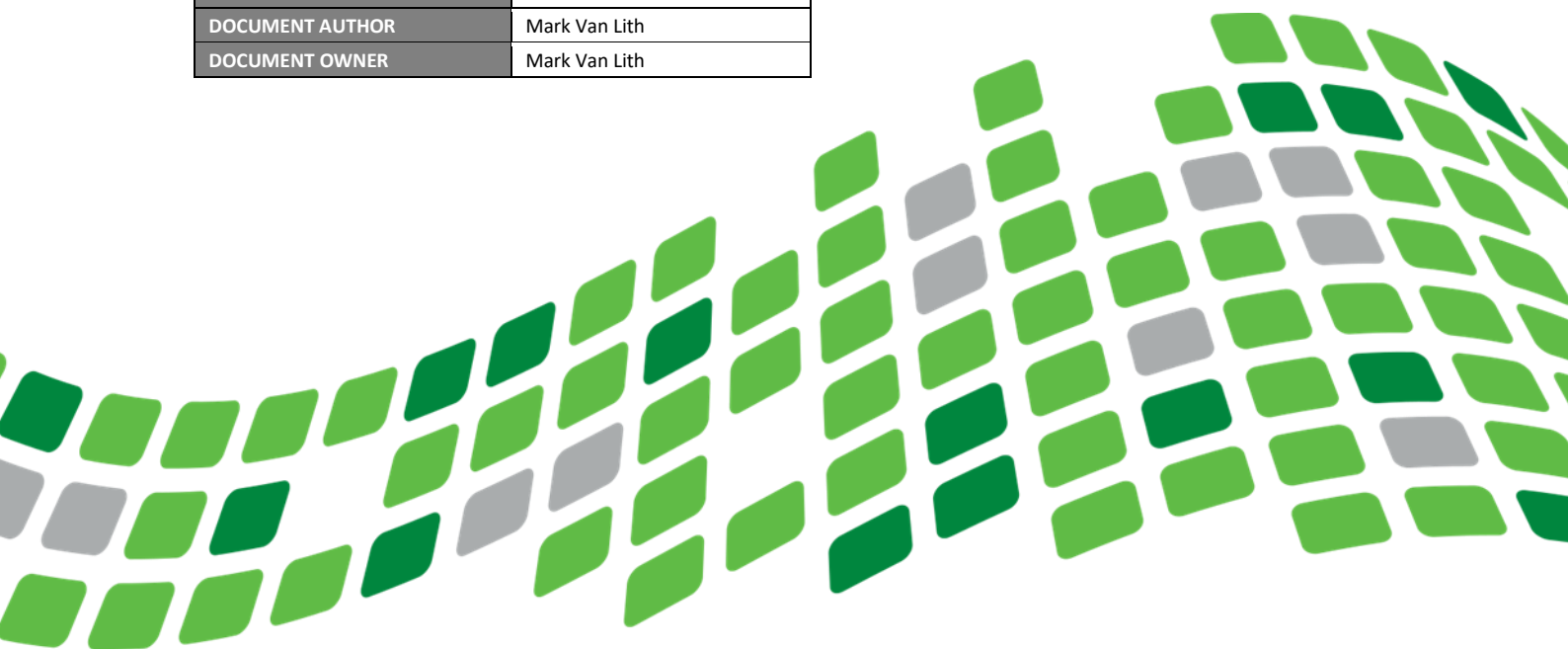


STUDENT HANDBOOK



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Approval

NAME	POSITION	SIGNATURE	DATE
Mark Van Lith	Managing Director		16/08/2023
Mark Van Lith	Managing Director		06/10/2025

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SECTION 1 INTRODUCTION

This handbook is a reference for ABS Institute of Management's (RTO ID: 51804) training programs, policies, procedures, and learning responsibilities.

ABS Institute of Management

Thank you for considering ABS Institute as your training provider. We are a Registered Training Organisation (RTO) accredited by the Training Accreditation Council (TAC) and regulated under VET guidelines.

At ABS Institute, our objective is to deliver high-quality, innovative, and engaging training and support that meets the needs of students, employers, and industry partners. Our dedication to continuous improvement ensures we regularly enhance our resources, processes, and facilitation methods to remain aligned with technological advances and industry standards.

We offer specialist programs under Self-Employment Assistance including training and coaching at multiple locations and online. To learn more, please visit our website: www.absinstitute.com.au.

As an RTO, ABS Institute of Management adheres to the Standards for Registered Training Organisations (SRTOs) 2025. All training services are delivered in accordance with policies and procedures that meet the requirements of the VET Quality Framework and SRTOs 2025.

Service Commitment

ABS Institute is committed to providing quality training and assessment services to its learners.

We aim to:

- Offer training services aligned with industry demands.
- Deliver engaging and high-quality instruction.
- Prioritise a person-centred approach.
- Build supportive student relationships throughout their participation in our programs.
- Enable flexible learning options.
- Create an open and supportive learning environment.
- Ensure trainers are qualified and experienced.
- Continuously monitor and improve training.
- Maintain a healthy, effective atmosphere for students' wellbeing.
- Develop skilled, confident clients for community and industry benefit.

Training Programs

ABS Institute offers accredited and non-accredited training programs, available as public courses and customised for students and industry. Our holistic approach addresses student needs, and all accredited programs are government-approved.

SECTION 2 COURSE INFORMATION

Accredited Training Programs

Accredited programs are competency based which means that training and assessment focus on the development and recognition of a person's ability to apply relevant knowledge and skills to perform workplace tasks to a specified standard.

The specific skills and knowledge required for workplace activities are set out in Units of Competency which can be structured to formulate the completion of a nationally recognised qualification. Nationally recognised qualifications are outlined in Training Packages which can be viewed at www.training.gov.au.

Competency

The rules and requirements of a Unit of Competency and a qualification apply to all students, regardless of location or mode of training delivery. This includes full-time students in classrooms or workplaces, as well as individuals applying for recognition of their existing skills and knowledge.

Each Unit of Competency comprises the following components:

- Elements (essential outcomes)
- Performance Criteria (requirements to demonstrate achievement of the element)
- Foundation Skills (language, literacy, numeracy, and employment skills embedded in the performance criteria needed for competent performance)
- Performance Evidence (demonstrates the ability to achieve the standard by meeting all specified performance criteria)
- Knowledge Evidence (demonstrates essential knowledge to effectively complete tasks outlined in the elements and performance criteria, manage tasks, and address contingencies within the work context)
- Assessment Conditions (describe the circumstances under which competency must be demonstrated, including specific requirements for resources, trainers, assessors, and assessment context)

Competency in a Unit of Competency is determined by evidence of required skills and knowledge that meet workplace standards. Skills are to be demonstrated across multiple situations and environments over time, which may include simulated learning scenarios.

Evidence

Evidence shows you have completed a competency or task to the required standard, as set by the relevant unit, employer, industry, or regulations. The type and amount of evidence needed varies, and more than one example is usually required.

Assessment tools will specify what evidence is needed for each unit/module. Examples include:

- Assessment tasks from your Assessor
- Observation reports
- Certificates or awards
- Samples of work or projects
- Job descriptions or reviews
- Third-party reports
- Written responses
- Tests

Your evidence should show you can:

- Perform the task to standard
- Understand why tasks are done certain ways
- Handle unforeseen problems

- Collaborate with others
- Multi-task, including safety awareness
- Follow workplace rules and procedures

Assessment

Assessment is essential for successful course completion and certification. The assessment process will be explained during orientation and throughout your program, and assessors are available to answer your questions. Assessment involves collecting evidence to determine if you meet workplace competency standards.

During your training, you will complete various assessment tasks, such as:

- Performance observation
- Assignments
- Written activities and questioning (written/oral)
- Oral presentations
- Workplace tasks
- Projects
- Case studies
- Skills demonstrations
- Online assessments
- Portfolio submissions

Certification is awarded only upon successful completion of all requirements. ABS Institute ensures quality and user-friendly assessment resources in line with national standards.

Principles of Assessment

Assessments will be conducted in accordance with the following principles of assessment.

Valid	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • Assessment against the unit/s of competency and the associated assessment requirement covers the broad range of skills and knowledge that are essential to competent performance. • Assessment of knowledge and skills is integrated with their practical application. • Assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • Judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessments requirements.
Reliable	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
Flexible	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • Reflecting the learner's needs. • Assessing competencies held by the Learner no matter how or where they have been acquired; and • Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Fair	The individual learner's needs are considered in the assessment process.

	<p>Where appropriate reasonable adjustments are applied by the RTO to consider the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary</p>
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Rules of Evidence and Assessment

ABS Institute is required to ensure that all evidence provided by students, as proof of their competency, meets the following "rules of evidence".

Valid	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficient	The assessor is assured that the quality, quantity and relevance of the assessment evidence enable a judgement to be made of a learner's competency.
Authentic	The assessor is assured that the evidence presented for assessment is the learner's own work.
Current	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Course Assessment

There will be assessment tasks (ie: Activities/Assignments) set for each course regardless of the learning mode. Assessment activities and expectations will be explained to students and are outlined within learner / assessment resources.

Many courses require assessment to be completed after the course, as workplace performance is essential in competency-based learning.

Presentation of Assessments/ Assignments

- All assessments should be typed.
- Handwritten assessments are accepted; however, handwriting must be clear and easy to read.
- Assessments must be completed and submitted by the due date. ABS Institute does not accept responsibility for any lost assignments. **Please ensure you keep a copy of your assignment prior to submission.**
- All assignments/activities should be signed and dated by the student.
- We endeavour to assess all assessments within 10 working days of receipt.
- Students are entitled to one resubmit assessments. If the re-submissions are still deemed Not Yet Competent student may be offered the opportunity to re-submit at a fee. No further re-submissions are allowed.

Assessment results

Students have access to their own learning account which will indicate assessments undertaken and the units of competency that the individual has attained.

Results of assessment are available through your student login account if using our online LEARN (Canvas) training management system or will be sent via e-mail direct. Assessment results are always confidential and will not be given to any other party unless a written request signed by the student is received in advance.

Reasonable adjustment

Students with disabilities should discuss any necessary adjustments to learning or assessment. Requests for reasonable adjustments will be carefully considered and made where practical, though some may not be feasible or may require alternative solutions. Adjustments cannot compromise the integrity of competency-based training and assessment.

Extensions for Assessment

It is expected that all assessment tasks are handed in on the due date. Should you require additional time to complete an assessment you must communicate with your assessor and apply for an extension.

Issuance of Certificates Policy

ABS Institute has implemented the following policy to ensure consistency and accuracy in the issuance of Statement of Attainments (SoAs) and Certificates to ensure the RTO is compliant with the AQTF and in line with the AQF. The RTO will only issue Certificates and SoAs for courses that are within the RTO's scope of registration.

Policy Statement

To comply with the relevant state legislation, the RTO will certify a student by issuing the appropriate Certificate once the student has attained all the skills and knowledge required from the course they have enrolled into. For learners who enrol into part of a course or do not complete the whole course, a Statement of Attainment may be issued stating only the units that have been completed and assessed as competent.

As per legislative requirements, the RTO will issue the student its qualification/SoA within 21 days of being deemed competent once all monies owed have been paid (if applicable).

Types of Certifications

In general, four types of certificates are issued by ABS Institute of Management. Certificates can only be awarded by ABS Institute of Management in accordance with our approved qualification scope.

- **Qualification** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Full qualifications can only be issued once the student has been deemed competent across all the relevant units of competency making up the qualification.
- **Transcript of Results** – accompanies a qualification issued under the Australian Qualification Framework (AQF) for nationally recognised training. This document supplements the qualification listing all units of competency achieved for the qualification.
- **Statement of Attainment (SOA)** – issued under the Australian Qualification Framework (AQF) for nationally recognised training. Issued when a student is deemed competent in a unit or a cluster of units of competency. Minimum achievement for a SOA is one unit of competency. You can request a SOA at any time during your training.
- **Certificate of Attendance** – for non-nationally recognised training. Issued when a student attends a short course which is not within the Australian qualifications framework (AQF). To receive a Certificate of Attendance, the student must have a satisfactory attendance rate.

Certificates will only be posted to students at their nominated postal address as shown in their student login account or on their Enrolment Form. The onus is on the student to ensure their address details are correct.

Certificates will not be sent to other parties, without the expressed prior written permission from the student. Duplicate or replacement copies of certificates incur a fee.

Course Delivery

ABS Institute ensures that qualified trainers, suitable course materials, required copyright permissions, and appropriate equipment and facilities are provided. Training and assessment methods align with quality standards and are chosen to match each unit of competency and student learning styles, often combining both on- and off-the-job approaches.

Multiple delivery methods may be used to help you gain the necessary skills, including:

- Practical demonstrations
- Audio/visual presentations
- Group discussions
- Trainer instruction
- Hands-on activities
- Self-paced learning

Learning is a collaborative process requiring active participation from everyone involved.

- individual projects
- workplace based training
- case studies

Delivery Modes *(options)*

There are several delivery methods used to deliver training at ABS Institute. Your training program will use one or many of these methods. The training delivery modes are explained below:

Group training sessions

This type of training requires participants to meet as a group at a scheduled time and location. Participants will be guided through the training session by the trainer and will engage in activities such as role-plays, group discussions and brainstorming exercises.

One-on-one

One-on-one training involves the trainer instructing the participant in their learning. One-on-one training may include several methods to assist learning such as written work, case studies and practical demonstrations.

On-line

On-line training delivery requires the participant to use e-mail and the Internet to access resources and information. The trainer will instruct the participant in using websites relevant to the unit of competency.

Self-paced learning

This type of training involves the trainer providing the participant with learning materials such as workbooks, reading materials, and other learning resources. The participant will use these resources to pace their learning in each of the units of competency.

Flexible delivery

Flexible delivery prioritises student learning by providing an optimal educational experience tailored to individual needs. This approach grants students increased autonomy over the content, timing, and methods of their learning.

ABS Institute accommodates diverse student requirements by offering multiple modes of course delivery. Options include classroom-based (face-to-face) instruction, workplace-based training, correspondence, online learning, Recognition of Prior Learning (RPL), or a combination of these methods.

Language, Literacy, Numeracy and Digital

Each Training Product sets minimum Foundation Skills requirements in language, literacy, numeracy, and digital competencies, which ABS Institute follows. The Institute makes reasonable concessions for students' skill gaps without compromising course standards or assessment integrity. Entry requirements, such as English literacy, numeracy and digital skills, are clearly outlined before enrolment. Students needing to improve skills receive guidance, and ABS Institute may offer support before vocational enrolment.

Skills Recognition Policy

Recognition is the collective term and includes:

- Recognition of prior learning (RPL).
- Recognition of current competency (RCC).
- Credit transfer (CT); and
- Mutual Recognition (MR).

All students may apply for recognition by submitting evidence for a Unit(s) of Competency to be assessed without completing training. Learners who can already demonstrate required performance outcomes do not need to repeat those units. ABS Institute aims to recognise prior skills and knowledge, while maintaining qualification standards. If you believe you meet the competencies in a course or qualification, contact our office to obtain the application information.

Definitions, Terms and Acronyms

Recognition of Prior Learning (RPL): An assessment process that assesses the individual's skills and knowledge, regardless of how and where these skills may have been obtained, to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes or standards for entry to, and/or partial or total completion of, a qualification.

Recognition of Current Competence (RCC): applies if an individual has previously successfully completed the requirements for a unit of competency or module and is now required (eg: by a licensing authority) to be re-assessed to ensure the competence is being maintained. In this case no extra skill or competencies are nationally recognised.

Credit Transfer (CT): assesses the initial unit or subject that an individual is using to claim access to, or the award of credit in, a destination unit or module. The assessment determines the extent to which the client's initial unit or subject is equivalent to the required learning outcomes or competency outcomes in the destination unit or subject. This may include credit transfer based on formal learning that is outside the Australian Qualifications Framework (AQF). Credit transfer may be in the form of exemption, transfer of credit and course conversion.

Recognition Process

Recognition is a method of assessing if you have evidence of competency for a particular unit of competency that you are enrolled in. It is important to remember that Recognition is an **assessment process** not an assumption of competence and is the determination, on an individual basis, of the competencies obtained by a student through:

- previous formal training
- work experience, and/or
- life experience.

Recognition therefore determines the subsequent advanced standing to which the student is entitled in relation to a course/qualification. The focus of Recognition is what has been learned rather than how, where or when it was learned. Recognition focuses on both the demonstration of competence and the currency of that competence to industry standards.

It is important to note; the onus is on the student to document and present evidence to justify a claim for recognition and present their case to the satisfaction of the Assessor. Any documents that you provide to support your claim of competency must be the originals rather than copies. Your original documents will be photocopied and handed back to you. It is also expected that any evidence submitted is your own and if any part of the work is the work of others, that this is formally acknowledged and advised.

Recognition Decision

Assessors must be confident your evidence meets these criteria:

- Covers all Unit of Competency requirements.
- Fulfills regulatory standards.
- Is authentic and verifiable.
- Shows you can perform the competency reliably.
- Matches industry standards set by the AQF.
- Is sufficient for a fair judgment.

ABS Institute of Management ensures assessors make consistent decisions. Your evidence will be judged as either:

- Competent (C): You meet all requirements.
- Not Yet Competent (NYC): You have not yet met all requirements.

If you receive NYC, your assessor will advise on next steps. A second attempt is allowed if necessary; after two unsuccessful attempts, re-enrolment is required. Please consult your assessor with any concerns.

Mutual Recognition

ABS Institute recognises AQF qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs), a process commonly known as Mutual Recognition or Credit Transfer. Mutual Recognition applies when a student presents a Statement of Attainment or qualification bearing the same national competency codes as those included in their current or intended training and assessment program. To access Mutual Recognition, students must submit a formal application. Where Mutual Recognition is granted, students are exempt from repeating learning in the relevant unit(s).

Special Needs

Students planning to enrol for training with the ABS Institute are asked to inform us of any physical or other impairments (including English language, literacy, numeracy and digital difficulties, dyslexia, etc.) that may affect their ability to undertake training and assessment, before enrolling.

Students with disabilities or impairments can discuss any required 'special needs' or 'reasonable adjustments' to the study environment with the Managing Director or Training Manager.

The Managing Director or Operations Manager will work with the student to assess their capacity to complete the training, which may include considering flexible delivery options to support the student's learning.

Trainer and Assessors

All Trainers and Assessors are qualified in training and assessment and the vocational area which they are delivering. They have practical experience and maintain their currency in industry.

SECTION 3 YOUR RIGHTS AND RESPONSIBILITIES

ABS Institute conducts training courses at various venues to suit student needs, course type, and learning styles. The following student etiquette guidelines will help foster a healthy learning environment for all students.

Assessment

All assessments must be submitted by the due date. If you are having difficulty completing an assessment, you should discuss it with your trainer/assessor well in advance of the due date. This way the trainer/assessor may be able to offer support or grant additional time. Please note there may be conditions or penalties to gaining an extension.

Assessment malpractice

Assessment malpractice includes cheating, collusion, and plagiarism.

ABS Institute regards the integrity of assessment as critical to its professional responsibilities as an RTO and therefore strives to ensure the assessment processes are not compromised.

- **Cheating** - all assessments must be 100% your own work. Cheating or the use of another person's work and submitting as your own is cheating and will not be tolerated.
- **Collusion** - collusion is the presentation of work, which is the result in whole or in part of unauthorised collaboration with another person or persons. It is your responsibility to ensure that other students do not have opportunity to copy your work.
- **Plagiarism** - copying from a published work (including the internet), without referencing, will not be tolerated. This includes presentation of work which has been copied in whole or in part from another person's work or from any other source such as the Internet, published books, and periodicals. This includes systematic re-wording or changing key nouns and verbs.
You must follow referencing guidelines if you take another person's idea and put it into your own words.

Attendance *(for classes, appointments and coaching/mentoring)*

Attendance for training and face-to-face tuition is recorded at each session to meet requirements related to learning, health and safety, funding, and compliance.

Consistent class attendance is essential for students to successfully complete learning and assessment tasks. Students are expected to attend all scheduled training sessions.

Punctuality and full participation throughout each class are required. If it is necessary to leave early, please inform your trainer or assessor prior to the start of the class.

Classroom sessions are structured to impart the essential knowledge and skills needed for competency in relevant units; however, students are expected to supplement these with further reading and research. Should you miss a class, it is your responsibility to review and complete any missed work. If you anticipate being absent from a scheduled class or activity, please notify your trainer, assessor, or ABS Institute administration staff. Alternative arrangements, such as self-paced study or rescheduled training dates, may be accommodated.

Punctuality

As a courtesy to other learnings and the trainer/assessor, all students must be punctual throughout the training day, including returning from breaks. Punctuality shows respect and is essential to avoid disruption to other students and the trainer/assessor.

Behaviour and Dress Code

Students are expected to behave appropriately in a mature and professional manner. They should take responsibility for their own learning and behaviour during training and assessment. Misconduct will not be tolerated.

Misconduct includes

- Any offensive conduct or unlawful activity (e.g. theft, fraud, violence, assault);
- Interfering with another person's property.
- Removing, damaging, or mistreating ABS Institute property or equipment.
- Cheating/plagiarism.
- Interfering with another person's ability to learn through disruptions during training.
- Breach of confidentiality.
- Inappropriate language.
- Serious negligence, including WHS non-compliance.
- Discrimination, harassment, intimidation or victimisation.
- Being affected by drugs or alcohol and being unfit to participate in learning activities.

Respect for others

It is expected that the behaviour of all persons in the learning environment ensure a positive learning experience. Respect for other students and the trainer/assessor is expected.

ABS Institute always retain the right to remove disruptive students from the training environment.

- You will be expected to treat staff and fellow students with respect and observe any student etiquette requirements which appear in this handbook or requested during the course by a trainer/assessor.
- Inappropriate language and actions will not be tolerated.
- Harassment, bullying and intimidation of staff or fellow learners will not be tolerated.
- Treat facilities and equipment with due care and respect.
- You are required to respect the rights of others and treat others in a manner which is fair and non-discriminatory.

Dress code

Students are to be well presented and appropriately dressed during all training. Dress requirements include:

- Neat, comfortable clothing in the classroom environment.
- Appropriate work attire, including personal protective clothing (PPE) for training in workplace or simulated environments.
- Appropriate footwear must always be worn.
- Since you will be working closely with others, care with your personal hygiene (clothing, hair, deodorant etc) is requested.

Mobile phones

All phones must be turned off during training, as a courtesy to the Trainer/assessor and other students. In an emergency where you need to be contacted, please advise your trainer/assessor so that arrangements can be made.

Breaks

Your trainer will advise of timing for all breaks. Typically, though the following break times have been allocated, however they may vary:

- **15 minutes** duration for - Morning and afternoon tea breaks
- **30 minutes** duration for - Lunch breaks

Change of personal details

Students are required to ensure their personal details recorded with ABS Institute are always current. Should your circumstances or details change please update your record through your student login account.

Disciplinary Processes

ABS Institute may implement student discipline processes should a student be found to be acting inappropriately, due to misconduct or assessment malpractice.

Any breaches of discipline will result in the person being given a 'verbal warning'.

Further disciplinary processes may include:

- The student being asked to justify why they should continue to participate in the learning group.
- Suspension from the training room.
- Expulsion from the training room; or
- Expulsion from the Training course.

Duty of Care

Under Workplace Health and Safety legislation, students have a duty of care to maintain a safe environment for both them and their fellow students.

Should you be involved in an accident which results in personal injury and/or damage to equipment or facilities, notify your trainer/assessor immediately.

If you have a personal health condition which may become critical while attending training, please advise us before commencing the course. All information will be treated in strict confidence and is only needed so ABS Institute can provide support or treatment should an emergency arise.

Emergency procedures and exit plans must be followed.

You have a duty to:

- Protect your own health and safety and to avoid adversely affecting the health and safety of any other person.
- Not willfully or recklessly interfere or misuse anything provided by ABS Institute in the interests of health, safety and welfare.
- Cooperate with health and safety directives given by staff of ABS Institute.
- Ensure that you are not affected by the consumption of drugs or alcohol.

Evaluation and Feedback *(inc Learner Surveys)*

ABS Institute values all feedback from students as it assists us to continuously improve the products and services we offer. Students are encouraged to provide us with feedback, both positive and constructive. We will have forms available to complete at the end of training.

During your program with us you may receive a survey from the National Centre for Vocational Education and Research (NCVER) and /or invitation to participate in a department endorsed project and/or annual outcome survey. You may also be contacted by the Department (or authorised persons) for audit purposes. These surveys and correspondence are used to gather important data and provide a picture of employment and further study outcomes following training, as well as what learners thought about their training experience.

We also collect Quality Indicator Surveys from our learners regarding their experience with our programs.

Learner Support services

ABS Institute understands that there may be times when personal issues may affect your ability to undertake your training. We have identified a number of support services for students who have special needs or require additional support and assistance to undertake or complete their learning.

Coaching, Mentoring, Advice & Guidance

ABS Institute can provide students with mentoring, coaching, advice sessions and guidance on course content, as well as effective learning and study techniques.

Centrelink

Centrelink may be able to assist you with some support for your training. Payments are in many instances in accordance to asset tests and may also be determined based on the number of hours undertaken.

You should discuss your own personal circumstances and opportunities with your local Centre link office.

Language, Literacy, Numeracy and Digital

Discuss with us your options for further language literacy, numeracy and digital support and development.

Learning Materials

Students receive training and /or assessment materials online via our Learning Management System (Canvas) which will be confirmed at enrolment.

Making the Most of your Training

It is very important to make the most of your training opportunity. Please note it is your responsibility to do this. To optimize your own learning and successful completion, undertake to do the following:

- Attend all training sessions and complete all required reading and learning activities.
- Prepare well in advance of each training session.
- Be a willing participant, work with fellow learners and respect other people's opinions.
- Ensure you have a clear understanding of the assessment requirements.
- Take responsibility for the quality of evidence that you submit to the Assessor.
- Keep track of your progress.
- Complete and submit all assessments on time, tasks using clear and concise language.
- Be willing to contact your trainer/assessor if you do not understand the training activity or assessment task.

Security

Do not leave laptops, handbags or other valuables unattended. Although the building may be reasonably secure, you are ultimately responsible for your own belongings. ABS Institute accepts no responsibility for any belongings which may be stolen or go missing.

SECTION 4 POLICIES AND PROCEDURES

Access, Equity and Inclusivity Policy

ABS Institute is dedicated to equity, diversity and inclusivity providing a positive, learning environment for all students. We deliver fair, unbiased services and follow equal opportunity principles, ensuring access to training and assessment regardless of background or belief. All students have equal access to resources, facilities, support, trainers, and learning materials.

Appeals Policy

ABS Institute is committed to providing students with a transparent, fair, and equitable process for appealing assessment decisions. The appeals and reassessment process forms an essential component of all training and assessment pathways that lead to nationally recognised qualifications or Statements of Attainment under the Australian Qualifications Framework (AQF).

Students may appeal an assessment decision if they believe the assessment process was unfair or the outcome incorrect, provided there are valid grounds for appeal. The appeals process upholds the principles of natural justice and procedural fairness throughout each stage. Details regarding the appeals policy are available in the Student Handbook on the institution's website.

Appeals may be submitted either verbally or in writing and must be lodged within seven calendar days of being notified of the assessment results. Should the appeal not be resolved satisfactorily through this process, the matter may be referred to an independent third party for further review upon the appellant's request. Any costs associated with a third-party review will be clearly communicated to the appellant.

A qualified independent assessor or panel will review all appeals, ensuring an impartial evaluation of each case. Appeals are acknowledged in writing and will be processed as efficiently as possible.

The Institute strives to resolve appeals promptly to minimise disruption and prevent escalation to formal complaints. All appeals are managed with strict confidentiality and will not impact the student's current or future enrolment or participation in training.

Grounds of appeal

Valid grounds for an appeal against an assessment decision (where the trainee feels the assessment decision is incorrect) could include the following:

- The judgement as to whether competency has been achieved and demonstrated was made incorrectly,
- The judgement was not made in accordance with the Assessment Plan.
- Alleged bias, lack of competence or wrong information from the assessor regarding the assessment process.
- Alleged inappropriate assessment process for the competency.
- Faulty or inappropriate equipment; and/or
- Inappropriate conditions.

Appeal Process

Should a student have an assessment appeal or wish to appeal a decision made they will need to complete and submit an Appeals Notification Form found on our website under Forms & Templates and submit to feedback@absinstitute.com.au for assessment.

Appeal Outcomes

Appeal outcomes may include:

- a) Appeal is upheld; in this event the following options will be available:
1. The original assessment will be re-assessed, potentially by another assessor.
 2. Appropriate recognition will be granted.
 3. A new assessment shall be conducted/arranged.
- b) Appeal is rejected/ not upheld; in accordance with ABS Institute assessment policy the student will be required to:
1. undertake further training or experience prior to further assessment; or
 2. re-submit further evidence; or
 3. submit/undertake a new assessment.

Complaints

ABS Institute has a fair and equitable process for dealing with student complaints.

All students have the right to express a concern or problem they may be experiencing when undergoing training. The following is an outline of our Feedback Policy & Procedure (including complaints).

Principles

- Complaints are managed efficiently, impartially, with sensitivity, and confidentiality is maintained.
- Each complaint is addressed individually as it occurs.
- Students can raise concerns or submit complaints about training and assessment services (including those by third parties) or another learner's behaviour.
- All complaints receive written acknowledgment and are concluded as soon as possible.
- The complaint resolution process involves consultation with both the complainant and respondent through discussion, cooperation, and conciliation.
- The rights of all involved parties are upheld throughout the process, including conducting separate initial interviews if needed.
- To protect confidentiality, only essential personnel participate in the resolution process.
- Final decisions are determined by the Managing Director of ABS Institute or an independent party.
- The process emphasises mediation and education, though formal measures or disciplinary actions may be applied when required.
- If a complaint remains unresolved to the complainant's satisfaction, it may be referred to an independent third party for review upon request; associated costs will be communicated to the complainant.
- If resolving a complaint exceeds 15 working days, ABS Institute will provide written notification to the complainant with explanations.
- Victimisation during the complaint process is not allowed.
- All complaints remain confidential and do not impact a student's current or future training progression.

Lodging a Complaint

Should you wish to lodge a complaint, a formal or informal approach should be made by the student to the trainer/assessor/Managing Director.

Students can access forms to submit feedback via links at the bottom of our Home Page on the ABS Institute website.

Course Fees

ABS Institute has developed a fair and equitable process for determining course fees, refunds and payment options. This is outlined in detail on our website under Fees & Charges.

Flexible payment options

ABS Institute accepts various methods of payment for course fees. Payment for courses can be made in cash or via Credit Cards and Direct Deposit which may incur a surcharge.

Cancellation & Transfers

Enrolment cancellation / withdrawal / deferral / amendment

Students who wish to withdraw/cancel/defer/amend their course are required to complete a Refund Request Form if fees are involved. Forms are available on our website.

Student Transfers

- a) **Transfer to another "Course date"** – Students can transfer to another course date, providing they make a request in writing a minimum of one week in advance. The transfer is subject to course availability.
- b) **Transfer to another "Delivery mode"** – Should a student, enrolled in a course, wish to transfer to another "delivery mode" for the same course they are able to do so providing they make a request in writing a minimum of one week in advance. An administration fee may be applicable for transfers to another course delivery mode. The transfer is subject to course availability. Should a student wish to transfer to another delivery mode and does not provide written notice at least one week in advance, the student forfeits the full course fee.

RTO Cancellation of courses

ABS Institute reserves the right to cancel a course if insufficient enrolments are received prior to course commencement. Students already booked in these courses will be notified. If a course is cancelled, a full refund of all monies paid by a student for the course will be made within seven (7) days. ABS Institute has financial safeguards in place to ensure that all pre-paid fees are available for refund in the case of cancellation by ABS Institute.

Refund Policy

Payment of all refunds, to students who are entitled to a refund, are in accordance with the following refund policy.

ABS Institute will strive to maintain its highly competitive fee structure, as well as its fair and equitable refund policy.

- Most courses are government funded; if a refund is applicable, it will be processed within one week (seven days) after receipt of a refund application.
- For withdrawal requests, ABS Institute will offer students the option to enrol in an alternative course date before processing any refund applications.
- To qualify for a course refund, students must provide written notification of their withdrawal from the training program, which can be submitted by letter, email, or the official refund form.
- Refunds cannot be given once a student has started a course or unit.
- No refunds will be provided to participants who do not achieve qualification after assessment.
- Refunds are not available for recognition of prior learning assessments after enrolment when relevant resources and services have been supplied.
- ABS Institute does not accept liability for loss or damage if a student withdraws from a course.
- If ABS Institute cancels a course, all enrolled students will receive a full refund and, when possible, will be offered an opportunity to attend another scheduled course.
- If a course is cancelled by ABS Institute, refunds will be processed automatically without requiring an application from students.

Commencement dates

- Commencement for online students is the date that online access is provided to an individual student for a particular course.
- Commencement date for a classroom-based learning mode is the first day of the course.

Equal Opportunity Policy

ABS Institute is committed to equal opportunity policies and principles, as they affect students and employees to ensure the elimination of discrimination and harassment.

Rights and Responsibilities

ABS Institute has both legal and ethical responsibilities to ensure equal employment opportunities and an environment free from harassment for employees, contractors, and students. The organisation aims to maintain a workplace and learning setting that acknowledges and respects diversity, free from harassment, vilification, and bullying.

ABS Institute will:

- Communicate to employees, contractors, and students that harassment, vilification, and bullying are not acceptable in the work or study environment.
- Require any behaviour classifiable as harassment, vilification, or bullying to stop immediately.

All employees, contractors, and students are expected to contribute to eliminating inappropriate conduct by not supporting or encouraging any form of harassment, vilification, or bullying directed at colleagues. This includes:

- Not participating in such behaviours.
- Supporting individuals who reject these behaviours.
- Serving as a witness if a complaint is made regarding harassment.

As a student of ABS Institute, you are expected to:

- Take action to prevent harassment, discrimination, or victimisation.
- Acknowledge and respect differences among staff, students, and contractors, including cultural and social diversity.
- Treat others impartially, avoiding discrimination, harassment, or victimisation.
- Decline participation in such actions.
- Support individuals who oppose such behaviours.
- Act as a witness if a complaint is filed by someone experiencing harassment.

Discrimination

Discrimination means treating someone unfairly or harassing them due to their membership in a specific group. It is illegal to discriminate based on age, sex, pregnancy, disability (past, present, or future), race, colour, ethnicity, nationality, marital status, sexuality, or gender identity.

There are two types:

- **Direct discrimination:** Clearly unfair or unequal treatment.
- **Indirect discrimination:** A uniform rule that disproportionately disadvantages certain groups.

Harassment, Vilification and Bullying

All employees, contractors, and students are entitled to equal opportunities. It is illegal for anyone to be harassed at work or study due to sex, pregnancy, race (including colour, nationality, descent, ethnicity, or religion), marital status, disability, sexuality, HIV/AIDS status, or transgender identity. Federal anti-discrimination laws protect staff, contractors, and students.

Harassment: Unwanted behaviour that humiliates, offends, or intimidates others based on their race, sex, pregnancy, marital status, disability, sexuality, or age.

Vilification: Public actions that incite hatred, serious contempt, or severe ridicule toward individuals or groups because of race or sexuality.

Bullying: Intimidating, degrading, or humiliating actions, such as verbal abuse, isolation, exclusion from activities, repeated put-downs, aggression, threats, or mismanaged conflicts, regardless of roles or relationships.

Complaints

All complaints regarding equal opportunity matters are treated seriously and investigated promptly, confidentially and impartially.

Legislation

ABS Institute operates in compliance with all relevant legislative and regulatory requirements. Below is a list of Acts we must adhere to, which also outline your obligations as a learner. During training and work, please be mindful of applicable legislation that may affect your conduct. Access State and Federal legislation through the provided links.

Commonwealth Legislation www.comlaw.gov.au

- National Vocational Education and Training Regulator Act 2011
- Learner Identifiers Act 2014
- 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

Western Australian Legislation

- Education and Training Reform Act 2006
- Work, Health and Safety Act 2020
- Accident Compensation (Workcover Insurance) Act 1993
- Disability Act 2006
- Fair Trading Act 1999
- Working with Children Act 2005

Privacy Policy

ABS Institute complies with the Privacy Act and manages the privacy of students, staff, and trainer/assessors. As a Registered Training Organisation (RTO), ABS Institute maintains effective administrative systems for records management, which involves collecting and securely storing personal information from students. Students are able to access their own records.

Information is collected from students during initial enquiries to provide course details, at enrolment, and throughout training and assessment. Personal information may be used for notifications about events and courses, as well as for marketing and research purposes. Feedback on services is collected through surveys to inform improvements. All feedback is handled confidentially.

ABS Institute only shares information with third parties where required by law or permitted under the Privacy Act 1988.

For more details, refer to the ABS Institute Privacy Policy.

Student Enrolment Policy

You can enrol in our programs through our website.

After we receive your enrolment/application, we will schedule an appraisal or interview to:

- Review course requirements to advise the best options for delivery and completion.
- Determine eligibility for government funding.
- Confirm applicable fees (if required);
- Assess language, literacy, numeracy and digital needs if necessary.
- Advise on police/working with children checks or other licences.

Once enrolled, you'll receive written confirmation with venue, date, and course duration details.

ABS Institute conducts student recruitment using a variety of methods and adheres to ethical, fair, and responsible practices. The Institute ensures that appraisal and approval processes are equitable and consistent with workplace performance, competency standards, and the requirements of relevant Training Packages and programs. Selection for programs is based on applicants:

- Meeting the relevant funding body entry criteria,
- Satisfying any prerequisite qualifications or work experience,
- Fulfilling any age requirements specified for particular courses.

Student enrolment depends on the availability of places in each program and meeting applicable eligibility or viability requirements., which is determined by factors such as room capacity, course type, learning structures, and student needs. If a program is fully booked at the time of inquiry, students may be placed on a reserve list or offered an alternative date with available vacancies. Priority for open slots is given to those on the reserve list if places become available. Enrolment is processed on a first-come, first-served basis. Students must demonstrate appropriate language, numeracy, literacy and digital skills.

ABS Institute informs applicants who do not meet entry requirements about suitable pre-entry training options to help them achieve eligibility.

Student Records

ABS Institute keeps a confidential student file with your personal details and training records. Only authorised staff involved in training and assessment can access it, and it is securely stored in a locked cupboard or SharePoint folder. Others cannot view your file without your written consent. To access your records, contact the Managing Director.

Unique Student Identifier

The Unique Student Identifier (USI) scheme, established by the Student Identifiers Act 2014, enables students to access a consolidated online record of their VET achievements. The scheme also supports verification of these achievements by employers and RTOs.

The organisation will:

- Verify with the Registrar any Student Identifier provided by a student before using it for any purpose.
- Issue qualifications or statements of attainment only to students with a verified Student Identifier.
- Request approval to apply for a USI on behalf of students who do not have one.
- Inform students where an exemption applies, either before completion of enrolment or commencement of training and assessment (whichever occurs first), that results from

training will not be accessible through the Commonwealth and will not appear on authenticated VET transcripts prepared by the Registrar.

- Maintain the security of Student Identifiers and related documentation under its control.

Further information about the Student Identifier scheme is available at: www.usi.gov.au

Workplace Health and Safety (WHS) Policy

ABS Institute prioritises a safe and healthy environment for all students and staff. We are dedicated to maintaining and continually improving workplace health and safety across our facilities. Safety is regarded as both a collective and individual responsibility, in line with Workplace Health and Safety regulations.

The Managing Director ensures the wellbeing of staff, students, contractors, and visitors by:

- Maintaining safe equipment and work systems.
- Keeping the workplace safe and healthy.
- Providing suitable welfare facilities.
- Offering necessary WHS information, training, and supervision to staff and contractors.
- Sharing relevant safety information with students.
- Embedding continuous improvement in WHS practices.

Duty of Care

ABS Institute is committed to taking practicable steps to provide and maintain a safe and healthy work and learning environment for all staff, students, and contractors. Specific responsibilities are detailed below.

ABS Institute's WHS responsibilities:

- Oversee effective implementation and regular review of the WHS policy.
- Comply with relevant WHS legislation, standards, and codes of practice.
- Ensure established management-staff consultation procedures are followed.
- Monitor WHS policies and outcomes to maintain and improve risk controls, aligning with ABS Institute's continuous improvement processes.
- Ensure an WHS management system is in place.

Staff, contractors, students and visitors responsibilities:

- Fulfil duties to themselves and others.
- Cooperate with all WHS processes.
- Comply with ABS Institute WHS policies and procedures.
- Do not bypass or misuse WHS systems or equipment.
- Report unsafe conditions to the Managing Director.

Accidents, Injuries and Near Misses

All incidents and near misses must be reported immediately to your trainer, assessor, or administrative staff. ABS Institute will provide prompt first aid or medical care and investigate to prevent recurrence. Injury management begins promptly, with efforts made to assign suitable duties based on medical advice. Students and employees should act responsibly to prevent workplace injuries to themselves and others.

Investigating incidents and accidents

The Managing Director investigates all incidents and accidents after initial injury management. The investigation process includes:

- Interviewing those involved and witnesses.
- Applying risk management to identify hazards and control failures.
- Considering recommendations from those involved.
- Analysing findings and documenting action plans for review.
- Communicating approved outcomes and next steps.

Conclusion

The ABS Institute team wishes you an enjoyable learning experience and hopes it benefits your personal growth, professional development, and career goals.