department.

Results & Awards - Final Results

Issuing Qualifications and Statements of Attainment

Canterbury Business College will issue all Australian Qualification Framework certification documentation (Qualifications or Statements of Attainment) to a student within 30 calendar days of the student being assessed as meeting the requirements of the training product if the training program in which the student is enrolled is complete. The student's final results will be issued to them on the completion of a competency or a group of competencies. If a student only completes a part of the units within a qualification, then a "Statement of Attainment" will be issued to the student reflecting the unit completed. Students are required to fill out a Student Request Form. The documents will be issued to the student within three (3) working days after the application is made. The admin staff keeps a record into the "Qualification / SOA issuing" register.

Please note, however, that Canterbury Business College is not obliged to issue a certificate or SoA to a completed student if:

- All agreed fees the student owes to Canterbury Business College have not been paid; and
- The student has not provided a valid Unique Student Identifier.

Students should be aware that a:

Qualification is the result of a student achieving the units of competency for a qualification outcome as specified in an endorsed training package or an accredited course. A qualification is a formal certification that a student has achieved learning outcomes as described in the AQF. Technically within the AQF, a qualification is comprised of a testamur and a record of results. A testamur is the actual official certification document that confirms that a qualification has been awarded to an individual.

Statement of Attainment is issued when the student has achieved one or more units of competency as a result of completing a course which included units of competency only or where the student achieved one or more units of competency as part of an enrolment in a qualification based course, but the student did not achieve all of the units of competency to receive the full qualification.

Interim Academic Transcripts

A student may apply for an Interim Transcript (charges apply) anytime during their course. The Interim Transcript lists the codes and names of the competencies and the result the student has achieved.

An Interim transcript cannot be used as a proof of academic achievement.

Cancellation of Qualification or Statement of Attainment

CBC may cancel an award if it was issued in error or it was found that the award was based on false or misleading representations. If CBC cancels the student's award, the student will be advised in writing.

The student must return the cancelled award to CBC within 21 days of receiving written notice from CBC. The student has the right to appeal this decision through the Director of Student Services.

Discipline

Policy

CBC will at all times conduct its dealing with students in a fair and equitable manner, complying with specific requirements of the code of conduct and other relevant legislation in order to ensure equitable outcomes for both CBC and its customers.

CBC provides its students adequate access to appropriate guidance, support systems and welfare services. In doing so, CBC will ensure:

- a) Students and the public are protected from any physical, psychological, moral or emotional harm which may result from the teaching programmes or related activities;
- b) Teaching and management staff proactively implement intervention strategies if skill gaps are identified;
- c) Support and guidance are appropriate to the mode of delivery for each particular course of study;
- d) Guidance, support systems and welfare services are made known to students;
- e) Any necessary health and safety procedures are made known to students.

Managing Student Discipline

SSM will carry out disciplinary procedures and issue warnings to students.

The Student Services Manager, with the assistance of the Director Student Services, will carry out dismissal procedures or suspend a student from their programme.

All serious offences must be reported to the SSM as soon as possible. The report may be verbal but must be followed up in writing in the form of a report.

Disciplinary & Dismissal Procedures

1. CBC will ensure that all the relevant facts are available. This may involve interviewing other personnel or students;
2. Give the student the opportunity to explain;
3. Consider the student's performance, duration on the programme and past actions, including any warnings or reprimands issued in the past by their teaching staff;
4. Issue a verbal warning to a student who breaches CBC rules. The SSM / Principal will be informed immediately after the warning is given.

5. The Student Service Manager will issue a written warning to a student after two verbal warnings have been given, or on any occasion in which a student breaches a rule, likely to lead to dismissal or suspension
6. After a written warning has been issued, further breaches of CBC rules may result in suspension or dismissal at the discretion of the management and training team.
7. CBC will make decisions that are supported and justified, based on objectivity (actual performances and behaviour);

Notwithstanding the above, instant suspension or dismissal may occur if a student:

1. Attends any CBC course, while processing or under the influence of alcohol and drugs
2. Poses a physical threat to CBC staff, students or property.

Where a dismissal occurs, all facts are kept confidential, unless the Student Service Manager deems the student to be a risk to CBC and its students and staff. In an instance such as this, information will be disclosed only to reduce or manage such risks.

Student has the right to appeal the decision of dismissal in accordance with the complaints and appeal policy and procedures.

Misconduct

Student misconduct includes:

1. Academic misconduct, and
2. Behavioural misconduct.

Academic Misconduct - Cheating, Plagiarism and Collusion

Academic misconduct is a very serious offence. The penalties for academic misconduct include but are not limited to:

- Failing the assessment;
- Failing the competency; or
- In some cases, expulsion.

Note: A student may, at the discretion of CBC, be given the opportunity to resit an assessment.

Academic misconduct includes but is not limited to cheating, plagiarism, collusion, and falsifying documentation or results. The following actions are considered to be examples of academic misconduct:

- Giving or receiving assistance during an examination or assessment that has not been agreed to by the trainer;

- Obtaining information about an examination before it is held, except for information provided to all the class by the trainer;
- Copying from another student's examination paper;
- Stealing, buying or obtaining in any other way, all, or part, of an examination before it is administered;
- Using any sources of information during an examination or assessment that has not been agreed to by the trainer;
- Substituting for another student to take an examination (vice versa);
- A student giving their password to another student thus enabling that student to log on and undertake any academic activity, including assessment. (vice versa);
- Working with other students to produce work in groups that has not been agreed to by the trainer;
- Making up or falsifying data in experiments or other research;
- Altering the record of any grade or result;
- Giving untrue information in order to obtain exemptions from program requirements;
- Bribery in any form. This includes offering or giving CBC staff members money or any other benefit as a means of influencing them or their decisions;
- Handing in someone else's work as your own. This includes anything that the student may have obtained from the internet or from books;
- Copying published or unpublished material without proper acknowledgement;
- Using or developing another person's ideas without acknowledging them; and/or
- Using the work of other students (with or without their permission) and claiming it as your own.

A student should not engage in any activities that can be considered to be academic misconduct or do anything that is intended to assist any other person in an act of academic misconduct. It should be noted that:

- If a trainer believes that a student is involved in academic misconduct, the student will be informed; and
- The matter will be referred to the Student Service Manager for appropriate action.

Behavioural Misconduct

Behavioural misconduct is broadly defined as actions that breach the Student Responsibilities and Obligations listed in this document or impair the reasonable freedom of other student/staff to pursue their studies/work and participate in activities at CBC.

Examples of behavioural misconduct include but are not limited to:

- Failure to comply with any CBC guidelines;
- Breaches of any CBC policy, including but not limited to harassment (including sexual harassment), intellectual property, occupational health and safety, and use of computing and electronic resources;
- Stealing, destroying, impairing the accessibility of, or defacing any part of CBC;
- Refusing or failing to identify oneself truthfully;
- Failure to comply with any lawful order that was given by CBC staff in order to ensure the safety of any person and the orderly conduct of learning programs and other activities at CBC;
- Any act or failure to act that endangers the safety or health of any other person;
- Actions that impair any persons' participation in a CBC activity or, by act or omission disrupts the peace or good order of CBC;
- Conduct which unduly disrupts or interferes with a class, a meeting or any other official activity within CBC;
- Acting in a way that causes students or staff or other persons within CBC to fear for their personal safety;
- Assault or attempts to assault any other person or cause any person to hold reasonable fear for their safety or physical or psychological well-being;
- Being under the influence of prohibited drugs and/or substances including alcohol while on CBC premises or while participating in a CBC related activity; or
- Unauthorised possession of a weapon on CBC premises or while participating in a CBC related activity.

How to Lodge a Misconduct Complaint

A CBC employee or student may report an alleged occurrence of misconduct by forwarding a signed, written account of the incident(s) to the Student Service Manager / Principal.

The SSM can provide the student with advice on options for the resolution of a particular complaint and can provide assistance with a written statement, if required.

Consequences of Misconduct

CBC staff may in respect to any misconduct committed by a student immediately suspend the student from CBC for a determined period of time.

If a suspension action is taken the CBC staff shall:

- Advise the designated SSM immediately; and
- Provide a written statement, which details the circumstances of the suspension.

Following receipt of advice of an act of misconduct, the designated staff must advise the student in writing of the alleged incident of misconduct.

The student has five working days to make oral or written representations regarding the alleged incident of misconduct.

If required, following the receipt of advice from the SSM, the DSS may review the circumstances and may:

- Determine further appropriate action;
- Suspend or exclude the student from CBC for a specified period of time; or
- Expel the student.

The student must be informed of their right to appeal the decision.

Note: Where State or Commonwealth laws appear to have been breached, the matter will be referred to the police or other appropriate authority.

Misconduct Appeals

If the student has been found guilty of misconduct, the student can appeal the decision or the decision process in writing to the Student Service Manager.

- A date for a review meeting will be set as quickly as possible and the student will be notified of the time, date and venue in writing;
- If required, the CBC will provide an interpreter, or the student may bring a support person to assist them during the meeting;
- If the student does not attend the meeting or provide a written submission, the SSM may assess the matter and where necessary impose a penalty;
- The SSM will advise the student in writing of the decision within two working days of the meeting concluding; and
- The decision of the SSM will be deemed final.

Training and Assessment Strategy Development

This policy outlines the philosophical approach to be applied to the development and application of the Training and Assessment Strategy (strategy) within the college's operations. The strategy is an important document for CBC. It is the plan by which our training and assessment is delivered. Once developed, it is continuously improved as training and assessment services are also continuously improved. It is a 'live' document and should always accurately reflect the current way in which training and assessment is being provided.

The strategy has an important relationship to other documents used to deliver training and assessment. It holds a central position as the parent document to all other documents used in training for the relevant training program. We will develop and maintain a strategy for each training program we offer. Other important documents that support the implementation of a strategy include learning resources, assessment resources, industry resources and CBC's resources. Strategies are also supported by other resources such as those developed by industry, e.g. industry regulations or equipment operating instructions.



Training and Assessment Strategies Development Procedure

In the development of strategies to support CBC's operations we apply the following guidelines:

The strategy should provide the following information:

The Front Matter

- **Title and Context.** It should identify the training program title and CBC's contact details. It should also show what the qualification code and title (if applicable) is and the industry Training Package from where the qualification has been drawn. We will ensure that the selected Training Package is current and has not been superseded. Training Packages can be amended under a continuous improvement arrangement. This means that they can change frequently.
- **Units of competency.** The strategy should clearly identify the units of competency which comprise the training program. It should also show which units are core and which units are elective. Note that the shape and content of a course can vary greatly when elective units are selected. It is acceptable in the strategy to only list those units that we have identified as most likely required by industry (through industry consultation). There is no need to list every possible elective as individual learner needs will be established at enrolment and appropriate training plans can be developed on an individual basis. It should be noted in the strategy that the units as shown are indicative and will vary based on a learner's or employer's workplace requirements.
- **The Target Learner.** Next, the strategy should identify the target learner. As much information should be recorded about the analysis of the target learner which is gathered during industry consultation. At a minimum, information should include the following:
 - Typical employment situation such as school leaver, employed, unemployed, etc.
 - Characteristics, such as typical age, vocational experience, prior training and qualifications, physical requirements or motivation. The statement about motivation should clearly identify what motivates the learner group to undertake the training. This might be such things as to acquire new skills, to seek new employment or to obtain a particular licence. It is important for CBC to recognise that learners will have different motivations and we will seek to understand these during the enrolment process and when tailoring training to meet a learner's needs.
 - Perceived language, literacy and numeracy (LLN) skills and how this aligns to the LLN requirements of the course.
 - Pre-requisites that apply to the course, these should be clearly listed and perhaps explain how these will be checked during enrolment.

Training Strategy

The training strategy should outline how the training will be delivered in detail. This will include the following:

- **Duration.** The expected duration of the training program needs to be identified. These include a break down by units of competency and a clear statement of the indicative hours to complete the course. It should be noted that duration may vary from learner to learner depending on their choice of electives, recognised prior learning, national recognition and method of delivery. The Standards for Registered Training Organisations say that when determining the amount of training the RTO must have regard to:
 - the existing skills, knowledge and the experience of the learner;
 - the mode of delivery; and
 - where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
- An important guide to determining a course duration is the expected volume of learning published for each qualification in the Australian Qualifications Framework. The volume of learning for each qualification is shown below:

Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
0.5 – 1 year	0.5 – 1 year	1 – 2 years	0.5 – 2 years	1 – 2 years	1.5 – 2 years

- **Delivery methods.** The delivery methods selected for use during training should be clearly identified. These may include workplace based, residential, face to face, distance, technology based or a combination of these. Importantly, this will shape what resources CBC develops or acquires as the supporting resources for the training program.
- **Organisation and Sequencing.** During the analysis of the Training Package requirements, units of competency which contain pre-requisite or co-requisite requirements must be identified. This will shape the sequencing of the delivery as will the requirements of industry and the deployment and expenditure of resources. Organisation and sequencing strategies that may be applied include simple to complex, clustered delivery, unit by unit or a strategy that is based on the way work is actually performed. It is important to note here that CBC recognise that the primary factors to influence the organisation of a training program are industry requirements.

- **Strategies for Evaluation.** Toward the end of the training strategy, the strategies for evaluation should be outlined that will ensure that the training program continues to meet industry requirements. Evaluation strategies may include:
 - Surveying learners and employers about their satisfaction with training;
 - Moderation between trainers to seek out and agree on strategies to improve the services to learners;
 - Internal auditing by a suitably qualified and externally sourced auditor to provide impartial advice about training strategies; and
 - Engagement with employers and industry to determine if the training program is delivering skills and knowledge in line with current workplace requirements and the industry currency of CBC's trainer and assessors is appropriate.
- **Trainers.** CBC engages qualified trainers/assessors with vocational qualifications and experience applicable to the training program and their competence to deliver training in accordance with the Standards for Registered Training Organisations.

Assessment Strategy

The assessment strategy is a critically important component of the training program strategy. It will define how evidence will be gathered from learners and demonstrate how the assessment will meet the Training Package requirements, meet the rules of evidence and be conducted in accordance with the principles of assessment. The following points characterise the general requirements of good practice assessment that are applied by CBC:

- Evidence is gathered over time involving a number of assessments rather than on one assessment occasion.
- Evidence is gathered using a range of assessment methods to allow for differences in candidate performance.
- Evidence is gathered in the holistic performance of workplace tasks not on isolated performance which does not realistically reflect the way tasks are performed in the workplace.
- Evidence is gathered based on the candidate's own performance in a real or a simulated workplace.

In developing the content for the assessment strategy, the following is a guide for CBC developers:

- **Assessment Method.** At the beginning of the assessment strategy, the strategy should identify the assessment methods selected to gather evidence from the candidate. The

choice of assessment methods will be informed by a range of factors including the evidence guide requirements in the unit of competency, the assessment guidelines in the applicable Training Package and importantly the scope and nature of the skills and knowledge being applied. Assessment methods may include:

- Direct observation of workplace tasks being performed;
 - Structured activities that will lead to the demonstration of workplace tasks;
 - Questioning of required knowledge (verbal and/or written);
 - Development of a portfolio of evidence which may include workplace products, samples of work, statements by supervisors;
 - Review of products workplace products, samples of work; and
 - Workplace feedback (industry evidence).
- **Assessment Mapping.** An assessment map is a useful piece of information to include, as it provides a point of reference to all involved as to what evidence is to be collected to meet the requirements of each unit of competency. Assessment mapping will indicate the relevance of the assessment activities to the components within the applicable unit of competency. This information should provide a holistic picture of the evidence gathering which is occurring across the entire training program. In doing this, it will expose opportunities where assessment activities may be combined or clustered to create efficiencies in the assessment process. It will also demonstrate how holistic assessment may be possible to allow the assessment of multiple units of competency in one assessment event.
 - **Environment.** In this section, the environment in which assessment will be conducted should be identified. The environment includes the physical surrounds where an assessment occurs. This may include the actual or simulated workplace. The environment may also refer to the tempo of activity such as a busy call centre or reception desk. Most Training Packages require that the assessment environment is either a simulated workplace or the workplace. Both options will carry special requirements for assessment such as the facilities and role play scenarios in a simulated environment and special arrangements to support workplace assessment.
 - **Process.** The process for assessment is simply the steps the assessor takes when gathering evidence of a learner's competence. Typically this is outlined in the assessment guide within the Training Package and should be unpacked here to provide clear guidance to assessors on CBC's expectation of the assessment process and to showcase to external

stakeholders the process CBC applies. It is important to note that whilst CBC may have a set process for gathering evidence, the process does need to be negotiated with each candidate to ensure it reflects the individual needs of each person. The timing of assessment is determined by the assessor in consultation with the candidate. Assessment may begin at the conclusion of learning or may be timed to occur during a learning pathway. In some cases there is no learning and the assessor and candidate will move directly to assessment. An example of this is recognition of prior learning. A typical assessment process will include:

- Step 1: Prepare for assessment;
- Step 2: Prepare the candidate;
- Step 3: Plan and prepare the evidence-gathering process;
- Step 4: Collect the evidence and make the assessment decision;
- Step 5: Provide feedback on the assessment;
- Step 6: Record and report the result;
- Step 7: Review the assessment process;
- Step 8: When required, participate in the reassessment and appeals process.

This assessment processes is outlined in greater detail in the sections that follow.

- **Resources.** The resources section should outline the physical resources identified to deliver assessment. Key sources of information which will guide the identification of resources are the evidence guide, as included within each unit of competency, and the scope and nature of the tasks being performed. Typical resources include:
 - Workplace location or simulated workplace;
 - Materials relevant to a fully functioning workplace;
 - Equipment and tooling appropriate to a functioning workplace;
 - Specifications, work instructions and workplace sources of information;
 - Workplace specific resources;
 - Qualified assessor with the relevant vocational and training and assessment competence;
 - Appropriate evidence gathering tools, exercises and instructions; and
 - A suitable environment to support candidate performance.

- **Validation.** The validation of assessment practices is a critically important process which must be closely managed by CBC. The validation process ensures that assessment strategies, resources and tools are continuously improved and meeting the needs of industry. Further information on validation is provided later in this section. Validation methods may include:
 - Field testing of assessment strategies, resources and tools;
 - Learner and employer satisfaction survey;
 - Internal audit of assessment strategies; and
 - Moderation meetings and forums between assessors to promote consistent judgements and interpretation of evidence.
- **RPL.** This section should outline the arrangements CBC have in place to assess RPL applications. This includes processes of lodgement through to decision and may outline the tools and resources to be used to assess RPL.
- **Reasonable adjustment.** This section should outline the relationship of reasonable adjustments to the assessment process. Reasonable adjustment may take into account the following:
 - Learner's language, literacy, numeracy requirements;
 - Provision of personal support services, for example, reader, interpreter, scribe, support person;
 - Use of adaptive technology or special equipment;
 - Flexible assessment sessions to allow for fatigue or administering of medication;
 - Adjustment of assessment materials, for example, in Braille, first language, use of audiotape/videotape;
 - Adjustments to the physical environment or venue;
 - Considerations relating to age and gender; and
 - Considerations relating to cultural beliefs, traditional practices and religious observances.
- **Assessors.** Like the training strategy, the assessment strategy should clearly identify (by name) the assessors who will be conducting the assessments. This should also include a statement about their vocational qualifications and experience applicable to the skills and knowledge being assessed and their competence to conduct assessment in accordance

with the Standards for Registered Training Organisations. If a team or partnership arrangement is to be used which allows the pooling together of suitable persons to conduct the assessment, this should be clearly explained to inform the reader of what skills and knowledge (competence) each member of the team brings to the assessment.

Industry Consultation

After the major sections relating to training and assessment, the last area (but no less important) to be included in CBC strategy is information relating to the industry consultation conducted during the development of the strategy. CBC is committed to delivering training programs that build industry capacity. It is important to demonstrate that CBC strategy has been developed in direct consultation with employers. This not only supports CBC strategy to deliver workplace relevant skills and knowledge, but is also important to capture a record of the consultation we have conducted for compliance purposes. This section of the strategy will be updated continuously as industry engagement occurs and informs the ongoing development of training. The following information is identified for inclusion to demonstrate CBC industry consultation:

- **The industry need.** This will include an overview of the industry's needs for the skills and knowledge. This will often be related to industry production and identified skills shortages and should be supported with reference to authoritative industry publications or stakeholders.
- **Staff involvement with industry.** This section should demonstrate the current engagement CBC's staff members have in the industry. This may be a short bio with reference to qualifications and ongoing association with industry representative group, committees and forums. This should not only refer to the industry relevant to the course, but should also make reference to the ongoing engagement in the VET industry. Engagement refers to the activities undertaken by trainers and assessors to maintain their industry knowledge and vocational competence (i.e. their trade skills). Examples of engagement with industry may include membership of industry forums and associations, part time work, attendance at industry conferences and workplace visits.
- **Visits to industry sites.** During the development of training and assessment strategies it is important to physically go out and engage with employers and obtain their input to the way training and assessment should be conducted. This is also an important component to the ongoing validation of training and assessment resources. These visits should be recorded in the strategy as they serve to demonstrate the seriousness of CBC in directly engaging with industry.

- **Industry representatives on RTO governing bodies.** CBC invites appropriate industry representatives to assist with its continuous improvement & validation of resources. This is maintained to demonstrate CBC's intent to seek and listen to industry advice.

Assessment Validation and Moderation

CBC conducts assessment validation and moderation process for all training and assessment programs within its scope of registration.

Validation - The validation of assessment practices is a critically important process which is closely managed by CBC. The validation process ensures that assessment strategies, resources and tools are continuously improved and meeting the needs of industry. Validation methods may include:

- Field testing of assessment strategies, resources and tools;
- Learner and employer satisfaction survey;
- Internal audit of assessment strategies; and
- Moderation meetings and forums between assessors to promote consistent judgements and interpretation of evidence

The Principal ensures that the training packages are reviewed at least annually to check if there have been any new updates or amendments (as pre the Course Transition Policy). The updates could relate to any criteria within the training package. (For example: new units, modified criteria's, changes in elements, outcomes, pre-requisites or duration).

1. CBC conducts a regular internal assessment validation and moderation reviews for each VET qualification included in the CBC's scope of registration according to policies, and procedures.
2. The Principal meets assessors/trainers regularly to validate the assessment process including identifying the tools and evidences to be gathered to ensure consistency of assessment.
3. The Head Trainer reports the outcomes of assessment validation and moderation reviews, including any proposed changes to the means of assessment, to the Principal.
4. All the assessment changes and amendments are documented within the "assessment validation template".
5. After the assessment validation and moderation reviews, the Principal approves the final changes.

Course Transition Policy

Definitions

Transition – All actions required to change the delivery operations from an existing training product to a replacement endorsed training product including resourcing, registration and transfer of students.

Teach-out – Allowance to complete all training, assessment and qualification issuance of current students in an inactive training product following expiry of any applicable transition period of the training product replacement.

Version Upgrade – update of the unit of competency.

Roll Over – superseded training package, for example (ICA11 transitioning to ICT)

Purpose

CBC's course transition policy and procedure aims to ensure that all courses on CBC's scope are the current National Training Packages.

The aim of the course transition policy is to efficiently manage the students who are currently enrolled in courses that are affected by revision, updates and/or are soon to expire Training Package (by advising the student of the status of their courses, the new course information, and how it will affect the student with course duration, credit transfer or recognition of prior learning arrangement if applicable).

CBC will always endeavour to keep its qualification updated and current in line with the training package and Industry skills council's recommendation in order to avoid delivering expired courses and enrolling students after the course expires.

This policy comes into effect in the event that the courses in the Training package are due to expire, be revised or updated. All relevant parties are given a 12 month period to manage the transition from the superseded Training Package qualification to the newly endorsed Training Package/qualification.

Policies

1. As directed by ASQA, the transition from superseded training package qualification or superseded unit of competency must be done within 12 months of publication on the national register.
2. Affected students will firstly be assessed to determine the number of units to be credit transferred and the number of additional units to be undertaken to complete the qualification before being transitioned.

3. Teach-out provision will only be implemented if CBC believes that the newly endorsed qualification will genuinely disadvantage students. The teach out provision is when CBC may continue to deliver training and assessment services and issue awards to current students of the superseded qualification, who would be genuinely disadvantaged if required to transfer to the replacement qualification - for up to 6 months after the expiry of the transition period of its replacement.

4. Students choosing to terminate their studies instead of transitioning to the superseded course will be released upon request at no cost. The students will be issued a Statement of Attainment upon release.

Procedure

In compliance with Clauses 1.26 to 1.27—Manage transition from superseded training products – maintaining quality training delivery and continuous improvement, CBC has in place the following course transition procedures:

The CEO/Principal will receive via email (from training.gov.au) the changes or revision of a qualification on CBC's scope.

- The Principal will gather more information from relevant departments, in order to clarify if CBC needs apply for a roll-over to the new training package or if it is a version update.
- If it is a version update, then the Principal will initiate analysis and revision of the unit of competency affected by the version update- this change should reflect in:
Training and assessment Strategy, Learning and Resource materials.
- The Principal will put together the training and assessment strategy, identify the resources needed, course duration, review the trainer's matrix and if required recruit new trainers to suit the delivery of the revised qualification, purchase new resources, obtain comprehensive industry consultation with the focus on the appropriateness of the resource materials and if the training and assessment delivery is suitable for the target market.
- In case of a roll-over, the Principal will apply to ASQA and analyse the mapped changes. The Principal will then organise a meeting with trainers to implement the changes.
- Principal will apply online via ASQANET or by mail and action appropriately in a timely manner

Student Services

- SSM/Admin upon confirmation of the changes to the training package will ensure that Letter of Offer or any enrolment enquiry will consider the course duration and the expiry of the qualification that is being transitioned.

- SSM/Admin will inform current student of the status of the qualification that is being transitioned and how it would affect their study.

For current student, SSM/Admin will determine the last date or term for them to complete their course.

For new enrolments in the expired training package, SSM/Admin will confirm the cut-off date for admission to receive applications from prospective students in the affected course.

- SSM/Admin will collate student data to organize information sessions, forms and/or letters for students as per instructions from the Principal.
- Students who choose to transfer to the new training package will have their course fees consistent with the old training package. Course fees may be impacted if the duration has changed.
- Students who wish to continue with the old training package may be required to fast track to complete the remaining course within the required period of time. The total course fees applicable will not be changed although the duration maybe altered. Students will be required to settle the full remaining balance for that course. Special payment arrangements can be organised to assist, upon approval by the management.
- Students who are enrolled in packaged courses with multiple enrolments may be offered the following options upon completion of their first course:
 - Continue to the Second Course under New Training package
 - Continue to the Second Course under Old Training package with fast track option (If applicable)
 - Change of course fees may be waived
 - Terminate the course under special consideration

Once the approval from ASQA has been received the following steps must be initiated;

- Principal will inform all departments of the approval.
- Principal will ensure that all resources for the new qualification have been acquired and customised to meet student requirements.
- Advise Admin/SSM to update RTO Manager - Student Management System to reflect the new or revised qualification information with the new CRICOS code.

Marketing

- The Director will advise the agents about the approved new or revised qualification that has been added to CBC's scope.
- Marketing / promotional material will reflect the new / revised qualification on the following:
 - Website

- Enrolment Form
 - Flyers
 - Brochure
- An Email will be sent to all concerned parties of the changes implemented.

Complaints and Appeal Handling Policies and Procedures

Complaints Handling

Canterbury Business College is committed to providing a fair and transparent complaint handling process.

This policy and procedure addresses the requirements of Standard 6 of the Standards for RTOs 2015 and Standard 10 of the National Code 2018

What is a complaint?

A complaint is generally negative feedback about services, other students or staff which has not been resolved locally. A complaint may be received by Canterbury Business College in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person but are generally made by students.

The complaint may be about the students dealings with Canterbury Business College, the RTO's education agents or any related party it has an arrangement with to deliver the overseas student's course or related services.

Who does this policy apply to?

This policy applies to and may involve issues concerning the conduct of:

- Canterbury Business College as an organisation, its trainers, assessors or other staff;
- Third party's services provided on the behalf of Canterbury Business College, including education agents, or any related party the registered provider has an arrangement with to deliver the overseas student's course or related services;
- Its trainers, assessors or other staff; or
- A student at Canterbury Business College.

This is an important point to note in understanding that this policy has a broad application and is not simply relevant to complaints that may be made by students. A complaint may be made by an employer to Canterbury Business College or by the trainer about the conduct of the student. Throughout this policy we refer to the person making a complaint as simply the complainant.

It is CBC's policy to act upon the subject of any complaint found to be substantiated immediately.

Complaints may be a result of issues such as but not limited to:

- Course information, publicity or advertising material
- Course fees information or relating to financial matters
- Programme content or structure
- Equipment, teaching resources or programme delivery

- Entry / selection procedures / Recognition of prior learning
- Staff qualification & skills
- Assessment information or process
- Student support & guidance
- Attendance
- Assessment review / appeal (also see Academic Appeals)
- Student transfer
- Student leave, course cancellation, suspension or deferment

Early Resolution of Complaints

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It is often the case that complaints can be avoided by proper communication and respect between persons involved.

Relationship to Continuous Improvement

Frequently, the complaints handling process will expose weaknesses in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of complaints handling is very positive and should be actively applied by all persons involved. It is for this reason that complaints received from stakeholders should be seen in a positive light and as opportunities for improvement.

Making a Complaint

A complaint may be received by Canterbury Business College in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person.

To make a complaint, the person is recommended to complete the Canterbury Business College - Complaint Form. This form is available via our website or can be obtained from the Canterbury Business College office.

The completed complaint form is to be submitted to the Principal / Student Services Manager either in hard copy or electronically via the following contact details: info@canterburybc.com.au

Complaint Handling Procedure

Canterbury Business College will apply the following procedure to its complaints handling:

- A complaint may be received in any form (written, verbal) although persons seeking to make a complaint are recommended to complete the complaint form. There is no time

limitation on a person who is seeking to make a complaint. A person who makes a complaint must be provided a written acknowledgement as soon as possible and not later than 24 hours from the time the complaint is received. This acknowledgement is intended to provide the complainant assurance that Canterbury Business College had received the complaint and will review the relevant issues and provide a response as soon as practicable. The acknowledgement must inform the complainant that they will receive a written response within 14 days and explain the complaint handling process and the person's rights and obligations;

- A complainant is to be provided an opportunity to formally present his or her case at no cost;
- Each complainant may be accompanied and/or assisted by a support person at any relevant meeting;
- Canterbury Business College will conduct the assessment of the complaint or appeal in a professional, fair and transparent manner;
- Where a complaint is received by Canterbury Business College which involve allegations about alleged criminal conduct, Canterbury Business College is to recommend the person making the complaint refer the matter to the relevant State or Territory Police Service;
- The complaints policy must be publicly available. This means that the complaints policy and procedure must be published on the Canterbury Business College website;
- The handling of a complaint is to commence within ten (10) working days of the lodgement of the complaint and all reasonable measures are taken to finalise the process as soon as practicable;
- The complainant is to be provided a written response to the complaint, including details of the reasons for the outcome. A written response must be provided to the complainant within 14 working days of the lodgement of the complaint;
- Complaints must be resolved to a final outcome within 60 calendar days of the complaint being initially received. Where Canterbury Business College Chief Executive Officer considers that more than 60 calendar days are required to process and finalise the complaint, the CEO must inform the complainant in writing, including reasons why more than 60 calendar days are required. As a benchmark, Canterbury Business College should attempt to resolve complaints as soon as possible. A complainant should also be provided with regular updates to inform them of the progress of the complaint handling. Updates should be provided to the complainant at a minimum of two (2) weekly intervals;

- Canterbury Business College shall maintain the enrolment of the complainant during the complaint handling process;
- Decisions or outcomes of the complaint handling process that find in the favour of the student shall be implemented immediately;
- Complaints are to be handled in the strictest of confidence. No Canterbury Business College representative is to disclose information to any person without the permission of Canterbury Business College Chief Executive Officer;
- Complaints are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the complaint handling process. This means that the complainant is entitled to be heard with access to all relevant information and with the right of reply. The complainant is entitled to have their complaint heard by a person that is without bias and may not be affected by the decision. Finally, the decision must be made based on logical evidence and the decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations; and
- Complaint handling procedures should conclude with an analysis of the circumstances to identify any opportunities for improvement.
- If complainant is not satisfied with the outcome of the complaint handling, the Student Service Manager / Director Student may arrange for the complaint to be considered by an appropriate independent third-party or the student may refer the complaint to the Overseas Students Ombudsman at <https://forms.business.gov.au/smartforms/servlet/SmartForm.html?formCode=oco-complaint-form> phone:1300 362 072.

The Ombudsman's services are free, independent and impartial.

The Overseas Students Ombudsman can consider matters relating to:

- Refusing admission to a course;
- Fees and refunds;
- Course or provider transfers;
- Course progress or attendance;
- Cancellation of enrolment;
- Accommodation or work arranged by your provider; and
- Incorrect advice given by an education agent.

- To assist students, CBC holds a membership with Resolution Institute, the national association of dispute resolvers, as an appropriate third party. Head Office details as follows:

Address: Level 1, 13 Bridge Street Sydney NSW

Phone: (+61 2) 9251 3366

Free call: 1800 651 650

Email: infoaus@resolution.institute

Website: <https://www.resolution.institute>

- The Canterbury Business College is to cooperate fully with agencies such as the National Training Complaints Service, Overseas Students Ombudsman, the Office of Fair Trading or ASQA that may investigate the handling of a complaint. Canterbury Business College considers that it would be extremely unlikely that a complaint is not able to be resolved quickly within Canterbury Business College internal arrangements.
- The response to the complainant must include information that demonstrates that the matter was thoroughly reviewed and what actions and outcomes have been identified as a result of the complaint.

Informing Persons and Responding to Allegations

- Where a complaint involves one person making allegations about another person, it is a requirement for Canterbury Business College to hear both sides of the matter before making any judgements about how the complaint should be settled. A person who will be affected by a decision made by Canterbury Business College as a result of a complaint has the right to be fully informed of any allegations and to be provided adequate opportunity to be heard and respond. The person has the right to:
 - put forward arguments in their favour,
 - show cause why a proposed action should not be taken,
 - deny allegations,
 - call for evidence to disprove allegations and claims,
 - explain allegations or present an innocent explanation, and
 - provide mitigating circumstances (information aimed at reducing the severity, seriousness, of something).

Canterbury Business College also has an obligation to fully consider the substance of allegations and the response provided by parties before making a decision. Decisions must be communicated to the complainant and relevant persons subject of allegations in writing. This is to include advising these persons of their right to seek a third-party review of decisions made by Canterbury Business College.

Where an allegation is made that involve alleged criminal or illegal activity and it is considered outside the scope and expertise of Canterbury Business College to investigate the matter, then in these circumstances Canterbury Business College reserve the right to report these allegations to law enforcement authorities. Persons related to the matter involving alleged criminal or illegal activity will be advised in writing if this course of action is being taken.

Appeals Handling

Canterbury Business College is committed to providing a fair and transparent appeals handling process.

What is an Appeal?

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during their time with Canterbury Business College. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within twenty-eight (28) working days of the decision or finding being informed to the student.

It is important to note that a student may appeal any decision made by Canterbury Business College or a third-party providing services on behalf of Canterbury Business College. Contrary to the popular belief that appeal relates only to assessment decisions, appeals can relate to administrative decisions that Canterbury Business College may make. Examples of this include an appeal of a decision to deny a refund or to deny an application for credit transfer. As the process for handling an assessment appeal compared with an appeal of an administrative decision is slightly different, this difference has been catered for within this policy with adjusted processes for both situations.

Early Resolution of Appeals

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It can often be the case that a student's decision to make an appeal can be avoided by proper communication and consultation with students at the time a decision is made.

Relationship to Continuous Improvement

Frequently, the appeals handling process will expose weaknesses in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of appeals handling is very positive and should be actively applied by all persons involved. It is for this reason that appeals received from stakeholders should be seen in a positive light and as opportunities for improvement.

Making an Appeal

An appeal must be received by Canterbury Business College in writing using the specified form within 28 working days of the decision or finding being informed to the person.

To appeal a decision, the person is required to complete the Canterbury Business College – Student Request Form. This form is available via our website. The completed Request for Appeal is to be submitted to the Office Manager either in hard copy or electronically via the following contact details:

- If a person seeking an appeal has any difficulty accessing the required form or submitting the appeal to Canterbury Business College, they are advised to contact Canterbury Business College immediately at the following phone number: 02 9280 3733

Appeal Handling Procedure

Canterbury Business College will apply the following procedure to its appeals handling:

- Appeals must be lodged within **28 working days** of the decision or finding being informed to the person. An appeal must be submitted using the Canterbury Business College – Student Request Form;
- A person who submits an appeal must be **provided a written acknowledgement** as soon as possible and **not later than 24 hours** from the time the appeal is received. This acknowledgement is intended to provide the person making an appeal assurance that Canterbury Business College had received the appeal and will review the relevant issues and provide a response as soon as practicable. The acknowledgement must inform the person making an appeal that they will receive a written response within 14 days and explain the appeal handling process and the persons rights and obligations;
- A written record of all appeals is to be kept by Canterbury Business College including all details of lodgement, response and resolution. Records relating to appeal handling must be stored securely to prevent access by unauthorised personnel;
- An appellant is to be provided an opportunity to formally present his or her case at no cost;

- The appeals policy must be publicly available. This means that the appeals policy and procedure must be published on the Canterbury Business College website;
- The handling of an appeal is to commence within 10 working days of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable;
- The appellant is to be provided a written response to the appeal, including details of the reasons for the outcome. A written response must be provided to the appellant within 14 working days of the lodgement of the appeal;
- Appeals must be resolved to a final outcome within 60 calendar days of the appeal being initially received. Where Canterbury Business College Chief Executive Officer considers that more than 60 calendar days are required to process and finalise the appeal, the CEO must inform the appellant in writing, including reasons why more than 60 calendar days are required. As a benchmark, Canterbury Business College should attempt to resolve appeals as soon as possible. An appellant should also be provided with regular updates to inform them of the progress of the appeal handling. Updates should be provided to the appellant at a minimum of two (2) weekly intervals;
- Canterbury Business College shall maintain the enrolment of the appellant during the appeal handling process;
- Decisions or outcomes of the appeal handling process that find in the favour of the appellant shall be implemented immediately;
- Appeals are to be handled in the strictest of confidence. No Canterbury Business College representative is to disclose information to any person without the permission of Canterbury Business College Chief Executive Officer; and
- Appeals are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the appeal handling process. This means that the appellant is entitled to be heard with access to all relevant information and with the right of reply. The appellant is entitled to have their appeal heard by a person that is without bias and may not be affected by the decision. Finally, the decision must be made based on logical evidence and the decision-maker must take account of relevant considerations, must act for a proper purpose and must not take into account irrelevant considerations.
- Appeals handling procedures should conclude with an analysis of the circumstances to identify any opportunities for improvement.

Third Party Review

Where the appellant is not satisfied with the handling of the matter by Canterbury Business College, they have the opportunity for a body or person that is independent of Canterbury Business College to review his or her appeal following the internal completion of appeals handling

process. Before a person seeks a review by an independent person, they are requested to first allow Canterbury Business College to fully consider the nature of the appeal and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they can then seek a review by an independent person. To request a review by an independent person, the person making an appeal should inform the Student Services Manager of their request who will initiate the process with the Chief Executive Officer.

In these circumstances, the Canterbury Business College Chief Executive Officer will advise of an appropriate party independent of Canterbury Business College to review the appeal outcome (and its subsequent handling) and provide advice to Canterbury Business College regarding the recommended outcomes. The independent third-party is required to respond with their recommendations **within 14 working days** of their review being requested. This advice is to be accepted by Canterbury Business College as final, advised to the appellant in writing and implemented without prejudice.

Where the Canterbury Business College appoints or engages an appropriate independent person to review an appeal, the Canterbury Business College will meet the full cost to facilitate the independent review.

Unresolved International Student Appeals

Where an international student appeal is unable to be resolved, the international student may refer the matter to the Overseas Students Ombudsman. The Ombudsman's services are free, independent and impartial.

The Overseas Students Ombudsman can consider matters relating to:

- Refusing admission to a course;
- Fees and refunds;
- Course or provider transfers;
- Course progress or attendance;
- Cancellation of enrolment;
- Accommodation or work arranged by your provider; and
- Incorrect advice given by an education agent.

The Overseas Students Ombudsman can investigate complaints about education agents who have an agreement with a provider to represent them in Australia or overseas. The following website provides more information about accessing the services of the Overseas Students Ombudsman.

<http://www.ombudsman.gov.au/making-a-complaint/overseas-students>

The Canterbury Business College is to cooperate fully with agencies such as the National Training Complaints Service, the Office of Fair Trading, Overseas Students Ombudsman or ASQA that may investigate the handling of a complaint. Canterbury Business College considers that it would be extremely unlikely that a complaint is not able to be resolved quickly within Canterbury Business College internal arrangements.

Unresolved Complaints & Appeals

Once the Complaints & appeals handling process has concluded; where the person making a complaint & seeking an appeal of a decision remains not satisfied with the outcome of the complaint & appeals handling procedure, the person is to be advised that they have the right to refer the matter to any external authority/agency who may be relevant to their appeal.

Please note that for international students there is additional information about unresolved matters following this section.

The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

- In relation to consumer related issues, the person may refer their matter to the **Office of Fair Trading**.
- In relation to the delivery of training and assessment services, the person may refer their matter to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at <https://www.education.gov.au/NTCH>
- In relation to matters relating to privacy, the person may refer their matter to the **Office of the Australian Information Commissioner** via the following details:
- <https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint> or call on 1300 363 992

This guidance is also communicated to students within the Student Handbook. It is expected that the above agencies will investigate the persons concerns and contact the Canterbury Business College for information.

The Canterbury Business College is to cooperate fully with agencies such as the Office of Fair Trading, National Training Complaints Service, Overseas Students Ombudsman or ASQA that may investigate the handling of an appeal. Canterbury Business College considers that it would be extremely unlikely that appeals are not able to be resolved quickly within Canterbury Business College internal arrangements.

Record Management of Complaint & Appeal Records

A written record of all complaints & appeals is to be kept by Canterbury Business College including all details of lodgement, response and resolution. Records relating to complaints will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the complainant or generated by Canterbury Business College. There is also a record of the complaint and actions taken, recorded in the corrective action register.

All records regardless of their format (excluding RTO Data) will be saved in a digital format into a secure folder located on the Canterbury Business College file storage. Each file is to be clearly labelled with the document title or subject and the date of which the document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel;
- Records must be kept confidential to safeguard information and to protect the privacy of complainants & appellant;
- Records must be kept avoiding damage by fire, flood, termites or any other pests; and
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed-up off site.

Period of Retention of Complaints & Appeals Records

Canterbury Business College is to retain records relating to complaints handling for a minimum of two (2) years after the student ceases to be an accepted student.

Destruction of Complaints & Appeals Records

Canterbury Business College CEO is the only person who can authorise (in writing) the destruction of complaint handling records. Records are only to be authorised for destruction after the retention period has lapsed. Documents identified for destruction are to be shredded before being recycled.

Academic Complaints & Appeals

If a student at Canterbury Business College is not happy with his/ her results, the student may appeal against their result via a written request, clearly stating the grounds of appeal to the SSM. This should be submitted after completion of the subject and within 14 days of commencement of the new term.

- If the student is dissatisfied with their results, he/she has a right to appeal.
- The notice of appeal should be in writing addressed to the SSM / PRINCIPAL and submitted within seven days of notification of the assessment results.
- If the appeal is not lodged in the specified time, the result will stand as marked.
- In the event of an emergency, such as in cases of serious illness or injury, the student must forward a medical certificate in support of a deferred appeal. The notice of appeal must be made within three working days of the concluding date shown on the medical certificate.

Procedures for Academic Appeals & Complaints

CBC motivates students to express any concern they may have about assessments / study-related issues if necessary. Students need to follow CBC's defined procedures, while addressing their assessment / study-related concern or wishing to make a complaint.

1. The student is expected to first contact their subject trainer to address their work/study-related concern.
2. If the student is not satisfied with the trainer's response or has difficulty discussing matters with the trainer, they have the right to escalate the matter and discuss with the Student Service Manager to seek resolution.
3. Every student has an opportunity to formally present their case with the Student Service Manager / Principal. The student is welcome to bring a support person if they wish.
4. If the resolution reached is not to the satisfaction of the student, the student has a further right of appeal, which has to be done in writing, "complaint/appeal form" to the Student Service Manager.
5. The student needs to include all relevant information within their documented complaint.
6. The student may submit the documented complaint in writing by letter, email or in person.
7. The Student Service Manager will respond to the complaint in writing about the appeal outcome including the reasons for the decision within 10 working days from the date of submission. The decision will be reviewed by the Principal / SSM prior to informing the student.
8. If the complainant is not satisfied with the solution provided, or if you want to complain or appeal this decision, you can contact the Overseas Students Ombudsman. The Overseas Students Ombudsman is free and independent.

Find out more at <http://www.ombudsman.gov.au/contact-us> or phone 1300 362 072.

Assessments resit policy

All students will be offered an opportunity to resit/resubmit a failed exam/assessment only once. If the student still does not succeed after the re-submission the student has to pay \$150 reassessment fee for every subsequent attempt.

Students do not qualify for an automatic re-sit:

- If they are absent on the assessment due date without prior approval from the trainer / Principal; and
- Do not meet the minimum attendance requirement.

CBC will inform the student of re-submissions / resit dates.

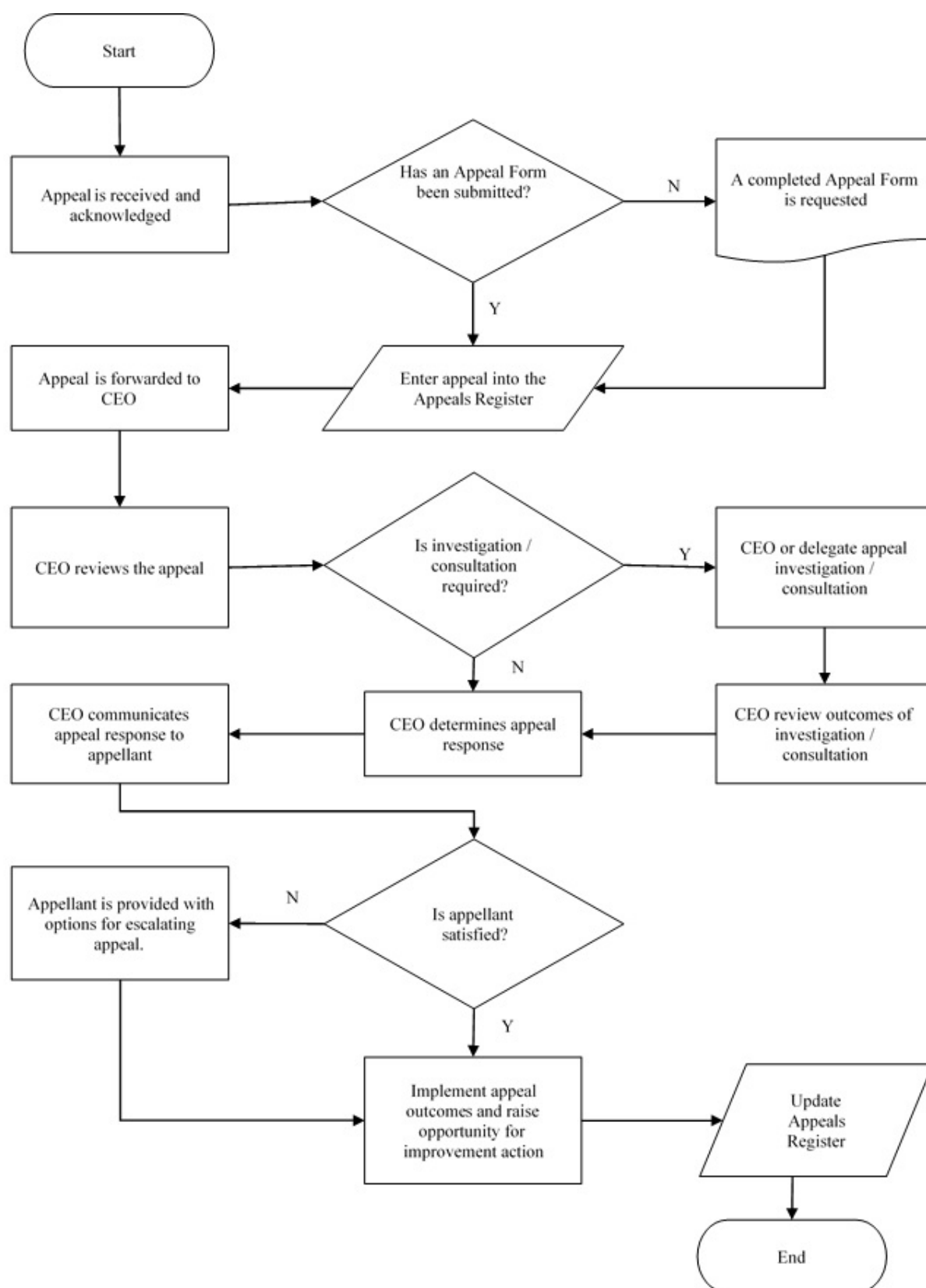
CBC will consider a student's request for late-submission / extension on a case-by-case, provided that the evidence submitted by the student is valid.

Resit/Re-assessment Procedure

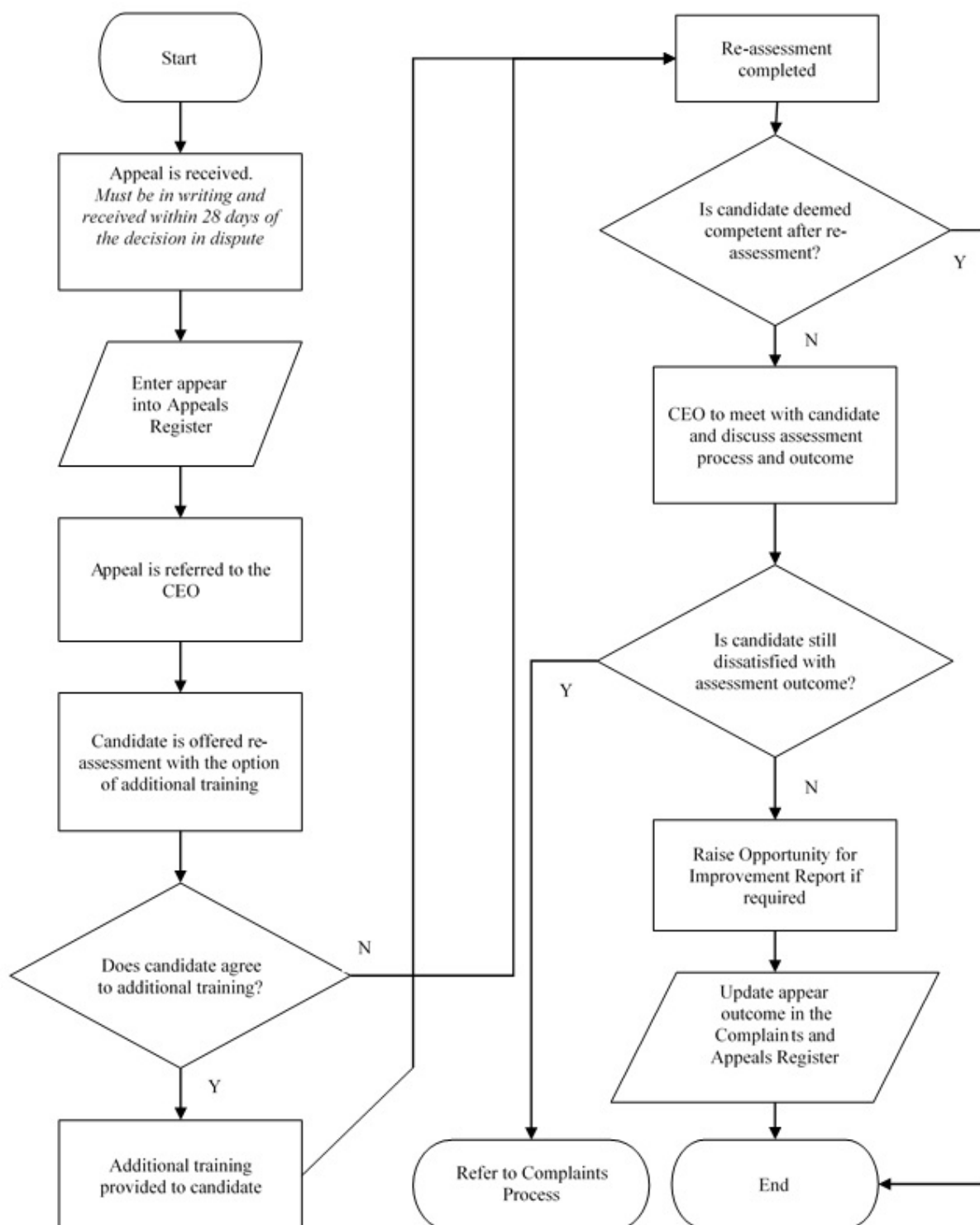
1. An appeal in writing is made to the Principal / SSM providing reasons for re-assessment / appeal.
2. Principal / SSM will review the assessment in consultation with the trainer.
3. The student will be advised of the review result.
4. If the student is still not satisfied and further challenges the decision, then a review panel is formed comprising the lecturer/trainer in charge, the Principal or SSM OR if need be an external assessor.
5. CBC will advise the student of the appeal decision within 14 days from the submission date of the appeal. The decision of the panel will be final.
6. If the student is still not satisfied with the result, he / she has the right to seek independent advice or follow external mediation option with CBC's nominated mediation agency.
7. Any student who fails a compulsory subject or appeals unsuccessfully will be required to re-enrol in that subject.

The cost of external assessor will be borne by the CBC. The external assessor will base his/her judgement based on principles of assessment. These principles require assessment to be reliable, fair, practical and valid

Administrative Appeals Handling Process



Assessment Appeals Handling Process



Compliance Risk Management

At CBC we recognise that risk management is an integral part of good governance and management practice and we are committed to its application at all management levels within our operations.

The Australian/New Zealand Standard on Risk Management (AS/NZS ISO 31000:2009) sets the basis for our best practice risk management process and framework.

Objective

The application of risk management is to promote the following objectives:

- Be aware of and understand the real operating risks and their potential impact on CBC;
- Apply due diligence to decision making that supports the taking of calculated risks in pursuit of training and assessment opportunities; and
- Be confident that risks are properly managed, commensurate with their level of threat or exposure.

Relationship to training and assessment operations

As a general principle, the application of our risk management process is in the context of promoting high quality training and assessment as an RTO. The risks will be analysed against our compliance with the Standards for Registered Training Organisations and the conditions of registration as an RTO. Specifically, risk will be managed in relation to:

- The provision of quality training and assessment across all operations;
- The adherence to principles of access and equity and maximising training and assessment outcomes for learners;
- The provision of management systems that are responsive to the needs of learners, staff, stakeholders, and the operating environment;
- The establishment and maintenance of RTO governance that promotes compliance with applicable standards and ASQA requirements;
- The compliance with applicable Commonwealth, State or Territory legislation and regulatory requirements;
- The establishment and maintenance of insurances as required by the assessed exposure to loss and compliance with applicable regulatory requirements;
- Management of RTO finances to ensure compliance with Australian Accounting Standards, the protection of fees paid in advance and the application of a fair refund policy;

- The issuing of qualifications and statements of attainment in accordance with the Australian Qualifications Framework,
- The recognition of qualifications and awards issued by other RTO's;
- The establishment and maintenance of marketing of training and assessment services which is accurate, ethical and consistent with the scope of registration; and
- The transition from superseded training packages within 12 months of their revision and publication in the Training.gov.au.

Responsibilities

The Chief Executive Officer is responsible for overall risk oversight through the following:

- Overseeing the conduct of operational risk management reviews;
- Approving risk management action plans and strategies; and
- Reporting to interested parties of CBC on matters relating to operational risk management.

The management team is responsible for:

- Conducting operational risk management reviews periodically;
- Implementing risk management action plans and strategies; and
- Providing on-going guidance to all levels of CBC on risk management plans, strategies and process.

Review cycle

Risk management reviews are to be undertaken at least annually. The Chief Executive Officer may require reviews to be conducted more frequently or may identify a number of management risks to be reviewed on a six-monthly cycle based on the need for increased monitoring and organisational performance.

There is an important relationship between implementing risk controls and treatments and CBC's Continuous Improvement Committee. The committee will meet on a more regular cycle than formal risk management reviews and becomes the vehicle by which risk controls and treatments are implemented and monitored.

Risk criteria

When undertaking risk assessment, we identify the following risk criteria:

- The Standards for Registered Training Organisations;
- Applicable Commonwealth, State or Territory legislation; and

- Industry licensing requirements applicable to our scope of registration.

Compliance Risk Management Procedures

The procedure to manage risk and conduct risk management reviews is specified in the Australian/New Zealand Standard on Risk Management (AS/NZS ISO 31000:2009).

In applying this to the vocational education and training environment, the following guidance is applicable:

- **Step 1 - Establish the risk context.** Establish risk management context in which the risk analysis will be undertaken. This includes establishing the internal and external risk criteria that will be used and the environmental factors to be considered during the analysis.

Example: As an example, the risk criteria might be the Standards for Registered Training Organisations, clause 1.13 – 1.16 relating to the competence of trainers and assessors. This is a very clear compliance requirement but will need to be considered in light of other environmental factors such as the availability of competent staff, financial capacity to employ or contract, legislative requirements relating to employment, etc. Once these broader factors are identified along with a good understanding of the risk criteria an analysis of the risks should be undertaken.

- **Step 2 - Identify risks.** Identify how the quality of services, business operation and compliance could be impacted on if the risk criteria are not addressed. The identification of risks should be undertaken using the Continuous Improvement Committee as the forum in which these matters are considered.

Example: In our example relating to the competence of trainers and assessors, the risks will relate to not having access to competent and experienced trainers and assessors and therefore engaging a person who is not competent and not experienced.

- **Step 3 - Analyse risks.** When analysing the risks and how you might address them, it is important to first identify the things that you are currently doing to control risks. Using this information, we need to consider both the consequences and the likelihood of the risks occurring with the current controls in place and being applied. With this information you can identify the residual likelihood and consequence and classify the level of risk. The analysis of risks should be undertaken using the Continuous Improvement Committee as the forum in which these matters are considered.

Example: In our example relating to the competence of trainers and assessors, the existing controls may include knowledge of the requirement expressed in Standards for Registered Training Organisations, clause 1.13 – 1.16 and the intent to apply this requirement to new

recruitment of trainers and assessors without any systematic management approach to ensuring this occurs. With these controls in place the likelihood that inappropriate personnel are recruited is possible based on there being no formal arrangements for recruitment and induction that would validate qualifications and experience. The consequence of this occurring are:

- poor learning outcomes,
- assessments being made which are not valid,
- an expensive remediation process to correct invalid assessment decisions,
- being found non-compliant at an internal or external Standards for Registered Training Organisations audit,
- having to respond to corrective action orders from regulators,
- being allocated a higher risk rating due to non-compliances, and
- loss of reputation in the marketplace.

These broad consequences would lead to a consequence rating of major. Taking the likelihood rating of possible and the consequence rating of major would result in a risk rating of High. A high-risk rating requires new controls (treatments) to reduce the overall risk and close implementation and monitoring by management.

- **Step 4 - Evaluate risks.** Once the risk rating is established, a comparison between the adequacy of the existing controls and what new controls are required to treat the residual risk. This comparison will lead to the identification of new controls in order to bring both the likelihood and the consequence down. This will have a direct influence on the overall risk rating by bringing it down to an acceptable level. The evaluation of risks should be undertaken using the Continuous Improvement Committee as the forum in which these matters are considered.

Example: In our example relating to the competence of trainers and assessors, the new control measures may include the introduction of a formalised process to recruit personnel including validating qualifications and experience, assessment mentoring and moderation, professional development, trainer/assessor evaluations and a validation process around assessment arrangements.

In evaluating these new control measures, the assessed likelihood is now considered to have reduced to rare and the consequence is assessed as moderate. This would result in an overall risk rating of moderate which requires close monitoring of implemented control measures. In this example this is now considered to be an acceptable risk.

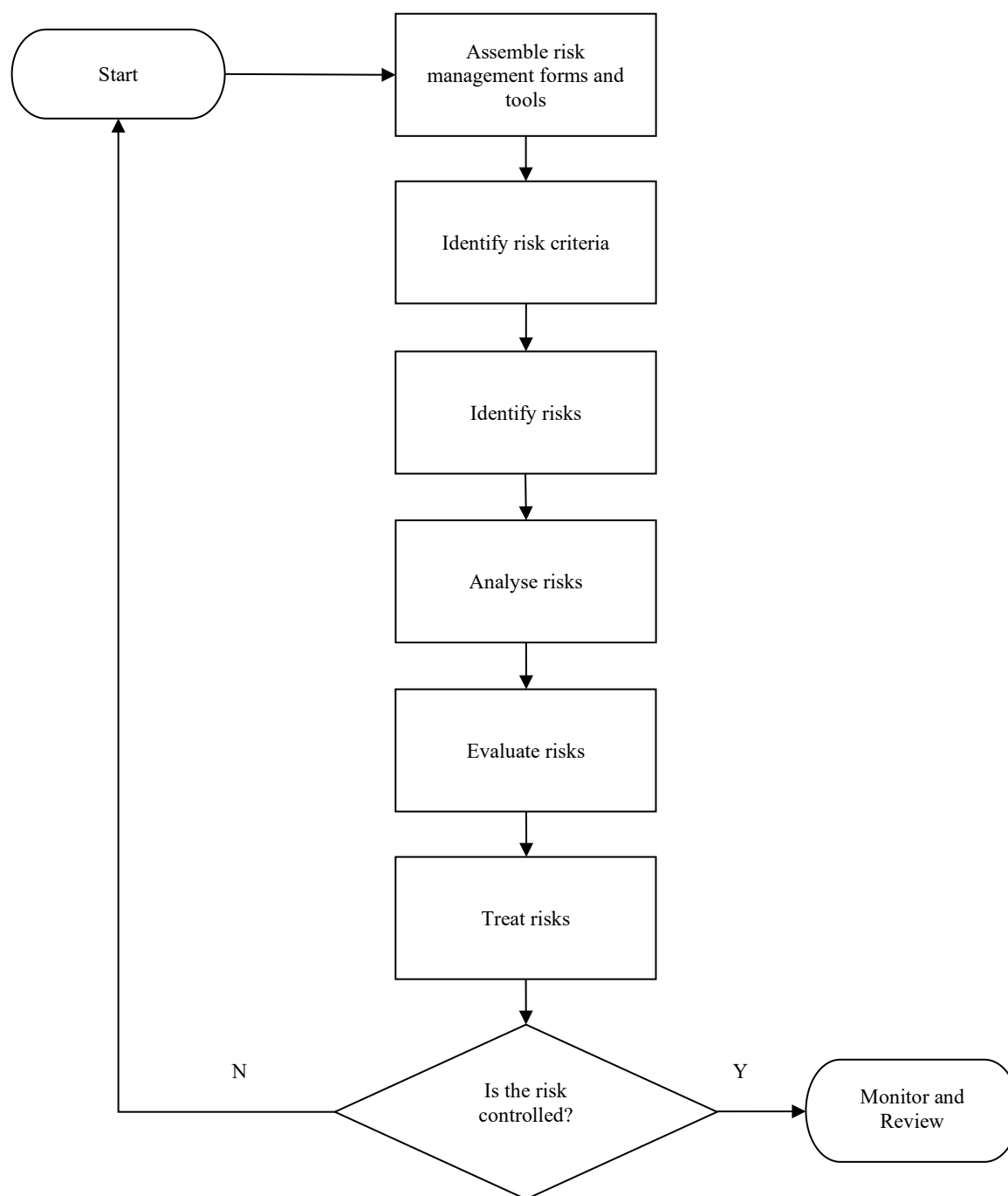
- **Step 5 - Treat risks.** In the treatment of risks, we need to develop the strategies and resources for the specific control measure. This often requires management analysis like any other improvement to an operating system and should be facilitated using the Continuous Improvement Committee as the forum to drive implementation. The new control measures will need to be communicated to CBC's staff so everyone understands their role in making the new arrangement fit into the operation and produce the desired outcome. Strategies should be implemented by allocating specific responsibilities to staff that are given realistic timeframes to achieve implementation.

Example: In our example relating to the competence of trainers and assessors, one of the control measures is the introduction of a formalised process to recruit personnel including validating qualifications and experience. Within the forum of the Continuous Improvement Committee, this improvement is discussed and the strategies and resources are agreed on. This may include the development of a new policy on trainer recruitment and induction and forms which ensure that induction has occurred and that qualifications have been sighted, validated and a copy taken. This responsibility is allocated to a Continuous Improvement Committee member with a defined timeframe to report back to the committee on the actions taken and the progress made. From this point, the Committee will monitor the risk through normal data gathering as part of the systematic approach to continuous improvement. The systematic approach to continuous improvement is discussed in section two of this policy and procedure manual.

- **Step 6 - Monitor and review.** It is necessary to monitor the outcomes achieved from the implementation of risk treatments. This is important to ensure that the changes and improvements have led to a real reduction in the occurrence and effects of risks becoming reality. Monitoring seeks to collect relevant data relating to the risk and analysing the data to identify trends of performance or the need for further improvement.

Example: In our example relating to the competence of trainers and assessor, from this point, the Continuous Improvement Committee will monitor the risk through the collection and analysis of data as part of the systematic approach to continuous improvement. This data includes the Quality Indicator survey data and the results from twice yearly internal audits.

Compliance Risk Management Process



Continuous Improvement

Policy

This policy specifies the CBC's approach to quality assurance and continuous improvement as well as its principles, features, structures and standards.

The aim of the CBC's quality assurance policy is to enhance the effectiveness of its core activities of learning, teaching and effective management and to the continuous improvement of its operations. The Principal and Director are the key personnel in charge of monitoring and implementing continuous improvements.

CBC's quality and continuous improvement policy is as follows:

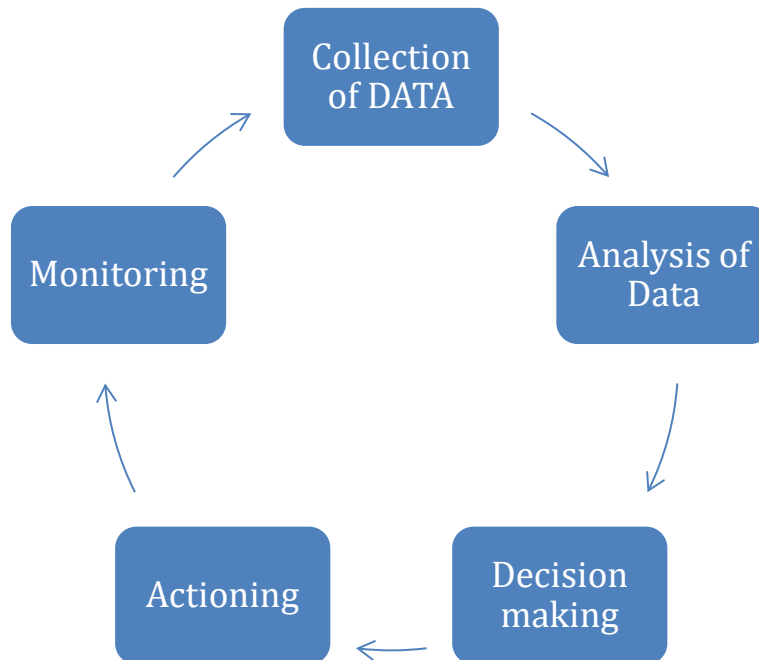
1. A commitment to widespread involvement of staff, students and stakeholders in the QA process, such as:
 - critical self-evaluation and rigorous peer review of academic and administrative areas;
 - methodical collection of evidence about service satisfaction and student experience;
 - multiple avenues for student and staff input to QA.
2. A focus on efficient management, planning and resource processes to achieve excellence and ensure continuous improvement
 - Institute-wide strategic goals linked to plans, priorities and the review system;
 - A regular cycle of reviews of all departments and administrative services units;
 - Allocation of funding to address areas for improvement;
 - Annually-updated faculty teaching and learning plans and resources, and
 - A performance management and development system for all staff, including managers.
3. Using the information gathered to review policies and procedures as a basis for the continuous improvement of its operations; and
4. Acting on opportunities for improvement identified by any means continuous improvement of its systems.

Procedures

To ensure the implementation of its policy on quality and continuous improvement, CBC employs the following procedures:

1. CBC will designate a staff member with direct access to the Principal, who has defined responsibility and authority, to:
 - a. Ensure that CBC complies with the Standards for Registered Training Organisations across all of its operations and in all of its training and/or assessment activities,
 - b. Ensure that CBCs Policies and Procedures meet the requirements of Commonwealth or state/territory legislation and regulatory requirements that is relevant to CBCs operations including industry legislation and regulatory requirements specific to its scope of registration,
 - c. Report to the Principal on CBCs compliance with the Standards for RTOs, for review and as a basis for improvement.
2. CBC will conduct an internal audit across all its operations relating to its compliance with the Standards for RTOs and its own policies and procedures annually.
 - a. CBC will conduct an internal audit of its operations to assess compliance with policies and procedures articulated in the “Policies and Procedures” manual annually and will highlight to the management team (Principal & Directors), areas of non-compliance and suggest improvements to procedures where necessary. The management team will then meet to discuss and review the findings of the internal audit of the CBC’s “Policies and Procedures” manual.
 - b. The Audit Panel for self-assessment.
 - i. The audit panel will comprise of at least one internal auditor with an assistant and / or may also include an external auditor(s).
 - ii. External auditor/s are employed under contract by CBC
3. CBC will collect and analyse student feedback that may be gathered in any one, and/or a combination of the following feedback mechanisms:
 - a. Student feedback forms handed to each student after the conclusion of the delivery and assessment of each unit to measure training delivery and assessment effectiveness.
 - b. Data is also collected from questionnaires and surveys (such as Orientation feedback forms, evaluation, AQF – Learner Needs).
 - c. Staff self-assessment appraisal handed to staff on a regular basis to identify areas for improvement and professional development,
 - d. Formal complaints and grievances stated in writing using the complaints form,
 - e. Suggestions from staff during staff meetings.

4. CBC maintains a Continuous Improvement Register and Corrective Actions register that complies with the flow chart below.



Student Satisfaction

Policy

Student satisfaction is a vital component for CBC success. To ensure CBC is meeting the needs of its students and is providing them with a high level of service and educational outcomes, CBC implements an ongoing survey / feedback process to achieve student satisfaction.

Procedures

In order to achieve a documented record of student satisfaction the following process will be followed:

1. Student questionnaires (Evaluation Sheets) will be the basis of the survey process and used to record the information.
2. All students will be asked to participate in a survey at the completion of each term.
3. In case of dissatisfied student(s), an immediate response by the Student Services Manager is initiated to establish the facts and resolve the problem.
4. Results from all CBC surveys are communicated to the DSS.

5. Any complaints will be referred back to the Director of Student Services for follow up with the student and staff.
6. Any suggestions for other training and assessment programs will be referred to the Director of Student Services for future program planning.

Administrative and Records Management

Records Management Policy

The CBC Records Management Policy is written to ensure the integrity, accuracy and currency of records.

CBC adheres to its legal obligations to provide a quality service to both internal and external clients; each individual student file reflects the history of each student.

All CBC student records are stored in the administration office. Non-current student records (graduated students and discontinuing students) are scanned and electronically stored as digital records on the cloud (off site servers).

Confidentiality of Student Records

This information should be read in conjunction with the CBC's 'Privacy Policy'.

Exceptions to Disclosure of Student Records & Information

Any release of information pursuant to a legal requirement or authority, which under legislation or the common law is permitted.

Federal and State Acts require the release of confidential information and therefore override confidentiality policies. If a CBC staff member receives a request or demand of this nature, it should be referred to the Director Student Services / CEO.

Information given will be to the extent requested by the agency.

Emergencies

Student Record Information may be released to a relevant emergency service, the student's legal representative or other relevant person in the event of an accident or emergency or where the student is unable to manage his/her own affairs. It is very important to establish the bonafides of the person requesting the information, but unnecessary delays must be avoided.

Authority to release information in an emergency should be obtained from the Principal / SSM, unless to do so would cause unreasonable delay in the circumstances.

The following are the contact numbers for after hour's emergencies to request student records / information:

- Student Service Manager (Navneet Mago): 0413 656 896 (1st point of contact)
- Director Student Service (Gajinder Paul): 0414 780 573 (2nd Point of contact)

Student Access

A student may apply in writing and gain access to his/her Student Record Information. The request will be made to the SSM. All information regarding clients will not be disclosed to any third-party unless there is a written consent from the client authorising the third-party to act on behalf of the student.

CBC will ensure that:

- Electronic and paper records are stored in a secure location including backup copies for retention and retrieval purposes to enable the re-issue of a qualification or statement of attainment if required, and transfer of these records consistent with contractual, legal, and state or territory registering body requirements in the event of closure of CBC; and
- All information gathered by CBC regarding students will be safeguarded and disposed of as per legal, ethical and statutory requirements.

Canterbury Business College is required by the National Vocational Education and Training Regulator Act 2011 to securely retain your personal details for a period of 30 years from the date your enrolment has completed. The purpose of this is to enable your participation in accredited training to be recorded for future reference and to allow you to obtain a record of your outcome if required.

In some cases, we are required by law to make student information available to Government agencies such as the National Centre for Vocational Education and Research or the Australian Skills Quality Authority. In all other cases Canterbury Business College will seek the written permission of the student for such disclosure. Canterbury Business College will not disclose your information to any person or organisation unless we have written instructions from you to do so. If you require your records to be accessed by a person, you need to authorise this access otherwise this access will be denied.

CBC keeps student records for administrative and legislative purposes. These will include:

- Filled enrolment forms;
- Confirmation of enrolments;
- Copies of their previous qualifications
- Assessments;

- Letters issued;
- Attendance / academic progress letters;
- RPL/CT results issued;
- Qualifications register;
- All academic correspondence to the student;
- Fee invoice/statements/paid/refund; and
- Department of Home Affairs correspondence

Under the Privacy Act 1988 (Privacy Act) you also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information. You can find more information about making a privacy complaint at the website of the OAIC located at: <https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint>

Version Control Policy

CBC manages a wide range of documentation throughout its operations which are geographically dispersed across Australia. To ensure that our representatives are using the correct version of documentation, this version control policy is provided.

Version control can be used to track the changes that occur to a document and record its distribution throughout the document's development and subsequent revision(s). CBC is to apply version control to all documentation and tightly control the release and availability of documentation that is approved for use.

The authority to approve amendments and revisions of CBC documentation rests with the Chief Executive Officer. Generally, amendments and revisions will be considered by the Continuous Improvement Committee in consultation with relevant parties.

Version Control Procedure

- The Principal shall authorise the issue of all documents and materials relating to CBC's scope of registration,
- The Principal shall maintain a register of the current versions of all relevant documents. The register includes the list of documents with document ID, Name, Version, Date created, last date updated change requested by, change made by, approval of changes, location and comments;
- When a new/revised document is issued, the Principal will retrieve and destroy all previous versions of documents wherever possible,

- All authorized documents will contain a version number which will act as a version control reference;
- All master copies are saved in digital form on the server, accessible to authorised staff only;
- The Principal is responsible for ensuring that all CBC materials requiring version control contain a footer that defines the most recent date of amendment, current version and the page number. Materials requiring version control will include academic and non-academic documents.
- All files (forms, letters issued to students) that are created are given a footer that contains the document ID, version & date.

For example: CBC-OC-V2019.4-010419

- | | | |
|----------|---|----------------------------------|
| • CBC | - | Organization name |
| • OC | - | Organization chart |
| • V2019 | - | Current year of document |
| • 2019.4 | - | 4 th Version in 2019 |
| • 010419 | - | Date of the last updated version |

Document location and protection

All CBC documentation is to be tightly controlled in one central file location. This file location should be accessible to all CBC representatives who are authorised to access and use these documents.

Generally, where documents are used for print purposes, these should be available in PDF format only. Where documents are required to be populated with data electronically, these should be available in an amendable document form but must be protected as 'read only'.

Document distribution

Where documentation must be distributed away from a central location, this is to be conducted systematically and formally with the recipient required to acknowledge the receipt of a new document version and that old versions have been discarded.

Staff Recruitment, Induction, Access, Equity and Ongoing Development

Staff Recruitment

It is essential that the recruitment process is fair and equitable and ensures a professional interaction with candidates. Planning should include:

- Nomination of the person responsible for the process and choosing an interview panel if appropriate or required
- Reviewing current job description or writing new job description including hours and salary
- Defining essential and desirable selection criteria (Ideal Job Specification)
- Determining closing dates for applications
- Choosing method of advertising and preparing advertisement
- Choosing date and venue for interviews

All applicants for full time and part time positions will be interviewed either by the Director of Student Services or Principal. If it is an academic position the candidates will be interviewed by the Principal. *CBC reserves the right to engage a third party provider for trainers and assessors.*

Advertising

All part time and full time positions are advertised through the newspapers and Internet (www.seek.com.au) and will contain the following information: job title, tasks, expected hours of employment, employment status, closing date and address for applications, contact name and phone number for further information.

All potential applicants who seek further information over the telephone will be given the same information ensuring no one applicant has an advantage, perceived or otherwise. On request copies of the job description will be forwarded.

Applications, Resumes & Interviews

The Director of Student Services together with the Principal will assess all applications after the closing date. Applicants will be contacted by email / telephone to arrange an interview. Interviews are to be conducted in a relaxed and open environment, allowing time for the applicant to outline their experience and suitability for the position and ask questions regarding the position. Unsuccessful applicants will be notified by telephone or in writing.

Verification of vocational / academic competence

CBC will endeavour to verify all vocational competence by talking to the applicant's referees, past employers, overseas qualification assessment, and via the interview process.

If the applicant's previous employer(s) are overseas, all reasonable efforts will be made to contact them via email, fax or phone.

All overseas qualification achieved will be reviewed and assessed through the Australian Education International (AEI), through the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines to check its relevance and its standards within the Australian Education framework. <https://internationaleducation.gov.au>

A minimum of 2 work referees will be contacted and the findings will be documented.

Offer of Employment

The employment offer will be made to the person who is the best suited for the job. The position will be verbally offered to the most suitable candidate within 3 days of the interview. If accepted, a written offer confirming the position will be sent immediately including salary and proposed start date, conditions of employment, tax file number declaration form and superannuation forms.

The employee and the Director will be required to sign and date the employment contract. A copy of the contract is given to the employee and the other copy is retained in the staff folder.

Discipline and Dismissal**Discipline**

Disciplinary procedures will follow current legislation. In situations where employees are not fulfilling the functions and tasks of their job description the Principal if available, or the Director will take the following steps.

1. Discuss the situation with the employee in order to outline the problems and issues, agree on an action plan and review within two weeks.
2. If the situation has not improved, then arrange a dispute resolution meeting, outline the problems and issues, and then agree on an action plan and review in two weeks.
3. If situation has not improved, then give a verbal warning of termination.
4. If the situation continues a termination of employment letter will be issued keeping in mind the notice period.

Immediate Dismissal

CBC reserves the right to terminate employment without notice for:

- Breach of Code of Conduct and ethics during or outside working hours deemed detrimental to the efficiency, effectiveness or the reputation of Canterbury Business College (CBC)
- Serious breach of the EEO principles outlined in this document.
- Any evidence or act of “**serious misconduct**”

Further details of instant dismissal are explained in each employee’s contract.

Serious misconduct

1. Refusal to obey a lawful and reasonable instruction; refusal to perform work assigned; or walking off the job;
2. Assaulting another person;
3. Bringing alcoholic liquor or drugs (except those personally prescribed by your own doctor) onto the Company’s premises, and/or consuming these without management’s consent, during the span of working hours;
4. Falsification or being a party to falsification of any Company or client document or records. This includes time, wage, accident, expense, leave records, etc;
5. Possession or use of CBC’s property or vehicles without authorisation. This includes scrap, waste and damaged items;
6. Possession of another CBC’s belongings without consent;
7. Deliberately damaging CBC’s property or acting in such a way as to cause injury or affect safety.
8. Requests or behaviour towards other employees, which amounts to sexual harassment, victimisation, bullying or/and any form of discrimination. Sexual harassment includes unwarranted and unwelcome behaviour of a sexual nature.

Less Serious Misconduct

1. Using offensive or abusive language; or using threatening behaviour;
2. Without good reason, failing to report to your supervisor, as close as possible to your usual commencement time, that you are unable to commence work at the usual time because of sickness or for any other reason;
3. Failure to observe safety rules or working in an unsafe manner;
4. Wasting time or materials;

5. Reporting for work in such condition that duties are unable to be performed properly or safely.

Staff Induction

This policy ensures new appointees are aware of the conditions of service and entitlements, and that appointment formalities are completed.

Staff Induction kit will contain information relevant to the job role, on each of the following:

- Training Packages
- Competency-based training and assessment
- VET requirements and policies
- Staff responsibilities for access and equity
- Staff Handbook

Procedures

Prior to commencement of employment, all new appointees will be given appointment letters, duty statements, tax declaration, tax file number forms and superannuation forms. Staff will also receive a Staff Handbook, which they will have to acknowledge.

Stage 1

- New staff meets all other staff members and a campus tour to familiarize with fire exits, toilets, kitchen, classrooms and computer laboratories
- New staff meets the senior management staff and discuss any issues relating to the Staff Handbook with Principal/Director
- Discuss all general policies and procedures and the requirements of CBC and expectations of the students
- Discuss program outline, requirements and outcomes
- Discuss Occupational Health and Safety (OHS) policies and procedures

Stage 2

- Plan training and assessment program
- Date, time, location, number of sessions, resources required, min/max students
- Go through the Learning & Assessment strategies and Assessment Policy and Procedures for relevant department.

- Discuss ideas for assessment items to be used
- Identify where supervision of training delivery is required for staff that do not hold Cert IV in Training & Assessment or equivalent and allocate a mentor to carry out supervision.
- Identify where collaborative assessment is required for staff that do not hold Cert IV in Training & Assessment and / or vocational competencies and allocate staff that will work together to carry out assessment.
- Discuss Staff Professional development opportunities
- Organise the commencement of the first teaching session, arrange to meet, greet and introduce tutor and students
- Ensure all resources are available
- Ensure procedure for future sessions is clear and convenient

Stage 3

- Meet with staff two weeks after commencement; discuss problems, strengths, weaknesses and professional development.
- Arrange meeting with trainer/assessors to discuss assessment items.

Stage 4

- Ongoing contact with trainer/assessors regarding professional development and planning.

Staff Access & Equity

During the interview process, potential candidates will be offered an opportunity to discuss any special or additional needs that they may require to fulfil their role if they were selected. This would be with regards to any arrangements they would prefer as a part of their employment contract at CBC. For example: Children, family commitments, other work commitments, medical conditions, and religious obligations.

The interviewer will make a note of this on the “Screening Form” and will evaluate it during the time of final selection. CBC will exercise the right to approve / disapprove any special needs or requirement that the candidate might have depending upon the feasibility and CBC’s capacity to make it available.

The “Screening form” is designed to determine if CBC needs to deploy additional resources to accommodate potential staff’s learning needs to achieve the desired outcome and offer equal learning opportunities.

Staff complaints and appeals

Complaints Handling Policy and Procedures

Policy

It is the policy of Canterbury Business College (CBC) to maintain a harmonious and professional working environment which is free from intimidation and harassment and which promotes equal employment opportunities for all.

It is the policy of CBC to act upon the subject of any complaint found to be substantiated immediately as possible.

Complaint & appeal may be a result of issues such as:

- Allocation of work or development opportunities;
- Perceived discrimination, victimisation, harassment;
- Workplace communication and interpersonal conflict;
- Changes in technology, work processes or location;
- Occupational health and safety issues; or
- Interpretation, application or operation of an industrial award or agreement.

Procedures

1. CBC encourages staff to express concern about work-related issues and to raise concerns, where necessary
2. Staff need to follow CBC's defined protocols, while addressing their concerns or wishing to make a complaint.
3. The staff member is expected to first contact their immediate reporting person (supervisory role) to address their concerns.
4. If the staff member is not satisfied with the response, he / she has the right to escalate the matter to the Manager of the department to seek resolution.
5. If the resolution reached by the Manager is not to the satisfaction of the staff member, he / she has a further right of appeal, which has to be done in writing directly to the Principal / Director.
6. The written statement will detail the issue and the outcomes reached by other staff members, including reasons for the decision and a rationale for the appeal.
7. The staff member needs to include all relevant information within their documented complaint & appeal.

8. The Principal / Director will respond to the complaint in writing about their decision within 10 working days from the date of submission.
9. If the staff member is not satisfied with the solution provided by the Principal / Director, they are advised to take the matter to an independent mediation board, such as Resolution Institute to hear the appeal.

Any staff member, who feels that his /her case has not been adequately heard, may contact an independent mediator appointed by CBC before disciplinary action is taken. The mediation / arbitration service details are listed below:

Resolution Institute

Level 1, 13 Bridge Street Sydney NSW

Phone: (+61 2) 9251 3366

Free call: 1800 651 650

Email: infoaus@resolution.institute

Website: <https://www.resolution.institute>

New South Wales Department of Fair Trading

Telephone: 13 32 20

http://www.fairtrading.nsw.gov.au/ftw/About_us/Contact_us.page

Staff Performance Appraisal

CBC acknowledges the pivotal role staff play in the growth of an organisation. Maintaining good staff relations and open communication channels are vital if goals and objectives are to be achieved.

Staff need to be satisfied with their work responsibilities and roles within this organisation, they need to be trained to adapt to the changing requirements of their work and are encouraged to develop themselves in order to meet these challenges.

One way to achieve these results is by constant contact and feedback between management and staff. CBC understands that staff require a measure of their achievements to be constantly motivated and at the same time have their views and experiences regarded as of vital importance to CBC.

All part time, full time and contract staff will have an annual performance appraisal to review work and achievements in relation to their job description and to plan goals and actions for the coming 12 months. The performance appraisal will differ between teaching staff and administration staff.

Policy

CBC appraises its permanent staff on an annual basis and provides them with feedback on their performance. Staff performance is a key factor for the determination of on-going employment and rewards structures. Staff performance will be goal oriented, monitored, documented and recognized through a clearly defined staff appraisal system. CBC recognizes the importance of feedback collected from as many sources as possible.

CBC also conducts an appraisal for its contract / casual staff in terms of planning and designing professional development activities.

Procedure

1. Appraisals are carried out once per year after employees commence their employment at CBC, and on every subsequent anniversary date.
2. All procedures for the Performance Appraisal System are designed and reviewed by the Principal.
3. The Principal is responsible for planning and carrying out performance appraisals for the employees.
4. The basis for performance appraisal will be a **Performance Appraisal Sheet** completed by the Employee.
5. Sources for evidence of employee performance may be from: self; peers; students feedback; assessment records; administration records; student files; reports on end of programme outcomes; management; educational/training institutions / Employee training and personal development file; employers.
6. Once complete, and the outcome has been agreed to by the Employee, all action plans are monitored by both the Employee and Principal.
7. The content and process of Performance Appraisal systems are evaluated by staff, which provide feedback to the Principal after their meetings. The Principal addresses discussions around changes to the system at a Management Team meeting set for this purpose.

Professional Development Policy

All employees within CBC are to be given the opportunity to access professional development programs to improve their professional and teaching qualifications. Professional development opportunities are reviewed with all staff at least once a year.

Internal Learning Opportunities

There is no limit to the number of internal work-related training and assessment programs an employee may undertake. It is anticipated that these will be identified and planned for during the self-appraisal process.

All employees are encouraged to attend in-house personal development training and assessment programs. CBC will subsidize 100% of the internal work-related fee or work-related service for all employees after 6 months service. These training programs can be taken up only after the scheduled working hours.

All trainer/assessors are required to discuss all in house training and professional development options before attending. The offer of training and assessment program attendance for employees is not transferable to other family members and the entitlement ceases when employment ceases.

External Learning Opportunities

Staff are encouraged to improve their skills and qualifications by accessing appropriate training from outside organizations. It is expected the need to assess external training/professional development will be identified during the employee's self-appraisal.

Canterbury Business College will make every effort to support the employee in accessing training, which directly relates to their job by providing them flexibility with work hours. All trainer/assessors must discuss with the management to ensure all arrangements have been made prior to attending or making any commitment for any professional development. A professional development record will be kept at CBC for all training that CBC staff have attended.

Other Learning Opportunities

Other learning opportunities for staff include:

- Acting in a position during another's absence
- Managing specific projects in a different area
- Working with other staff as an assistant to learn new skills
- Acting as a mentor to another staff member

Critical Incident Policy

Canterbury Business College is committed to maintaining a safe and supportive environment for staff and students. This policy underpins our approach to respond to critical incidents that may occur and impact on the people both studying and working at Canterbury Business College. We are particularly mindful of our responsibility to support our students from overseas that do not have access to a normal support network

Canterbury Business College will advise students and staff on the actions they can take to enhance their personal security and safety. CBC will provide information on safety and awareness relevant to life in Australia and how to seek assistance for, or to report an incident that may impact their wellbeing.

A Critical Incident: is any sudden or progressive development (event) that requires immediate attention and decisive action to prevent / minimise any negative impact on the health and welfare of one or more individuals. Critical incidents may include (but are not limited to) events such as:

- Death/suicide;
- Serious accident or injury;
- Death or serious illness of a student's family or friends overseas (in their homeland);
- Removing an individual's liberty under duress, threats of violence, assault, rape/sexual assault, aggravated burglary, biological or chemical weapons found/ present;
- Fire, bomb, explosion, gas/chemical hazards, discharge of firearms;
- Threat of widespread infection or contamination;
- Civil unrest;
- Serious damage to essential facilities and or extreme disruption to operations at Canterbury Business College; and
- Information which has the potential to negatively affect the reputation of Canterbury Business College in the media and/or wider community.

Staff Responsibility

In the first instance the designated officer is any member of the staff who is witness to /or receives the information which triggers the critical incident.

If possible the Chief Executive Officer is to be immediately called to the situation to assume control. In all cases the procedure below is to be followed:

Critical Incident Procedure

1. The CEO is to assess the situation and consider any apparent risks to their own safety and those present.
2. Where the CEO considers a critical incident involving threat to life or/ and triggering an emergency situation is occurring the CEO is to contact Emergency Services by dialling 000 immediately and being put through to the appropriate service. See Accompanying contact numbers.
3. Provided there is no threat to personal safety in doing so, the CEO is to take steps to minimise further damage or injury. This may involve organising willing bystanders to provide support.
4. The Chief Executive Officer or most senior staff member available is to assume responsibility for assessing the incident and forming a Critical Incident Team if deemed necessary.
5. As soon as practical the Chief Executive Officer or the most senior staff member available is to prepare a Critical Incident Initial Report outlining details re: the type of incident, the exact location and details of any person or persons who might be injured, or in distress and in need of counselling or at risk. Where persons affected include current students, a copy of the Student Written Agreement should accompany the report.
6. The Chief Executive Officer and Critical Incident Team/ other staff members, will review the situation, set priorities, allocate tasks/responsibilities and coordinate an immediate response including communications (to staff, students, families of those involved, helpers, and the media).
7. Where a staff member has assumed management of the critical incident, this person will consult with and/or take instruction from the Chief Executive Officer as necessary.
8. The Critical Incident Team will organise ongoing response/follow up (including staff briefing, counselling, review and reporting) as part of the process.
9. The Critical Incident Team will organise a de-briefing session to evaluate response procedures and make recommendations for ongoing actions if required.
10. The Critical Incident Team will produce a final report and make recommendations about handling any future critical incidents. Revision of this procedure may be part of that report.

Tasks and Responsibilities

The Chief Executive Officer or most senior staff member available will:

1. Head the Critical Incident Team;
2. Liaise with emergency services;
3. Liaise with Diplomatic Post/Embassy/Consulate;
4. Provide notification of critical incident to most Senior Staff Member;
5. Liaise with immediate family members or guardians if appropriate;
6. Convene Critical Incident Team;
7. Formulate and execute critical incident plan;
8. Organise debriefing, counselling and follow-up; and
9. Oversee the retention and secure storage of all records relating to critical incident handling.

Informing the Police

The police must investigate all sudden unexpected death. Police actions include:

- Reporting the death to the Coroner;
- Notifying Next of Kin;
- Obtaining official identification of the deceased (this must be done by a person who has known the individual for at least the past year); and
- Conducting investigations (interviewing witnesses or others involved).

Notifying Next of Kin

Once death/injury has been confirmed, the initial contact with next of kin / significant others needs to be considered carefully. The following questions may be helpful:

- What is the appropriate manner of contact?
- What were the circumstances of the tragedy?

Ongoing support

Maintain contact with those who may need ongoing support, often at times and in locations outside of the normal class routine. The following should be considered:

- Consideration should be given to personal contact with victims and those affected by the incident outside of normal hours. Family and friends are a priority. The Critical Incident Team

will assess those affected by the incident and make referrals for counselling and/or advice to agencies outside of those normally used.

- Appropriate cultural responses may be put in place, interpreters may be provided, and overseas authorities, such as embassies and legations, notified.
- Where appropriate, staff and students may need to be directed to seek professional counselling. Counselling of staff and students will be a priority for incidents where trauma may be experienced. Special Leave will be considered where necessary.
- There may be a need to issue a written statement to staff and students, within the guidelines of the Privacy Act 1988 to inform them of the incident.
- There may be a need to identify others who may be affected by the incident to provide re-assurance and minimise distress.

It is important to return to normality as soon as possible. The Chief Executive Officer should meet with staff at the end of the working day to debrief staff and assist in the recovery process.

Dissemination of this Policy

A copy of this policy will be available on the Canterbury Business College website. An emergency evacuation drill will be conducted by staff regularly for all continuing, new students, staff members. This policy and procedure will be reviewed as part of the continuous improvement actions of Canterbury Business College.

Please see attached emergency contact details.

Record retention requirements relating to critical Incidents

Canterbury Business College must maintain a written record of any critical incident and remedial action taken for at least two (2) years after the overseas student ceases to be an accepted student. The CEO is responsible to oversee the retention and secure storage of all records relating to critical incident handling.

EMERGENCY CONTACTS

Responsible Person	Contact Details
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In all cases:

Managing Director/CEO	0414 780 573
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In cases of critical incident related to a specific campus:

CBC Campus Manager	0413 656 896
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In cases of critical incident related to IT infrastructure:

IT Manager	0412 876 000
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Campus Location – 29 – 37 Bellevue Street, SURRY HILLS NSW 2010

Emergency and Support Services

Service	Phone Number	Address
Police	000	
Fire Brigade	000	
Ambulance Service	000	
Local Hospitals:	(02) 8382 7111	St Vincent's Private Hospital Sydney, 406 Victoria St, Darlinghurst NSW 2010
Medical Services:	(02) 9261 9261	Sydney Medical Centre, Pavilion on George, 580 George St, Sydney NSW 2000
Legal Services:	(02) 9698 7277	Redfern Legal Centre, 73 Pitt St, Redfern NSW 2016
State Emergency Service	132 500	NSW SES State Emergency Service, Waverley-Woollahra Unit, 101 Grafton St, Bondi Junction NSW 2022
Nearest Police Station	(02) 9265 4144	Surry Hills Police Station, 151-241 Goulburn St, Surry Hills NSW 2010

Privacy Policy - Student Personal Information

Privacy Act 1988 (Cth)

An organisation must not collect personal information unless the information is necessary for one or more of its functions or activities.

An organisation must not use or disclose personal information about an individual for a purpose (the secondary purpose) other than the primary purpose of collection unless:

(a) both of the following apply:

- (i) the secondary purpose is related to the primary purpose of collection and, if the personal information is sensitive information, directly related to the primary purpose of collection;
- (ii) the individual would reasonably expect the organisation to use or disclose the information for the secondary purpose; or

(b) the individual has consented to the use or disclosure.

CBC will collect information from the student at enrolment for general student administration. This information may also be used for planning, communication, research, evaluation and marketing activities. The student's personal information is stored securely, and only authorised CBC staff has access to the information.

CBC will manage the student's personal information according to the Commonwealth Privacy Act and its Information Privacy Principles, and the NSW Privacy and Personal Information Protection Act 1998. The student may request access at any time to information CBC holds about them and ask CBC to correct it, if the student believes the information is inaccurate, incomplete or out of date.

The student's personal information may be disclosed to Commonwealth and State Government Agencies. In these circumstances, the minimum amount of information required or requested will be disclosed.

In the interest of privacy of individuals/organisation, only authorised CBC staff will have access to the student's information.

In accordance with the Information Privacy Principles, no further access to the student's enrolment information will be provided to any other organisation or persons without the student's written consent unless authorised or required by law.

The student's right to privacy is important to CBC and all personal information collected about the student is treated as confidential.

Work Health and Safety (WHS) Act 2011 (Cth & NSW)

The main object of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces by protecting workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work or from particular types of substances or plant.

The WHS Act covers most workers in Australia who are protected by nationally uniform work health and safety laws. This includes employees, contractors, sub-contractors, outworkers, trainees, work experience students, volunteers and employers who perform work.

The WHS Act also provides protection for the general public so that their health and safety is not placed at risk by work activities.

Duties of other persons at the workplace (section 29). Any person at a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions. They must also cooperate with any actions taken by the person conducting business or undertaking to comply with the WHS Act and WHS Regulation.

It is a student's right to study in a healthy and safe environment and to be provided with information about hazards as well as opportunities for training and supervision to minimise these hazards.

It is a student's responsibility to co-operate with Canterbury Business College in its legislative responsibility to secure the health and safety of other students and staff to ensure safe practices. The Occupational Health and Safety policy ensures that a safe and healthy environment is provided for all students and employees at CBC.

All accidents, whether injury producing or not, must be reported to the Student Service Manager. The reporting of injuries enables us to investigate and eliminate hazards and unsafe work practices, thus ensuring safe conditions.

Always remember to:

- Use safe work practices;
- Ensure the equipment used is safe;
- Speak up if you see an unsafe condition or work practice;
- Seek advice from the Student Service Manager; and
- Assist CBC to promote a safe learning environment

Industry Consultation Policy

Purpose

The purpose of this policy is to engage with and obtain feedback from enterprise or industry to ensure that the training & assessment on CBC's scope meet the needs of the industry.

Policy

CBC will, regularly, examine the implications for assessment procedures and to assure that the methodology for assessment is aligned with the Training Package conditions. This will be accomplished by including industry and enterprise directly in the development of the assessment methodology, to gain industry validation for assessment processes and documentation.

Engaging with industry stakeholders (such as employers) is critical to ensuring training and assessment are aligned to current methods, technology, products, and performance expectations for the workplace tasks specified in the training package or VET accredited course.

CBC will use this information gathered through the engagement process to design strategies for training and assessment and elect suitable resources, trainers, and assessors.

When monitoring the implementation of our strategies, CBC will stay engaged with the industry to seek feedback about our training and assessments, including feedback on the resources used for both training and assessment. The monitoring process will also confirm the industry's ongoing expectations for current industry skills and knowledge of trainers and assessors.

By engaging with industry, CBC can be certain that its training and assessment practices and resources continue to fit the needs of industry, especially in areas where technology and/or systems change rapidly.

CBC's approach will be, on an on-going basis, to develop a standardized set of assessment instruments and recording process for compulsory or core competencies at a particular AQF level.

Techniques adopted

Canterbury Business College will take following approach when engaging with industry:

- Use short, concise consultation strategies
- Conduct consultation focusing on critical industry issues
- Provide support services
- Provide evidence of the value of industry input in delivery and assessment
- Identify areas in which industry has the capacity to add value

- Provide evidence of the value formal training can offer to industry performance
- Use informal and/or formal networks for referral
- Use direct and indirect consultation strategies
- Conduct face-to-face consultations
- Use plain English in documentation
- Provide relevant summaries of key documents
- Provide information on key aspects of the training system

CBC will consult with the industry for - The training course(s)

- how units are packaged to meet qualification requirements
- how pre-requisites and co-requisites are included
- the mode of delivery to be adopted
- the learning methods or techniques that will be implemented to suit the demands of learners
- how the demands of groups or individual learners will be matched
- a Recognition of Prior Learning (RPL) strategy, where units may be packaged for assessing learners with prior experience.

Resources specified in each training and assessment strategy:

- the training and assessment materials that will be used
- the trainer and assessor competencies that are required
- the facilities and equipment that will need to be available or accessed
- simulated work environments to be used
- support staff or resources that may be required
- agreements for the use of resources and facilities.

Meeting the requirements of the Training Package or accredited course

- specific entry requirements, where these are noted in the Training Package or accredited course
- assessment guidelines and qualification packaging rules
- required trainer and assessor competencies
- assessment evidence requirements specified in the units of competency or modules.

Monitoring and improvements

- revised training and assessment strategies and training programs
- data on consultations with trainers and assessors, learners, enterprise clients, industry organizations and, where relevant, licensing bodies; and the actions taken in response to such consultations
- records of staff meetings about training and assessment strategies and training programs, and the agreed actions.

Invitations will be extended to employers to observe assessment events and to give feedback on the relevance and appropriateness of the assessment process and eventually, to validate the assessment process. This will provide an opportunity for industry input re: comments and suggestions for improvements to specific assessment instruments.

The process of working together and in close collaboration with industry and enterprise will ensure that this approach to assessment is industry-validated and that CBC is providing quality assured relevant industry training.

Third Party Monitoring Policy

Purpose: To meet the requirements of:

- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations 2015

Scope: The scope of this policy covers all Canterbury Business College clients, employees and/or third parties acting on behalf of Canterbury Business College.

Objective: The purpose of this policy is to provide all relevant parties with knowledge and strategies to establish, monitor and maintain effective arrangements with third parties who provide services on behalf of CBC. Also, to adhere the third-party requirements identified in legislation (where relevant), and comply with the written service agreement.

Policy Details: Canterbury Business College monitor third parties through various methods. These include; client/student surveys, direct monitoring, regular internal audits and external independent audit.

Student survey: Canterbury Business College conducts student surveys to evaluate its services and facilities, including third party arrangements.

Direct Monitoring/ Regular Internal Audits: Canterbury Business College monitors third party's performance by regular internal audits.

External Independent Audit: Canterbury Business College engages with external independent auditor(s) to review the college's processes.

Monitoring, Evaluation and Review:

A copy of the feedback/audit reports are provided to:

- Principal / Compliance officer
- Student Service Manager;
- Third Party Representative; and
- CEO-Canterbury Business College

Outcome of This Policy

- The policy aims to effectively monitor and evaluate all third-party arrangements including the delivery of services covering training and assessment, related educational and support services and the recruitment of prospective learners;
- Establish effective quality assurance strategies, including development of processes that supports and defines clear roles and responsibilities;
- Identify areas of improvement that require establishing new agreements or arrangements with third parties;
- Provide third parties to review areas of improvement within a reasonable timeframe;
- Emphasize key features to maintain third party arrangements leading to compliance with legislation; including accountability, risk management, resource arrangements, communication and dispute resolution;
- Implement changes made by legislative and/or regulatory bodies; and
- Terminate third party arrangements (if required).

Agent Management

Canterbury Business College will appoint Agents to be non-exclusive representatives and to perform the services for the terms set out in an agreement referred to as an Agent Agreement. Each Agreement will be a non-exclusive Agreement and the Agent acknowledges that Canterbury Business College may appoint other representatives as it so chooses.

Canterbury Business College will make each Agent aware of the requirements of the Migration Act 1958, ESOS Act (2000) and the National Code of Practice for Providers of Education and Training to Overseas Students 2018 and the Agent will undertake to comply with all regulatory and statutory requirements under any Agreement reached. The specific requirements of Canterbury Business College and the Agent will be contained in a written agreement signed by both parties.

Agents Obligations

The Agreement will set out the following obligations of the Agent:

- Under the Agreement the Agent must:
 - Promote Canterbury Business College and its courses in the countries/regions specified in the agent agreement;
 - Recruit and assist in the recruitment of prospective students to undertake courses at Canterbury Business College in accordance with the policies of Canterbury Business College;
 - Provide prospective students with any necessary information required under the ESOS Act including information about the courses, facilities and services of Canterbury Business College;
 - Assist in completing and submitting application forms to Canterbury Business College.
- In performing the Agent's services, the Agent must:
 - Act honestly and in good faith, and in the best interests of the student;
 - Declare any real or perceived conflicts of interest. Examples of conflict of interest include, but are not limited to:
 - when the agent charges service fees to both overseas students and registered providers for the same service;
 - where an education agent has a financial interest in a private education provider; or
 - where an employee of an education agent has a personal relationship with an employee of the education provider.

- Promote Canterbury Business College with integrity and accuracy and recruit prospective students in an honest and ethical manner;
 - Inform prospective students accurately about the requirements of Canterbury Business College using only material provided or approved by the college;
 - Have appropriate knowledge and understanding of the international education system in Australia, including the Australian International Education and Training Agent Code of Ethics (<https://internationaleducation.gov.au/News/Latest-News/Documents/Australian%20International%20Education%20and%20Training%20-%20Agent%20Code%20of%20Ethics.pdf>);
 - Take reasonable steps to confirm the accuracy of information provided by prospective students in the application;
 - Ensure that only signed and completed applications are submitted to Canterbury Business College;
 - Ensure that relevant fees, charges and supporting documentation accompany each application and acceptance of offer documents;
 - Provide any offer documents received from Canterbury Business College to the prospective student within 48 hours of receiving the offer documents; and
 - Only undertake promotional and marketing activities involving Canterbury Business College that have been approved by Canterbury Business College.
- As per the requirements of the ESOS Act, the Agent must not engage in dishonest practices, including:
- Recruiting or attempting to recruit a student currently studying with another Australian education provider;
 - Suggesting that a student come to Australia on a student visa for any reason other than for full time study;
 - Facilitate the enrolment of students who the Agent believes will not comply with the conditions of their student visa;
 - Use PRISMS to create eCoEs for other than bona fide students; or
 - Provide prospective students with immigration advice unless the agent is a separately registered migration agent (Migration Act 1958).
- In addition to the above requirements, the Agent must not:

- Engage in false or misleading advertising or recruitment practices including misleading comparisons with any other education providers, their courses or inaccurate claims regarding any association between Canterbury Business College and any other education providers;
- Facilitate applications to students who do not meet the visa criteria or make any guarantees about the likelihood of obtaining a student visa;
- Give false or misleading information relating to course fees payable or acceptance into a course;
- Receive or bank course fees payable to Canterbury Business College by a prospective student or deduct any fees from the amount payable by the student to Canterbury Business College;
- Commit Canterbury Business College to accept any prospective student into a course;
- Use or access PRISMS without the prior written consent of Canterbury Business College;
- Sign or encourage others to sign official documents, such as the application form, on behalf of the prospective student; and
- Submit an application to Canterbury Business College on behalf of a student if the Agent is aware the prospective student has applied to another education provider.

Maintaining a record of Education Agents

Canterbury Business College is to maintain a register of its current and past Education Agents. This must record the details of the agreement with the agent and serve as a point of reference to determine the status of an Education Agent. Also, Canterbury Business College must include the details of its appointed Education Agents on its website to provide a point of reference for prospective students to verify that the agent is appointed by Canterbury Business College.

Canterbury Business College must also enter and maintain education agent details in Provider Registration and International Student Management System (PRISMS). The following 'how to' guide is helpful to working in PRISMS to achieve this: [Click](#).

Assignment and Sub-contracting

The Agent must not assign their agreement or any right under the Agreement without the prior consent of Canterbury Business College. Apart from sub-contractors which are approved under the Agreement, the Agent must not sub-contract to any person the performance of any of its obligations under the Agreement without the prior consent of Canterbury Business College.

Despite any sub-contract, the Agent remains liable for performing its obligations under the agreement.

Monitoring Education Agents

The purpose of this routine engagement with the Agent is to monitor the activities of the education agent and ensure their practices are aligned with the obligations outlined above. Specifically, this regular engagement is to address the following points:

- review of the agent's recent activity and initiatives to promote the services of Canterbury Business College with integrity and accuracy;
- review any changes to administrative processes internal to Canterbury Business College;
- review any changes to marketing material or course information that impacts on the activities of the agent; and
- discuss future course schedules and student capacity.

The Marketing Officer is required to undertake regular visits & checks on the agent's premises and promotional events on an annual basis.

At the commencement of each student's enrolment, the student will be invited to provide feedback about their recruitment experience with the agent using an Agent Survey. If required, student's interview will be conducted by a suitable staff member.

Disclosing information about Education Agents

Canterbury Business College may disclose information about the education agent to Commonwealth or state or territory agencies under the following circumstances:

- Canterbury Business College believes or reasonably suspects that the Agent is negligent, careless or incompetent or is engaged in false misleading or unethical advertising or recruitment practices;
- Canterbury Business College has received a written request for information from Commonwealth or state or territory agencies;
- During the conduct of audits and / or monitoring of Canterbury Business College operations by the National VET Regulator; and
- Where there is a statutory obligation to do so such as Section 4.1 of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Corrective Action

If at any point during the term of the Agreement, Canterbury Business College believes or reasonably suspects that the Agent is negligent, careless or incompetent or is engaged in false misleading or unethical advertising or recruitment practices, the Agreement may be terminated under the terms set out in the termination clause of the agreement.

Where behaviour of the Agent is of a less serious nature and does not involve negligent, careless or incompetent behaviour or false misleading or unethical advertising or recruitment practices, Canterbury Business College may decide at its discretion to engage in alternative corrective action with the Agent. These alternative corrective actions may include but are not limited to:

- Remote performance counselling;
- On-shore training for the Agent; and/ or

Terminating the Agreement

Either party may terminate the agent agreement at any time by giving the other party 30 days' notice in writing. If the Agent breaches any part of this Agreement, Canterbury Business College may terminate the Agreement at any time and with immediate effect by giving written notice to the agent.

If the Agent is believed to have acted with negligent, careless or incompetent behaviour or is engaged in false misleading or unethical advertising or recruitment practices, Canterbury Business College will immediately terminate the Agreement with immediate effect by giving written notice to the agent except where the behaviour was on the part of an individual employee or sub-contractor of the Agent and the Agent has terminated that relationship.

On termination of the Agreement, the Agent must:

- Submit all applications and fees from prospective students received up to the termination date; and
- Immediately cease using any advertising, promotional or other material supplied by Canterbury Business College and return all materials to Canterbury Business College within 30 days.

Dispute Resolution/Mediation

In the event of any grievance or disputed decision the Agent can access Canterbury Business College's Complaints and Appeals Policy. If the matter cannot be resolved through use of Canterbury Business College's Complaints and Appeals Policy, each party has the right to seek a resolution under common law within the courts of New South Wales.

Advertising and Marketing

Canterbury Business College will ensure that marketing and advertising of Australian Nationally Recognised qualifications to prospective students is ethical, accurate and consistent with its scope of registration.

This complies with:

- Standard 4 of the Standards for Registered Training Organisations 2015 which requires that accurate and accessible information about an RTO, its services and performance is available to inform prospective and current students and clients;
- The conditions of use for the Nationally Recognised Training (NRT) Logo;
- Standard 1: Marketing information and practices, National Code of Practice for Providers of Education and Training to Overseas Students 2018

All staff with responsibility to prepare advertising and marketing materials are to be fully conversant with the requirements detailed in this document.

Authorisation

All advertisements and marketing material must be approved by the Chief Executive Officer before it is released. No staff member of Canterbury Business College is authorised to approve the use of any advertisements or marketing material.

CBC seeks the consent of its student/s for use of their audio/video/photo for any marketing purposes. The consent is obtained through - Authorisation to use Audio/Video/Photo form.

Advertisements and promotional information

Advertisements and promotional material used by Canterbury Business College must uphold the integrity and reputation of Australia's education industry by ensuring the marketing of courses and services is not false or misleading. This is applicable for marketing that is used both domestically and internationally. The following guidelines are to be followed when preparing advertisements and promotional information.

Canterbury Business College must:

- include a direct reference to Australian Consumer Law;
- only advertise those qualifications or units of competency that are listed as current on the Canterbury Business College scope of registration;
- identify qualifications in advertising by their full code and title as they appear in the training package and not to represent these qualifications or units of competency in any other way;

- provide accurate information about the courses being advertised and the outcomes associated with those courses;
- provide accurate information about any work-based training a student is required to undertake as part of the course;
- provide accurate information about any prerequisites for entry to the course (including English language requirements applicable to overseas students);
- maintain a clear distinction between nationally endorsed training being offered and other training being offered by Canterbury Business College;
- use the NRT logo only in accordance with the Standards for Registered Training Organisations, Schedule 4;
- identify Canterbury Business College in any marketing material by its full RTO code (including CRICOS provider number) and legal name;
- clearly distinguish where training and assessment is being delivered on behalf of Canterbury Business College by any third-party organisation;
- include details about any government funded subsidy or other financial support arrangements associated with the provision of training and assessment;
- monitor closely the advertising and marketing being provided by any third-party organisation on behalf of Canterbury Business College.

Canterbury Business College must not:

- provide false or misleading information in relation to course requirements when seeking to enter into a written agreement;
- provide any guarantees to students about the successful completion of training or any employment outcome that is outside of the control of Canterbury Business College;
- integrate or confuse in any way training that is nationally endorsed with training that is not accredited;
- refer to another person or organisation in any marketing material without obtaining prior consent and approval;
- recruit students if it conflicts with its obligations under Standard 7 (Overseas Student Transfer) of the National Code of Practice for Providers of Education and Training to Overseas Students 2018.

- provide approval for any third-party organisation to advertise on behalf of Canterbury Business College unless it is appropriately specified with limitations within a written and signed agreement with the third party organisation;
- commit to securing migration or education assessment outcomes for overseas students

Marketing non-accredited training

When Canterbury Business College is promoting the

non-accredited training it must clearly distinguish between nationally recognised training and that which is not nationally recognised. The NRT logo must not be used in association with non-accredited training. Practices where nationally endorsed and non-accredited training are combined within a brochure or a website are to be avoided. Ideally it is best to separate these course offerings into different areas of our website in order to make a clear distinction.

Stationery, business cards, building signage, training resources

The NRT logo is not to be used on Canterbury Business College products such as corporate stationery, business cards, building signage, mouse pads, pens, satchels, coffee cups, USB sticks and packaging around products. The NRT logo must also not be incorporated into or on the cover of learning and assessment resources supplied by Canterbury Business College. This includes PowerPoint presentations.

NRT Logo Colours

Where the NRT logo is reproduced in one colour, it should preferably be in GREEN PMS 343 or, where this is not suitable, it may be reproduced in black. In some situations, the background colour may clash or the logo may not be prominent. In those situations, the black logo may be reversed out to display in white.

Delivery of standalone units of competency

Where Canterbury Business College has qualifications on its scope of registration, the core units of competency and the listed (named) elective units of competency may be offered and delivered as standalone units of competency. This means that whilst these units of competency are not individually listed on the Canterbury Business College scope of registration, they are approved by ASQA for delivery as standalone units and Canterbury Business College does not need to seek approval for the delivery of these units of competency. Canterbury Business College is entitled to publish advertising that promotes these standalone units of competency as individual courses.

Informing students of their rights and obligations

It is a mandated requirement within the Standards for Registered Training Organisations for Canterbury Business College to inform students prior to their enrolment about their rights and obligations, about the services to be provided and about the payment of fees, other charges and refund arrangements. Whilst this requirement relates to the marketing and advertising of training, it is addressed in policy arrangements detail within the Enrolment Policy provided within this policy manual.

Computers and electronic resources

Canterbury Business College recognises that computing and electronic resources are a valuable source of learning. Students are encouraged to make use of these resources for purposes relating to study being undertaken. CBC computing and electronic resources are not to be used for purposes other than for program requirements unless otherwise stated.

These guidelines provide information about the acceptable use of computing and electronic resources provided by the CBC. These resources include Internet, email, web browsing, website publication, chat and newsgroups (forums). It is the student's responsibility to adhere to the guidelines for appropriate use of computing and electronic resources.

CBC reserves the right to:

- Moderate access to Internet services, including the filtering of websites;
- Monitor and record all usage of its computer networks;
- Access student e-mail accounts where it has been considered that there has been misuse of the e-mail system; and/or
- Take disciplinary action where a breach of expected behaviour has occurred.

Consequences of inappropriate use

- Where it is alleged that a student is inappropriately using facilities, CBC will provide the student with written notice of the alleged inappropriate use. The student has the right to provide an explanation to the delegated CBC officer prior to any disciplinary action being taken; and
- Disciplinary action against students who inappropriately use computing and electronic resources or breach any of the terms and conditions of CBC, may include but is not limited to:
- Suspended access to CBC's computing and network facilities, either indefinitely or for a specified period of time determined by the SSM; or
- Legal action - illegal acts will be referred to the appropriate legal authority.

Criminal Offences

Commonwealth and State laws relating to written communications apply equally to email messages and the Internet. These include laws relating to:

- Downloading, uploading, copying, storing or distributing child pornography;
- Downloading, uploading, copying, storing or distributing software applications or other material with content that is illegal;
- Breach of copyright such as unlicensed copying of a computer program;
- Intercepting, attempting to steal or alter data (hacking), unlawfully accessing, altering, or falsifying electronic documents or programs; and
- Use of communication and information devices for defamation, illegal gambling, fraudulent misrepresentation and unauthorised recording.

Unlawful Use - Violations of State or Federal law

- Unauthorised use, or reproduction of documentation that would normally require payment of a fee for use;
- Accessing / downloading website materials / files or transmitting material that is defamatory;
- Accessing, displaying, disseminating and storing obscene or offensive material including abusive, pornographic, profane or sexually oriented material;
- Internet technologies must not be used to access or disseminate use of illegal drugs, dangerous materials or other illegal activity; or material that promotes hatred; or
- Discrimination based on age, race, religion, gender or sexual preference; and/or
- Threatening letters or unsolicited advertising, false or defamatory statements must not be posted or published on the Internet.

Inappropriate Use

Students should not use the computing and electronic resources provided by CBC that are not directly related to the study being undertaken.

The following are examples of inappropriate use of Canterbury Business College computing and electronic resources:

- Conducting private business for personal gain or profit, including fee-based or subscription services;
- Unauthorised downloading or storage of files and records, which are not for study purposes.

- (Downloading of Software [licensed, shareware, freeware, evaluation or otherwise] including system, application or data files may only occur when approved by CBC);
- Accessing of communication and information devices and services such as Internet relay chat, for non-study purposes. All transactions should be conducted in a manner that does not create congestion on the network. For this reason, the accessing of Internet chat sites is prohibited. Audio files, movie files and games are not to be played, installed onto computers or downloaded from the Internet;
- Using the Internet to gain unauthorised access to other computers;
- Unauthorised use of any password/mailbox is prohibited
- Failing to undertake security precautions when downloading files e.g. checking for viruses. (Any use of the Internet should ensure that there is no possibility of transmission of viruses or programs that may harm data or computer hardware and software. No e-mail attachment should be opened if received from an unknown source or topic. Any suspect e-mail or virus warning from an unsubstantiated source should be forwarded unopened CBC Network Administrator);
- Gaining or attempting to gain access to another user's account or masquerade as another user;
- Attempting to intercept, download or electronically read another user's files, transmissions or electronic mail;
- Giving an unauthorised person, (either intentionally or negligently) passwords associated with access to the computing and networking facilities;
- Attempting to access any computer system or network without appropriate authority;
- Attempting to bypass system restrictions or security mechanisms;
- Attempting to change configuration files or settings;
- Intentionally damaging or destroying any computer systems or data, or developing or using programs for this purpose;
- Exceeding allocated host computer disk space; and/or
- Using the computing and electronic resources to intimidate, harass, annoy or stalk another person.

In using the Internet, the privacy of others must be respected. Students should not:

- Use the computing and networking facilities to infringe on another person's right to privacy;
- Publish personal contact information about other people or include reference to others including names and pictures without their permission; or

- Forward a message identified by the sender as private without the permission of the sender.

Copyright

Students may only copy materials in accordance with the Copyright Act 1968. The Act also applies to information published on the Internet. The Act requires copyright royalty payments for the reproduction of a considerable amount of published material, notably books.

For study and research purposes students are allowed to copy 10% or one chapter of a book or one article per issue of a journal. Students must comply with licenses for the use of intellectual property, including software. All software loaded on CBC's computers or provided by CBC are licensed and there is no permission to copy software unless permitted by CBC. If you need further information about your copyright obligations, please contact the institute librarian or see the

[Australian Copyright Council website](#)

Emergency Procedures

Canterbury Business College is committed to the health and safety of its students and staff. CBC will comply with all regulations of the Occupational Health and Safety Act 2004. This handbook contains a campus map showing fire exits. Please see the campus fire exit plans to become acquainted with the emergency exits.

CBC displays fire exit plans in all rooms, the foyer area and hallways. Firefighting equipment is available at locations marked on the campus map.

CBC will maintain safety on the campus:

- By providing and maintaining equipment and systems that are safe;
- By providing information, instruction, training and supervision necessary to insure health and safety of students and staff; and
- By maintaining safe entrances and exits.

The NSW Occupational Health and Safety legislation aims to protect the health, safety and welfare of people at work and lays down general requirements which must be met at places of work in NSW. Canterbury Business College is committed to fulfilling its responsibilities under the Act.

Further information is available from [Workcover NSW](http://www.workcover.nsw.gov.au) by telephoning 13 10 50.

Steps for Evacuation in Case of Emergency

At times, situations may arise when CBC may need to be evacuated, and in such situations the following steps must be followed:

- Floor wardens will notify each room of the need to evacuate;
- Trainers will take charge of the room;
- Students accompanied by their trainer will exit in an orderly manner by the fire stairs, shown on the floor plan displayed in each room. (Please refer to the floor plans in the Appendices);
- Personal effects only are to be taken as learning / training equipment can impede evacuation;
- As each floor is evacuated the floor warden will report to the Student Service Manager for further instructions; and
- Students and trainers will assemble on corner of Bellevue Street and Foveaux Street until advised

Change of Ownership or Management

BC will advise ASQA in writing of any prospective changes to the ownership as soon as practicable prior to the change taking effect and CBC will advise ASQA in writing of any prospective or actual change to the ownership (as defined in Section 5 of the ESOS Act) of the registered provider as soon as practicable prior to the change taking effect or within 10 working days, where the change cannot be determined until it takes place.

CBC will provide ASQA with information on the new owner for the purpose of making an assessment under section 9 of the ESOS Act.

Premises Relocation Policy

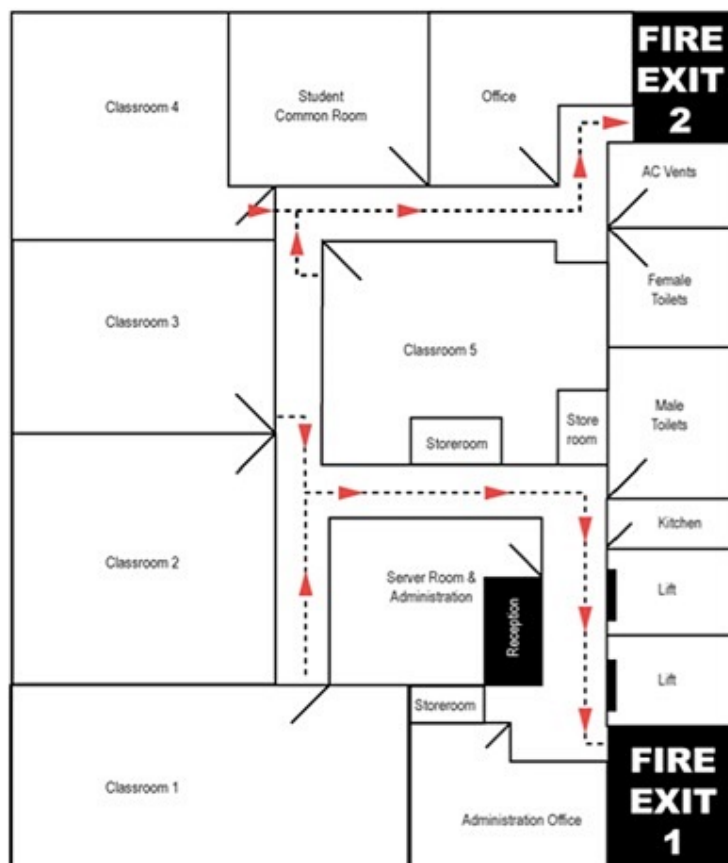
CBC will notify ASQA and students of any intent to relocate (including the head office and campus locations). Notification will take place at least 20 working days before relocation occurs. All changes to arrangements made will be approved by ASQA prior to the changes being made.

All students who have been issued a 'CoE' to study the designated course (whether they have arrived in the country or not) will be notified of the intention to relocate premises.

CBC will notify staff and students in any of the following ways:

- Written memo to staff and students;
- Notices on prominent display boards around the campus;
- Announcement in the class; and
- Email / SMS notification to all staff and students

Appendix 1 – Fire Escape Plan



Canterbury Business College Fire Escape Plan

Exit 1

Located opposite to reception, this enters onto Bellevue Street.
(As you leave the building turn right and walk straight to corner of Bellevue and Foveaux Street for assembly area)

Exit 2

Located at the rear end of the Institute (next door AC Vent room). This exit leads out to Bellevue Lane. As you enter onto Bellevue Lane, turn left and assembly at the corner of Belmore Lane and Bellevue Lane.

Classroom 1, 2, 3, Reception & Administration must take the Fire Exit 1 located opposite the reception area

Classroom 4, 5, Student common room must take the Fire Exit 2 located next to the AC Plantroom

IMPORTANT:
DO NOT USE LIFTS IN THE EVENT OF A FIRE ALARM

If your exit is blocked by fire use the other exit

After hour's emergency contact

Manager – Student services (Navneet Mago):
+61 4 13656896 (1st point of contact)

Director – Student services (Gajinder Paul):
+61 4 14780573 (2nd point of contact)

IF YOU HAVE ANY QUERIES WITH REGARDS TO EVACUATION PROCEDURES OR PERSONAL SAFETY IN THE EVENT OF AN ALARM, PLEASE CONTACT THE STUDENT SERVICES MANAGER - NAVNEET MAGO