Canterbury Technical Institute

STUDENT HANDBOOK

CTI.QLD.EDU.AU



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INTRODUCTION

Welcome to Canterbury Technical Institute (CTI)

RTO Provider No. 31645 | CRICOS Provider No. 02938M

The purpose of this Handbook is to assist you as a student, to become a valued member of the Institute. We want to ensure that you are provided with vital information that will guide you through your time at the Institute. It is of prime importance that you read and understand all contents of this Handbook from cover to cover prior to payment of fees & confirmation of enrolment.

This handbook outlines policies and procedures that govern the professional operation of CTI. The student undertakes to comply with the published rules and policies of the Institute. Due to the importance of this document, each new student will be asked to sign an acknowledgment form (Written Agreement Acceptance of Offer) upon receipt of this Handbook.

The Handbook should be read in conjunction with the latest version of the Institute's brochure, which you received when you first applied for enrolment at the CTI. A copy of the institute's brochure is available on its website for reference visit http://www.cti.qld.edu.au

CTI is registered by the Australian Skills Quality Authority (ASQA) to deliver nationally recognised training to domestic students, as well as overseas students studying in Australia on a student visa.

We operate under the following legislation, and your rights and our obligations are set out in it. The *Education Services for Overseas Students Act 2000* (ESOS Act) is the framework for delivering education to international students and includes the Tuition Protection Service. It is supported by the *Education Services for Overseas Students Regulations 2019* and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* (National Code), which sets nationally consistent standards for how we recruit, enrol, support and teach you. For more information, see the ASQA ESOS framework page. Our training and assessment is regulated under the *National Vocational Education and Training Regulator Act 2011* and the 2025 Standards for Registered Training Organisations, which came into effect on 1 July 2025. These include the Outcome Standards and the Compliance Standards, which are made as legislative instruments, and the Credential Policy. You can read more on the Department of Employment and Workplace Relations website. We also comply with the Commonwealth, State and Territory laws that apply to our operations, including migration, privacy, work health and safety, and anti-discrimination legislation. Together, these laws give you the right to quality training, accurate information, fair treatment, access to complaints and appeals processes, and protection of your tuition fees.

If you need any assistance or further clarification, kindly contact administration or any other relevant staff. We will assist you.

CTI Head Office & Campus: Level 1, 333 Adelaide Street Brisbane Qld 4000

CTI Brisbane Campus: Level 1 & 8, 333 Adelaide Street Brisbane Qld 4000

CTI Gold Coast City Campus: Shop B002, Australia Fair Shopping Centre, Southport, QLD 4215

Disclaimer: *While every effort has been made to ensure that the information in this publication is correct at the time of printing, Canterbury Technical Institute reserves the right to make changes at any time in order to meet educational requirements and standards. Any changes will be notified to students as they occur. This Student Handbook should be read in conjunction with the current CTI Brochure, the Course Guidelines relating to the course you are enrolled in, and any other publicity material applicable to your program at time of enrolment*

A WORD FROM THE PRINCIPAL EXECUTIVE OFFICER

A warm welcome to Canterbury Technical Institute.



Congratulations on your decision to study with us at CTI, we are committed to helping you on your journey to your chosen career and achieving your personal study goals. Our academic team and helpful support staff will endeavour to meet your educational needs as you progress through your chosen study programs.

Our team will provide guidance and assistance to ensure you gain the maximum benefit from your studies; we will work to ensure your time with us proves to be enjoyable, safe and productive.

Canterbury Technical Institute programs are designed to meet the increasing demands for skills in the Business, IT and Hospitality industries in Australia, and are complemented by our friendly and enjoyable learning lifestyle.

Enjoy your time with us, Brisbane is noted as one of the world's most liveable cities, offering a sub-tropical climate with a vibrant city centre, the CBD has a great variety of restaurants, cafes, shopping places and theatres. Close by you can also experience an excellent range of outdoor activities, and the attractions of the beautiful Pacific coast are not far away.

If you have any queries or concerns whilst you are a student of Canterbury Technical Institute, please do not hesitate to discuss them with any of the CTI staff,

I wish you every success with your studies at Canterbury Technical Institute and hope your studies with us are both happy and memorable.



Rahul Fernandes

Principal Executive Officer

1. MISSION STATEMENT

Canterbury Technical Institute (CTI) will be recognised as one of the premier vocational providers of international education and training in Queensland (QLD) Australia.

Goals & Objectives

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

The Institute values:

- A commitment to excellence in learning, teaching and promoting learning as an enjoyable, lifelong activity.
- The importance of academic, physical, social, emotional, moral and spiritual development of each student.
- Commitment to the respect and recognition of people as our most valuable asset
- Supportive Institute environment where all persons on campus are treated fairly and respectfully
- Attractive physical environment, which enhances effective teaching and learning.

2. JOB DESCRIPTIONS

Staff	Functions
Chief Executive Officer (CEO) **& Financial Controller**	CEO will demonstrate leadership in educational & business excellence, and be a role model to other staff, and be committed to their success. Overall responsibility and end accountability of the entire organisation. In the absence of the CEO, the Principal Executive Officer will take charge of the responsibilities As a financial controller, the key responsibilities include financial management, budgeting, company tax responsibilities, management of debtors & creditors and risk & facilities management
Principal Executive Officer (PEO)	The Principal Executive Officer (PEO) will be reporting to the CEO for matters relating to the management, academic activities, delivery of qualifications and the administration of the institute. Precise duties will be agreed with the CEO from time to time and will vary, as the institute's needs change. The role will also ensure that all information and quality systems are managed and executed to comply with ASQA & DHA requirements. Responsibilities include Trainer & Student management, training, assessment & marking plans, assessment validation, student evaluation & analysis, professional development, monitoring course outcomes. To provide leadership to the teaching team within the designated department; To promote teaching excellence; Oversee faculty operations and teach on faculty programmes in line with the programme specifications and timetables, and as approved with the CEO/PEO; These duties will involve the PEO in membership of various bodies within the institute, as well as close liaison with other senior managers / staff in the institute, and the promotion of the institute's activities elsewhere in the organisation and to external agencies
Trainers / Assessors	• Lecture/ teach, assist and evaluate students in the relevant unit/s taught. • Update training and delivery materials every semester. Ensure that all training material complies with relevant national competency standards, and with the standards set by the Institute. • Provide assistance in the development of the training and assessment program, training materials and resources by suggesting necessary changes and improvements in training delivery and assessment strategies. • Follow and enforce rules, policies and guidelines outlined in the Student and Staff Handbooks. • Prompt submission of training materials and other documents by due dates stipulated in the Institute calendar including unit outlines, attendance, student feedback and final results, etc. • Consistently follow the operational procedures and standards as set by Institute management. • Enforce the level of standards expected of the students.
Director - Academic & Student Services **Compliance & Quality Assurance**	• Pre-enrolment & post enrolment activities. • Manage all Student Registration / Enrolment Academic & graduation records • Produce Quality Reports • Customer Relationships – Attending to customer enquiries and client services

	• Provide support and relief for other team members • Responsible for the administration & preparation of course orientation • Student attendance monitoring and reporting • Telephone Operation Services • Assure Quality • Manage library system
Officer Administrator and Social Media Coordinator	• Reception & General Administration Support • Administer all student enrolment, academic & certification records • Process student payments and answer external calls • Accurate data entry • Develop and coordinate social media channels including Facebook, YouTube and Instagram. • Up-to-date student filing system to meet CTI, ASQA and Department of Home Affairs requirements. • Effective administration of student management system • Timely reports (internal and external) that comply with CTI, ASQA and Department of Home Affairs standard procedure • Customer satisfaction (internal and external) • Privacy, confidentiality and discretion • Professional development
IT Manager & Help Desk	The role includes helping students and Staff with IT issues and technical troubleshooting, Network Administration, IT infrastructure planning and development. Staff, Teaching Team, Administration team, PEO and Directors. • 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 CTI Code of Conduct & Code of Practice • Attaining specific outcomes as set by the PEO • Assisting at reception as required
Marketing	• Promote CTI as a desired learning institution; • Generate Enrolments, provide student Counselling, advise on Fees advice • Support the student progress and intervention processes • Maintain standards of excellence in customer service ensuring that CTI is a customer led organisation creating educational services in response to customer needs • Contribute to the CTI Management Team • Action student recruitment strategies and meet or exceed enrolment targets; • Develop, implement and monitor Marketing and Promotional Strategies to meet national financial targets across all CTI and partnership college campus locations • Maintaining professional standards of excellence in building a satisfied & loyal customer base.

Student Services Officer	• Promote CTI as a desired learning institution; • Generate Enrolments, provide student Counselling for RPL services and advise on Queensland Government funding and fees advice. • Support student candidate RPL, gap training, evidence gathering processes, and progress follow ups • Maintain standards of excellence in customer service ensuring that CTI is a customer led organisation creating educational services in response to customer needs • Contribute to the CTI Management Team • Action greater Brisbane regional recruitment strategies and meet or exceed enrolment targets • Develop, implement and monitor Marketing and Promotional Strategies to meet national financial targets across all CTI marketing regional and Australia wide locations • Maintaining professional standards of excellence in building a satisfied & loyal customer base

3. INFORMATION FOR NEW STUDENTS

The ESOS framework – providing quality education and protecting your rights

The Australian Government wants overseas students in Australia to have a safe, enjoyable and rewarding place to study. Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework, and they include the Education Services for Overseas (ESOS) Act 2000 and the National Code 2018.

Protection for overseas students

As an overseas student on a student visa, you must study with an education provider and in a course that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at http://cricos.education.gov.au/. CRICOS registration guarantees that the course and the education provider at which you study meet the high standards necessary for overseas students.

Please check carefully that the details of your course − including its location − match the information on CRICOS.

Your rights

The ESOS framework protects your rights, including:

- Your right to receive, before enrolling, current and accurate information about the courses, fees, modes of study and other information from your provider and your provider's agent.
- Your right to sign a written agreement with your provider before or as you pay fees, setting out the services to be provided, fees payable and information about refunds of course money. You should keep a copy of your written agreement.
- Your right to get the education you paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if your provider is unable to teach your course.

The ESOS framework sets out the standards Australian education providers offering education services to overseas students must obey. These standards cover a range of information you have a right to know and services that must be offered, including:

- Orientation and access to support services to help you study and adjust to life in Australia
- Who the contact officer or officers is for overseas students
- If you can apply for course credit
- When your enrolment can be deferred, suspended or cancelled
- What your provider's requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well
- If attendance will be monitored for your course, and
- A complaints and appeals process.

One of the standards does not allow another education provider to enrol a student who wants to transfer to another course but has not completed 12 months of the final course of study you plan to undertake in Australia. If you want to transfer beforehand you need your provider's permission.

Your responsibilities

As an overseas student on a student visa, you have responsibilities to:

- Satisfy your student visa conditions
- Maintain your Overseas Student Health Cover (OSHC) for the period of your stay
- Meet the terms of the written agreement with your education provider
- Inform your provider if you change your address
- Maintain satisfactory course progress
- If attendance is recorded for your course, follow your provider's attendance policy, and

Contact details

Who?	Why?	How?
Your provider	For policies and procedures that affect you	• Speak with your provider. • Go to your provider's website.
Department of Education (DOE)	For your ESOS rights and responsibilities	• https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx • ESOS 1300 615 262
Department of Home Affairs	For visa matters	• www.homeaffairs.gov.au • Phone 131 881 in Australia • Contact the DHA office in your country.

Enrolment / Application Process



Train / Bus / Ferry Tickets

A travel *Go Card* which is swiped before and after you use public transport, it is a card for use on buses, trains and river ferries is available from Translink and can be purchased at all stations, paper tickets can still be purchased but are more expensive. Other ticket types can be found on the website.

The Translink Transit Authority ('Translink') coordinates all transport services, which include trains, buses and ferries. All information about timetables, services, ticketing and fares can be found at: www.translink.com.au

A 50% concession on Translink and connect urban public transport services throughout Queensland is provided to full time tertiary students attending a Queensland registered training organisation.

Taxis can be hired by hailing, on city ranks or by phone.

Uber is also available in Queensland.

For Personal Safety

Brisbane is a relatively safe place to live by world standards, however it is important to be aware that by taking some simple basic steps you can help to make your stay here even safer. Give some thought to protecting yourself and your personal belongings, such as avoid walking around in lonely places on your own, particularly at night. Avoid wearing moneybags, jewellery or cameras that may draw attention to you. For more information on personal safety in Brisbane and Queensland visit *the Queensland Police Service* or see the safety tips and videos at:

http://www.studyqueensland.qld.edu.au/live/safety/

Services to access for information on employment

- **Working in Australia**
  The minimum pay rate can come from an award, enterprise agreement or other registered agreement or the national minimum wage. Employees have to be paid the right pay rate for all hours they work. For full details go to: www.employment.gov.au

- **Tax file number**
  To receive an income in Australia, you will need a Tax File Number (TFN). For more information go to: www.ato.gov.au

- **Fair Work Australia**
  The Fair Work Commission is Australia's national workplace tribunal. It is an independent body with power to carry out a range of functions under the Fair Work Act 2009(Cth), including:
  - providing a safety net of minimum conditions, including minimum wages in awards
  - facilitating good faith bargaining and enterprise agreement making
  - administering the regulation of industrial action
  - resolving a range of collective and individual workplace disputes through conciliation, mediation and in some cases public tribunal hearings
  - functions in connection with workplace determination, equal remuneration, transfer of business, general protections, right of entry and stand down
  - dealing with applications in relation to unfair dismissal - https://www.fwc.gov.au

- **The Office of the Fair Work Ombudsman**
  The Office of the Fair Work Ombudsman:
  - is a central point of contract for free advice and information on the Australian National Workplace Relations System
  - Investigates workplace complaints and enforces compliance with national workplace laws. Please see: https://www.fairwork.gov.au

Living Expenses

The Australian Government currently expects international students to have access to approximately AUD $29,710 per year to support living costs, excluding tuition fees, Overseas Student Health Cover (OSHC), travel and

establishment expenses. Additional financial requirements apply for accompanying partners and dependent children. Students should ensure they have sufficient funds to support themselves throughout their studies.

Average weekly living expenses in Brisbane:

Accommodation (sharing)	$250 - $400 per week (shared & will depend on suburb you live in)
Food/ Groceries	$100 - $120 per week per person
Travel	$50 per week (will depend on distance travelled)
Phone	$30 - $40 per week
Utilities/internet	$20 - $60 per week (if not included in rent)
Eating out	$45 - $80 per week (will depend on the restaurant/ cafe you eat)
Miscellaneous	$30 - $100+ per week per person
Average expenditure	**$450.00 - $650.00 per week**

Accommodation/Home Stay

If student requires the Institute to arrange home stay or other types of accommodation the Student Services staff can be contacted for assistance. In Brisbane, most students stay in following three types of accommodation:

Accommodation type	Price (approx.)
Hostel / Student Accommodation	AUD $300 - $450 per week
Homestay (including meals)	AUD $350 - $450 per week
Shared Rental Accommodation	AUD $250 - $400 per week

FINDING ACCOMMODATION

Finding appropriate accommodation is one of the biggest difficulties facing international students. The major sources of real estate information are:

- The classified section of The Courier Mail, especially Saturday's and Wednesday's editions.
- The noticeboard at your education provider.
- Real Estate Agent offices- Look under 'Real Estate Agents' in the Yellow Pages (page 1903).
- Local Community newspapers (weekly).
- www.realestate.com.au

FOR HOMESTAY SEE:

- www.homestaynetwork.com
- www.myhome.com.au
- www.urbanest.com.au
- www.domain.com.au
- www.homehound.com.au

IMPORTANT CONTACT DETAILS FOR STUDENTS

Information required on	Source	Contact details
CTI Emergency Contact Person/s (Working hours & After hours contact)	**Rahul Fernandes – Principal Executive Officer** **Andrea Sequeira - Director - Academic & Student Services**	**0413 222 969** **0452 631 250**
Emergency: Police / Fire/ Ambulance	**QLD State Emergency Services**	**Dial 000 In Case Of Emergency** **Police, Fire and Ambulance - Emergency Assistance.** http://www.emergency.qld.gov.au

		Lifeline - Phone 13 11 14 for crisis support when feeling suicidal or if you need to talk to someone immediately. Kids Help Line - Phone 1800 55 1800. SANE Helpline - Phone 1800 18 SANE for help during business hours. Crisis Counselling Service - Phone 1300 363 622.
Student Safety and Security	**Study Queensland**	http://www.studyqueensland.qld.edu.au/live/
NVR standards, National Code, ESOS Act	ASQA	http://www.asqa.gov.au/ http://www.legislation.qld.gov.au ASQA info line on 1300 701 801 **Postal address** Level 7 215 Adelaide St, QLD 4000, Australia Phone: 61-7-3237-0111
Tax File Number (TFN)	Australian Taxation Office (ATO)	http://www.ato.gov.au/
Overseas Health Cover (OSHC)		http://www.medibank.com.au 24 Hour Helpline: 1800 644 325 General Questions: 13 41 90
Dispute resolution Mediation Services	LEADR (LEADR has chapters / offices in Brisbane)	LEADR Level 1, 13-15 Bridge Street Sydney NSW 2000 Phone: (+61 2) 9251 3366 Fax: (+61 2) 9251 3733 Free call: 1800 651 650 Email: leadr@leadr.com.au Website: http://www.leadr.com.au
National Training Complaints Hotline	Ph: 1800 000 674	www.directory.gov.au
Permission To Work Student Visa Conditions Applying For Other Visas	Department of Home Affairs (DoHA)	https://www.homeaffairs.gov.au/
Employment Writing Applications & Resumes	Seek My Career	www.seek.com.au www.mycareer.com.au
Information On Renting Real Estate Agents	QLD Office Of Fair Trading Domain	http://www.fairtrading.qld.gov.au/ www.domain.com.au
Transport	City Rail Brisbane Buses Ferries	http://www.translink.com.au/
Information On Location/ Street Maps	Where Is	http://www.whereis.com/whereis/home.do
General Information	Yellow Pages	http://www.yellowpages.com.au/
Taxi Information	Yellow Cabs Black & White Cabs	http://www.ourbrisbane.com/transport/taxis/
Driving license / Vehicle Registration	Road Traffic Authority (RTA)	http://www.rta.qld.gov.au/
QLD Government Funding for Courses	Certificate III Guarantee Program	http://www.skillsgateway.training.qld.gov.au

Professional Counselling Services	All Psychology Australian Counselling Group	Shop 11, 250 Ipswich Rd, Burdanda Phone: (07) 3892 6136 Web http://www.allpsychology.com 9th Floor, Inergise House 135 Wickham Terrace, Brisbane Phone (07) 3832 5700 / Fax (07) 3832 6817 http://www.wtpc.com.au/ACG/IndexACG.htm Email acg@wtpc.com.au
Disability Services	Disability Services, Queensland	Level 1, 27 Peel Street, South Brisbane. (07) 3109 7007 http://www.disability.qld.gov.au/
Legal Services	Legal Aid	44 Herschel Street Brisbane 4000 http://www.legalaid.qld.gov.au/ 1300 65 11 88
Bullying	Human Rights and Equal Opportunity Commission (HREOC),	Human Rights and Equal Opportunity Commission (HREOC), Tel: 1300 656 419 E-Mail: complaintsinfo@humanrights.gov.au. Website: www.hreoc.gov.au
Occupational Health And Safety	Work Cover, QLD Occupational Health And Safety	Occupational Health and safety http://www.business.gov.au/BusinessTopics/OccupationalhealthandsafetyPages/default.aspx WORK COVER, QLD 1300 362 12 www.workcoverqld.com.au
Family Assistance & Child Assistance	Relationship Australia	Relationship Australia http://www.relationships.com.au/ Ph: 1300 364 277 Kids Help Line - 1800 551 800
Personal Safety	Study Queensland	http://www.studyqueensland.qld.edu.au/live/safety/
Pregnancy Help	Centacare, Brisbane	Centacare Administration The Catholic Centre 143 Edward St., Brisbane, QLD 4000 Ph: 07 3336 9246 / Fax: 07 3221 3485 Email: centacare@bne.catholic.net.au
Domestic Violence	Domestic Violence Line	Domestic Violence Line Women: 1800 811 811 Men: 1800 600 636
Drug And Alcohol	Centre for Drug and Alcohol QLD Health	Drugs: Level 1, 24 Hamilton Place, Bowen Hills QLD 4006. (07) 3620 8800 Alcohol: 1800 177 833
Gambling Helpline	Gamblers Anonymous	1800 002 210
Mental Health Information	Mental Health Association	Queensland Health Building 47-163 Charlotte St, Brisbane Queensland 4000 http://www.health.qld.gov.au
Multicultural Community Information	Multicultural Australia Multicultural Affairs Queensland	**Multicultural Australia** http://www.multiculturalaustralia.edu.au/ **Multicultural Affairs Queensland** http://www.multicultural.qld.gov.au/
Postal / Courier	Post Office	300 Adelaide St, Brisbane City. QLD 4000

4. CODE OF PRACTICE

Administration

Canterbury Technical Institute (CTI) 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 VET services, which safeguard the interest and welfare of students.

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

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

CTI academic staff will collaborate with student services staff to ensure that all students enrolled will be monitored and assessed in their performance, attendance and progress.

CTI will employ appropriately qualified staff, providing adequate professional development to maintain up to date qualifications and will ensure staff is sensitive to the culture of the students being taught.

CTI will maintain flexibility in its operations and functions ensuring appropriate responses to the changing education needs of the student community are met.

Marketing and Liaison

CTI will market the services it provides 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 organisation or training product.

CTI will market its' services in consistence with the education, cultural and regulatory systems of countries and will not detract from the reputation and interest of other Australian institutions.

CTI will ensure that appointed agents act in the best interest of the applicant and the provider. CTI will be responsible for the actions of their agents in marketing their training and assessment programs.

CTI 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
- Engaged in false or misleading recruitment practices
- Using PRISMS for other than bona fide students

Finance

CTI will ensure appropriate documentation is kept of the contractual and financial relationship between the students and the Institute and will safeguard funds paid by students. CTI will also meet all legislative requirements of State and Federal government. CTI has a commitment to providing quality service and a focus on continuous improvements.

CTI has a refund policy, which is fair and equitable. CTI will refund students if they are unable to deliver agreed services.

Dissemination of information

CTI will ensure its entire staff and student body have accurate and current information regarding policies and procedures affecting their stay with the Institute.

The Principal Executive Officer (PEO) will ensure that these policies and procedures are circulated, understood and implemented consistently throughout CTI.

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

CTI will ensure that all its students are provided with information about current legislation and regulatory requirements that significantly affect their participation in VET.

CTI will ensure that each student is provided with 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 as provided in the CTI's code of practice or similar document, and
- Recognition of Prior Learning (RPL) arrangements.

CTI's policies and procedures document current legislation and regulatory requirements shall be readily accessible and visible at all times for immediate access by CTI staff and students. Our policies include a fair and equitable refund policy, complaints and appeal policy, an access and equity policy and student welfare and guidance services. Where necessary, arrangements will be made for those students requiring literacy and / or numeracy support programs. These documents will be available from reception in electronic copy and emailed to any interested individual.

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

- CTI Policies and Procedures
- Current legislation and regulatory requirements shall be informed to any new recruit through induction and counselling programs
- Handbooks, circulating memos & emails
- Meetings and notice boards

Core Business

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

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

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

CTI will offer program placements that clearly include the proficiency of English required. If assistance is required, the Institute will provide bridging training and assessment program where these are deemed necessary through contracting qualified staff or other registered training organisations

CTI will notify the relevant Commonwealth authority when international students are no longer participating in a program for which they are enrolled.

CTI will ensure that the recruitment and placement of international students comply with the EEO legislation and are consistent with immigration requirements.

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

CTI is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF (Australian Qualifications Framework) certification documentation.

5. CODE OF CONDUCT

The purpose of this Code of Conduct is to establish a unified standard of ethical, professional, and lawful behaviour expected of all individuals engaged by, or representing, Canterbury Technical Institute Pty Ltd This includes but is not limited to trainers, assessors, administrative personnel, resource developers, marketing and enrolment officers, and members of the senior leadership team.

This policy serves as a framework to guide conduct that aligns with organisational values, complies with relevant Commonwealth, State, and Territory legislation, and supports the Outcome Standards. It reflects Canterbury Technical Institute Pty Ltd's commitment to integrity, accountability, and respect in all aspects of vocational education and training delivery.

Through this Code, Canterbury Technical Institute Pty Ltd seeks to foster a safe, inclusive, and high-quality learning and working environment by clearly outlining the behavioural expectations, responsibilities, and professional obligations across various roles. Adherence to this Code ensures that all stakeholders uphold the principles of fairness, transparency, student-centred practice, and continuous improvement in accordance with regulatory and ethical standards.

ASSESSOR CODE OF CONDUCT

All Canterbury Technical Institute Pty Ltd assessors are required to comply with the following standards, aligned with ethical assessment practices and the Principles of Assessment and Rules of Evidence:

- Comply with all Canterbury Technical Institute Pty Ltd policies, procedures, and the *Outcome Standards for RTOs 2025*.
- Abide by relevant Commonwealth, State, and Territory legislation and frameworks.
- Adhere to all assessment practices as outlined in the Assessment Policy and Procedure.
- Address individual student needs with professionalism, sensitivity, and equity.
- Prevent and respond appropriately to all forms of discrimination or harassment throughout the assessment process, in line with the Equal Opportunity and Inclusion Policy and Procedure and Cultural Safety Policy and Procedure.
- Uphold student rights during and after the assessment process.
- Maintain objectivity and avoid personal bias or irrelevant factors influencing assessment outcomes.
- Clearly inform students of their right to appeal and the process involved.
- Ensure all evidence gathered is valid, reliable, authentic, sufficient, and current.
- Upholding the principles of assessment of Fairness, Flexibility, Validity and reliability during all assessment activities.
- Make assessment decisions based solely on verifiable and accessible evidence.
- Operate strictly within the RTO's 'Assessment Policy and Procedure'.
- Ensure consent from the student has been given before assessment and confirm their understanding of the assessment process prior to commencing the assessment activity.
- Develop and use assessment tools that align with training product requirements and Outcome Standards for RTOs 2025.
- Inform students about the reporting process and any implications of assessment outcomes.
- Maintain confidentiality of all assessment results, only sharing with written student consent.
- Use assessment outcomes only for their stated and intended purposes.
- Maintain an Assessor Matrix including ongoing industry and VET currency as outlined in the Trainer Assessor Policy and Procedure.
- Seek ongoing professional development in assessment practices.
- Engage in networking and collaborative review of assessment practices.
- Identify and manage any conflicts of interest in a transparent and ethical manner.
- Do not accept gifts, incentives, or any form of inducement related to assessment decisions.
- Promote a supportive and safe environment during assessment.

TRAINER CODE OF CONDUCT

All Canterbury Technical Institute Pty Ltd trainers are expected to demonstrate high standards of professionalism, integrity, and educational excellence including:

- Comply with all Canterbury Technical Institute Pty Ltd policies, procedures, and the Outcome Standards for RTOs 2025.
- Abide by relevant Commonwealth, State, and Territory legislation and frameworks.

- Adhere to the Trainer Code of Conduct and act with honesty and integrity in all training activities.
- Demonstrate courtesy, respect, and fairness in interactions with students, colleagues, and stakeholders.
- Maintain a Trainer Matrix including ongoing industry and VET currency as outlined in the Trainer Assessor Policy and Procedure.
- Provide a safe, inclusive, and engaging learning environment for all students.
- Maintain confidentiality of student information unless disclosure is legally required or in the student's interest.
- Identify and manage any conflicts of interest in a transparent and ethical manner.
- Prevent and respond appropriately to all forms of discrimination or harassment during training, in line with the Equal Opportunity and Inclusion Policy and Procedure and Cultural Safety Policy and Procedure.
- Use only validated and approved training resources and tools.
- Maintain appropriate professional boundaries and avoid any form of inappropriate relationship with students.
- Promote student wellbeing and report concerns where safety may be at risk.
- Fulfil responsibilities related to student supervision and classroom safety.
- Seek professional development opportunities to enhance instructional capabilities and enhance training delivery skills.
- Encourage student engagement and provide timely, constructive feedback.

STUDENTS CODE OF CONDUCT

All students enrolled with Canterbury Technical Institute Pty Ltd are expected to:

- Comply with all relevant Canterbury Technical Institute Pty Ltd policies & procedures outlined within the student handbook and available on the website (hyperlink)
- Treat all trainers, assessors, staff, and fellow students with respect, courtesy, and fairness.
- Attend scheduled training and assessment sessions punctually and participate actively.
- Refrain from any behaviour that disrupts the learning of others.
- Submit all assessments honestly and without plagiarism or cheating in line with the Academic Integrity Policy and Procedure.
- Respect intellectual property, copyright, and confidentiality.
- Take responsibility for own learning and seek support when needed.
- Use RTO facilities and resources responsibly.
- Canterbury Technical Institute Pty Ltd has a zero-tolerance policy towards illegal drugs. Any person found to be in possession or under the influence of illegal drugs will be asked to leave the premises. Anybody found to be under the influence of drugs or alcohol will be asked to leave the premises.
- Maintain appropriate behaviour in face-to-face and online environments.
- Notify the RTO of changes to personal information and contact details.
- Respect the cultural, religious, and gender diversity of others.
- Comply with WHS requirements, follow the safety instructions and advise of the Trainer and Assessor and report any hazards or risks.
- Use IT systems and LMS platforms only for learning purposes and in accordance with usage policies.
- Keep mobile devices on silent during sessions unless authorised.
- Provide feedback and raise complaints or appeals through the appropriate internal processes outlined within the Feedback, complaints and appeals policy and procedure.
- Protect the integrity of assessments by not sharing answers or materials or engaging in forms of plagiarism or cheating.
- Accept and act upon trainer feedback constructively.
- Refrain from bullying, harassment, or discriminatory behaviour towards other students, the trainers, assessors or other personal within Canterbury Technical Institute Pty Ltd.

ADMINISTRATION CODE OF CONDUCT

Administrative staff must:

- Comply with all Canterbury Technical Institute Pty Ltd policies, procedures, and the Outcome Standards for RTOs 2025.
- Abide by relevant Commonwealth, State, and Territory legislation and frameworks.
- Provide accurate and timely information to students, trainers, and stakeholders.
- Maintain confidentiality of student and staff records.

- Process enrolments, results, and documentation with accuracy and integrity.
- Be courteous, respectful, and professional in all communications.
- Uphold data protection and privacy policies.
- Maintain secure storage of student information and records.
- Ensure timely follow-up on queries, complaints, and compliance actions.
- Support students with administrative needs and information access.
- Communicate clearly and transparently with all stakeholders.
- Manage workloads efficiently and avoid unnecessary delays.
- Use organisational systems and platforms appropriately.
- Refrain from disclosing any confidential information unless legally required.
- Assist in internal audits and compliance checks where required.
- Treat others equitably, without discrimination or bias.
- Identify and escalate any risks or breaches of compliance.
- Participate in ongoing administrative training as needed.
- Avoid conflicts of interest in administrative decision-making.

RESOURCE DEVELOPMENT CODE OF CONDUCT

Resource developers must:

- Comply with all Canterbury Technical Institute Pty Ltd policies, procedures, and the Outcome Standards for RTOs 2025.
- Abide by relevant Commonwealth, State, and Territory legislation and frameworks.
- Design training materials that align with current Training Package requirements.
- Ensure all assessments provide clear guidance that the assessment evidence required meets the Rules of evidence of valid, reliable, authentic, sufficient, and current.
- Provide guidance on how the principles of assessment of Fairness, Flexibility, Validity and reliability are met during all assessment activities.
- Ensure content is accurate, up-to-date, and validated.
- Respect copyright and intellectual property laws.
- Incorporate inclusive and accessible design principles.
- Develop resources that support diverse learning needs and styles.
- Reference all third-party sources and data appropriately.
- Collaborate with trainers, assessors, and industry experts to ensure relevance.
- Maintain confidentiality of draft and finalised resources.
- Use language that is clear, professional, and aligned to AQF levels.
- Avoid bias, cultural insensitivity or racism in content.
- Regularly review and update learning and assessment materials.
- Secure all digital files and backups in line with data protection policies.
- Avoid including unnecessary or excessive content not aligned to outcomes.
- Document all version changes and maintain accurate version control.
- Contribute to validation and moderation processes as required.
- Ensure WHS and industry standards are reflected in content.
- Uphold RTO branding and formatting guidelines.
- Use feedback to improve future resource development.
- Declare any conflicts of interest related to external publishers or sources.

ENROLMENT, RECRUITING AND MARKETING CODE OF CONDUCT

Staff involved in these areas must:

- Comply with all Canterbury Technical Institute Pty Ltd policies, procedures, and the Outcome Standards for RTOs 2025.
- Abide by relevant Commonwealth, State, and Territory legislation and frameworks.
- Provide accurate and ethical marketing and course information.
- Never mislead or make false claims about course outcomes or job opportunities.
- Represent the RTO in a professional, transparent manner.
- Use only approved and authorised marketing materials.
- Explain fees, refunds, and course obligations clearly to prospective students.
- Accurately document all enrolment decisions and processes.
- Avoid coercive or aggressive recruitment tactics.
- Verify student eligibility for funding or concession schemes.
- Maintain records of all marketing activities and responses.
- Ensure enrolment forms and agreements meet compliance standards.

- Avoid any personal gain or benefit from enrolling students.
- Provide pre-enrolment information that meets legislative requirements.
- Respect student privacy during marketing and enrolment processes.
- Disclose third-party involvement where applicable.
- Act in the best interest of students and the RTO at all times.
- Respond promptly and professionally to enrolment enquiries.
- Avoid discrimination in student selection processes.
- Adhere to CRICOS standards when marketing to international students.
- Undertake training in ethical marketing and compliance requirements.

MANAGEMENT CODE OF CONDUCT

CTI managers and senior staff must:

- Comply with all Canterbury Technical Institute Pty Ltd policies, procedures, and the Outcome Standards for RTOs 2025.
- Abide by relevant Commonwealth, State, and Territory legislation and frameworks.
- Lead by example in integrity, professionalism, and ethical behaviour.
- Provide clear direction and support to staff and students.
- Promote a positive and inclusive organisational culture.
- Manage financial and physical resources responsibly.
- Maintain confidentiality in sensitive organisational matters.
- Encourage innovation and continuous improvement.
- Oversee risk management processes proactively.
- Promote a safe working and learning environment.
- Ensure adequate systems are in place for quality assurance.
- Foster transparency in leadership and decision-making.
- Delegate responsibilities effectively and fairly.
- Monitor compliance with training and assessment strategies.
- Support ongoing professional development for all staff.
- Uphold equitable treatment of all staff, students, and stakeholders.
- Respond swiftly to complaints and appeals with fairness and objectivity.
- Engage stakeholders in consultation and collaboration.
- Protect the RTO’s reputation and uphold its strategic goals.
- Ensure data security and integrity in management systems.
- Review and act upon internal audits and compliance outcomes

6. STUDENT RESPONSIBILITIES

Communication and Interaction

When communicating and interacting with the Institute staff and other students in person, by letter, fax, telephone or email, you have a responsibility to:

- Treat people with respect and fairness regardless of their background or culture
- Show respect for others by not swearing, using obscenities or making offensive remarks
- Not do anything that could offend, embarrass or threaten others
- Not harass or disrupt others in the performance of their duties or studies
- Avoid unacceptable behaviour i.e. aggressive, threatening or abusive behaviour (including bullying or harassment)
- Respect and not damage or steal property of the institute or of other persons
- Not make false statements regarding your student status or representation as a student or entitlements as a student.
- Ensure personal details such as your address is updated with CTI within 7 days.
- Must provide proof of address for verification: Proof of Age Card; Bank Statement; OSHC Policy; Rental Agreement; Share House Agreement; Rental Payment Receipt; Utility Bill.
- Pay all fees by the scheduled due date.

Study

You should:

- Attend class on time
- Achieve satisfactory progress in your studies through participation or attendance as required
- Do all assessment tasks by the due date (where a date is specified) or ask for an extension of time if there are exceptional circumstances
- Do all assessment tasks and examinations honestly, without any form of cheating
- Not submit and claim as your own, work derived from another source or work done by another person
- Return or renew library resources or other borrowed materials and equipment on time as stated in the library policy

Full-time courses

Please note that all programs are in full-time mode and cannot be undertaken part-time or via distance education. The minimum entry requirements to any of CTI's programs are:

- Completion of Year 12 or equivalent
- Minimum age of 18 years
- Have met our English Entry Requirement:

CTI also has individual qualification entry requirements as per the training package. Please refer to the CTI Course Brochure for details: www.cti.qld.edu.au or email: info@cti.qld.edu.au

Dress Code

Canterbury Technical Institute is an adult learning environment that prepares you for industry, as well as for further career-related training. Because of this, you are expected to dress in a manner that is neat, clean and safe at all times, as would be expected in the workplace. While in the Institute, you should:

- Be adequately clothed in accordance with occupational health and safety requirements
- Not wear clothing that is likely to offend others in terms of its lack of decency, modesty or cleanliness
- Not wear clothing that is likely to offend others because of slogans, cartoons, or any symbol or graphic worn to provoke, intimidate, condemn or ridicule others
- Not wear dark glasses in the classroom unless they are required for medical/safety reasons

Institute Environment

You are required to assist in maintaining serviceable facilities and equipment by:

- Reporting breakage and/or faults with equipment to the trainer, or the institute administration
- Leaving classrooms and workshops neat and tidy after classes and tutorials
- Not using or installing unlicensed software on institute computers and checking all removable data storage devices for viruses before use on institute computers

Gambling

Gambling is not permitted on campus. Any breach of this rule will result in immediate expulsion.

Food and drink

Food or drinks are not allowed in any area of the Institute other than the Student Common Room. Students found consuming food or drink in the PC labs, lecture/workshops or tutorial rooms may have their access suspended.

Alcohol, Drugs and Weapons on Institute Premises

You are not allowed on institute premises or to use institute facilities when under the influence of alcohol. Consumption of alcohol on campus is prohibited.

The possession, use and sale of illegal drugs or controlled substances (including stimulants, depressants, narcotics, hallucinogens or marijuana) on institute premises is against the law and will be reported to the police. If you are taking prescription medication, it is your responsibility to ensure that they do not affect your safety or the safety of others.

You are not to bring knives, guns or other weapons on institute premises. It is an offence under the Weapons Act 1990 to be in possession of a knife or other weapon in a public place or an educational facility.

Safety

The QLD Workplace Health & Safety Act 2000 applies to all staff and students of CTI. All staff and students have a responsibility to ensure that they work safely, without risk of injury to themselves or people around them.

Smoking

Smoking is prohibited throughout the building including foyers, toilets and lifts.

7. NATIONAL CODE OF PRACTICE

The Department of Education (DOE) 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. 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 of Practice 2018 is established under the Education Services for Overseas Students (ESOS) Act 2000. On 1 July 2007 the original National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students was substantially revised to improve clarity and to give institutions more flexibility. For students the changes brought about greater protection. This National Code sets out guidelines for the ethical conduct of registered providers like Canterbury Technical Institute (CTI). CTI offers study programs in accordance with the requirements of the Education Services for Overseas Students (ESOS) Act 2000.

As an education provider CTI 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 CTI
- To recruit students in accordance with the National Code of Practice and CTI enrolment policy
- To ensure fairness by committing to Equal Employment Opportunity
- 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 (DoHA)
- To provide adequate support services to students prior to arrival, on arrival and during their study at CTI
- To ensure student personal information is filed confidentially and maintained appropriately

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

https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx

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

https://internationaleducation.gov.au/Regulatory-Information/Education-Services-for-Overseas-Students-ESOS-Legislative-Framework/National-Code/Pages/default.aspx

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

http://education.gov.au/

8. THE ESOS FRAMEWORK

Providing quality education and protecting your rights

The Australian Government wants overseas students in Australia to have a safe, enjoyable and rewarding place to study. Australia's laws promote quality education and consumer protection for overseas students. These laws are known as the ESOS framework, and they include the Education Services for Overseas (ESOS) Act 2000 and the National Code 2018.

Protection for overseas students

As an overseas student on a student visa, you must study with an education provider and in a course that can be found on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) at https://internationaleducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx.

CRICOS registration guarantees that the course and the education provider at which you study meet the high standards necessary for overseas students.

Please check carefully that the details of your course − including its location − match the information on CRICOS.

Your rights

The ESOS framework protects your rights, including:

- You have the right to receive, before enrolling, current and accurate information about the courses, fees, modes of study and other information from your provider and your provider's agent.
- You have a right to sign a written agreement with your provider before or as you pay fees, setting out the services to be provided, fees payable and information about refunds of course money. You should keep a copy of your written agreement.
- You have the right to get the education you paid for. The ESOS framework includes consumer protection that will allow you to receive a refund or to be placed in another course if your provider is unable to teach your course.

The ESOS framework sets out the standards Australian education providers offering education services to overseas students must obey. These standards cover a range of information you have a right to know and services that must be offered, including:

- Orientation and access to support services to help you study and adjust to life in Australia
- Who the contact officer or officers is for overseas students
- If you can apply for course credit
- When your enrolment can be deferred, suspended or cancelled
- What your provider's requirements are for satisfactory progress in the courses you study and what support is available if you are not progressing well
- If attendance will be monitored for your course, and
- A complaints and appeals process.

One of the standards does not allow another education provider to enroll a student who wants to transfer to another course but has not completed 12 months of the final course of study you plan to undertake in Australia. If you want to transfer beforehand you need your provider's permission.

Your responsibilities

As an overseas student on a student visa, you have responsibilities to:

- Satisfy your student visa conditions
- Maintain your Overseas Student Health Cover (OSHC) for the period of your stay
- Meet the terms of the written agreement with your education provider
- Inform your provider if you change your address
- Maintain satisfactory course progress
- If attendance is recorded for your course, follow your provider's attendance policy, and

Contact details

Who?	Why?	How?
Your provider	For policies and procedures that affect you	• Speak with your provider. • Go to your provider's website.
Department of Education (DOE)	For your ESOS rights and responsibilities	• https://docs.education.gov.au/node/39586 • ESOS 1300 615 262
Department of Home Affairs (DoHA)	For visa matters	• www.homeaffairs.gov.au/ • Contact the DHA office in your country.

9. THE TUITION PROTECTION SCHEME (TPS)

Introduction

The Tuition Protection Scheme (TPS) is an Australian Government initiative to assist international students whose education providers are unable to fully deliver their course of study.
It 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.

Pre-Paid Tuition Fees

CTI includes details of fees due per study period in Letters of Offer and Written Agreements.

Students may choose to pay 50% of the total fees or choose to pay more if they wish.
For partial payment of fees, the remaining fees will be collected from you once you have commenced but not until two weeks before your second study period.

CTI maintains a designated account in which it holds prepaid tuition fees of non-commenced students to enable refunds to be paid if required.

TPS Provider Obligations

As a TPS provider CTI has a statutory obligation to report to the TPS Director and the Secretary about provider and student defaults. The default notification requirements are to ensure students are looked after following a default in a timely way.

If CTI defaults it will notify you in writing.

Student Default

Any of the following situations can be defined as a student default:

- the course starts at the location on the agreed starting day, but **you do not start** the course on that day (and has not previously withdrawn); or
- **you withdraw** from the course at the location (either before or after the agreed starting day); or
- CTI as the registered **provider** of the course **refuses** to provide, or continue providing, the course to you at the location because of one or more of the following:
  - **you fail to pay** an amount payable to CTI for the course;
  - **you breach** a condition of your student visa;
  - **you misbehave**

If you default CTI is obliged to:

- **Notify the Secretary and TPS Director** in writing within 5 business days of default occurring.
- **Provide a refund** as per either section 47D or 47E of the ESOS Act, depending on which applies to circumstances of the default situation and **within 4 weeks.**

10. USI REQUIREMENTS POLICY

This policy applies to:

- All participants enrolling in accredited VET courses offered by Canterbury Technical Institute Pty Ltd
- All staff responsible for the enrolment process and student administration
- All trainers and assessors who are involved in issuing AQF qualifications or Statements of Attainment.

From 1 January 2015, all participants enrolling in VET courses must have a USI. The RTO cannot issue an AQF certification document (Certificate or Statement of Attainment) without a valid USI, unless exempted under national regulations.

Participants may create their own USI at www.usi.gov.au or authorise Canterbury Technical Institute Pty Ltd to create one on their behalf. To support this, participants must supply correct personal details and one valid form of ID. The RTO will verify all USIs via the student management system.

If the USI is invalid or cannot be verified, the participant will be contacted and must correct the issue before any certification is issued. Personal documentation used for creating or verifying USIs will be securely destroyed once it is no longer needed.
The RTO maintains strict confidentiality and security procedures in handling and storing personal information related to USIs, in line with privacy legislation.

USI REQUIREMENTS
As of 1st January 2015, participants wishing to graduate from a Vocational Education and Training course (a VET Course) are required to obtain a Unique Student Identifier (USI).

As of 1st January 2015, an RTO cannot issue a qualification to a Participant unless that Participant provides the RTO with their USI. The USI will allow the Government to permanently record the awarding of this qualification to the individual.

Thus, from 1st January 2015, unless exemptions apply, all training successfully delivered will be recorded by the Government.

OBTAINING A USI
To obtain a USI, the Participant will need to:

1. Visit www.usi.gov.au and provide information about themselves similar in content to that on their driver's licence (An Australian driver's licence has enough information), or
2. Authorise a third party such as Canterbury Technical Institute Pty Ltd as the RTO to obtain the USI on their behalf. To enable this to happen, the participant will need to:
    a) Accurately complete this enrolment form, ensuring that the details they provide match their ID.
    b) Provide Canterbury Technical Institute Pty Ltd with one of the following forms of unique identification:
        - Driver's Licence
        - Medicare Card
        - Australian Passport
        - Visa (with Non-Australian Passport) for international Participants
        - Birth Certificate (Australian) *note: a Birth Certificate extract is not sufficient
        - Certificate Of Registration by Descent
        - Citizenship Certificate
        - ImmiCard
    c) Nominate their preferred method of contact so that the USI activation notice can be sent to them; options include email, phone or mailing address.
    d) Complete the authorisation form included in the Enrolment Agreement. Once their USI has been generated, they should:
        - write down their USI somewhere safe
        - activate their USI account at some stage soon.
        - If they do not activate their account, their USI still works.
        - when they do activate their account, they will be required to add some security questions and choose a password.

The USI System checks for duplicate entries and will report any suspected duplicates.

Any USI provided to be used by a participant will need to be verified as being accurate through the student management system. Any USIs indicated as not being correct or "rejected" are to be returned to the Participant with the advice that the RTO cannot issue a Statement of Attainment or a Testamur without a valid USI.

Any copies of participant personal information obtained for the purposes of determining or confirming a USI shall be securely destroyed when no longer needed.

VERIFICATION OF PARTICIPANT UNIQUE STUDENT IDENTIFIER
Canterbury Technical Institute must verify the legitimacy of the Participant's USI.

At the time of enrolment, or when the participant offers their USI, Canterbury Technical Institute Pty Ltd will verify the participant's USI through the student management system.

Participants whose USI cannot be verified will be notified by Canterbury Technical Institute Pty Ltd administration staff. The participant will then be requested to rectify the issue.

Participants will also be advised that without a valid USI, the RTO is not able to issue them their Certificate or Statement of Attainment.

11. PRIVACY POLICY

This policy outlines how Canterbury Technical Institute Pty Ltd collects, uses, stores, and discloses personal information in accordance with the Privacy Act 1988 (Cth), the Australian Privacy Principles (APPs), and other relevant legislation. Personal information is used solely for enrolment, training, support, and reporting purposes. We respect your privacy and are committed to keeping your information secure and confidential.

This policy explains how National Centre for Vocational Education Research Limited (NCVER) staff and contractors manage your personal information.

NCVER is committed to managing personal information in an open and transparent way. Our Privacy Policy explains how the NCVER complies with:

- the Privacy Act 1988 (Privacy Act), including the Australian Privacy Principles (APPs)
- Subdivision B of the National Vocational Education and Training Regulator Act 2011 (NVETR Act)
- Divisions 4 and 5 of the Student Identifiers Act 2014 (SI Act) and the Student Identifiers Regulations
- the National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020
- the National VET Data Policy.

We only collect the information we need to do our work. We regularly review our processes to make sure the information we collect is protected in the best possible way.

Canterbury Technical Institute Pty Ltd takes the privacy of its participants very seriously and complies with all legislative requirements, including the Privacy Act 1988 (Cth) and the Australian Privacy Principles (2014).

Information provided during enrolment may be disclosed to employers where consent is granted. However, in some cases, participant data may be disclosed without consent if required by law or under the Outcome Standards for NVR Registered Training Organisations 2025.

Your enrolment form allows participants to give us permission to discuss the Participants progress with their employer. In some cases, we will be required by Law or required by the Outcome Standards for NVR Registered Training Organisations 2025 to make participant information available to others. In all other cases, we ensure that we will seek the written permission of the participant.

The thirteen Privacy Principles are defined below:

- Principle 1 – Open and transparent management of personal information. The object of this principle is to ensure that Canterbury Technical Institute Pty Ltd's entities manage personal information openly and transparently.
- Principle 2 – Anonymity and pseudonymity. Individuals may have the option of not identifying themselves or using a pseudonym when dealing with Canterbury Technical Institute Pty Ltd in relation to a matter.
- Principle 3 – Collection of solicited Personal Information. Canterbury Technical Institute Pty Ltd must not collect personal information (other than sensitive information) unless the information is reasonably necessary for Canterbury Technical Institute Pty Ltd's business purposes.
- Principle 4 – Dealing with unsolicited personal information. If Canterbury Technical Institute Pty Ltd receives personal information, Canterbury Technical Institute Pty Ltd must, within a reasonable period after receiving this information, determine whether or not we would have collected the information under Australian Privacy Principle 3, and if not, we must, as soon as practicable but only if it is lawful and reasonable to do so, destroy the information or ensure that the information is de-identified.
- Principle 5 – Notification of the collection of personal information. Requires Canterbury Technical Institute Pty Ltd to notify our clients, staff, and participants of any additional information we collect about them and further advise them of how we will deal with and manage this information.
- Principle 6 – Use or disclosure of personal information. The information that Canterbury Technical Institute Pty Ltd holds on an individual that was collected for a particular purpose Canterbury Technical Institute Pty Ltd must not use or disclose the information for another purpose unless the individual has consented.
- Principle 7 – Direct marketing. As Canterbury Technical Institute Pty Ltd holds personal information about individuals, we must not use or disclose the information for the purpose of direct marketing.

- Principle 8 – Cross Border disclosure of personal information. Where Canterbury Technical Institute Pty Ltd discloses personal information about an individual to an overseas recipient, Canterbury Technical Institute Pty Ltd must take all steps to ensure that the overseas recipient does not breach the Australian Privacy Principles.
- Principle 9 – Adoption, use or disclosure of government related identifiers. Canterbury Technical Institute Pty Ltd must not adopt a government-related identifier of an individual as its own identifier of the individual, except when using identification codes or numbers issued by either the State based regulators, or the Department of Innovation with regard to the Unique Student Identifier.
- Principle 10 – Quality of personal information. Canterbury Technical Institute Pty Ltd must take such steps (if any) as are reasonable in the circumstances to ensure that the personal information that Canterbury Technical Institute Pty Ltd collects is accurate, up to date and complete.
- Principle 11 – Security of personal information. If an APP entity holds personal information, the entity must take such steps as are reasonable in the circumstances to protect the information.
- Principle 12 – Access to personal information. As Canterbury Technical Institute Pty Ltd holds personal information about an individual, Canterbury Technical Institute Pty Ltd must, on request by the individual, give the individual access to the information.
- Principle 13 – Correction of personal information. As Canterbury Technical Institute Pty Ltd holds personal information about individuals and should we believe that this information is inaccurate, out of date, incomplete, irrelevant, or misleading; or the individual requests the entity to correct the information; Canterbury Technical Institute Pty Ltd must take such steps as are reasonable in the circumstances to correct that information.

WHY WE COLLECT YOUR PERSONAL INFORMATION

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

HOW WE USE YOUR PERSONAL INFORMATION

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

HOW WE DISCLOSE YOUR PERSONAL INFORMATION

We are required by law (under the National Vocational Education and Training Regulator Act 2011 (referred to herein as the NVR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVR Act) to disclose your personal information to the relevant state or territory training authority.

HOW NCVER AND OTHER BODIES HANDLE YOUR PERSONAL INFORMATION

NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the Privacy Act 1988 (Cth) (Privacy Act) and the NVETR Act. Your personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, state and territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.
NCVER does not intend to disclose your personal information to any overseas recipients.

For more information about how NCVER will handle your personal information, please refer to NCVER's Privacy Policy at **www.ncver.edu.au/privacy.**

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DEWR is authorised by law, including the Privacy Act and the NVR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice at **https://www.dewr.gov.au/national-vet-data/resources/national-vet-data-policy.**

SURVEYS
You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

CONTACT INFORMATION
At any time, you may contact Canterbury Technical Institute Pty Ltd to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled
- ask a question about this Privacy Notice

NATIONAL VOCATIONAL EDUCATION AND TRAINING ACTS 2011
These three acts are named in the legislative listing and define the acts of Federal Parliament that empower ASQA to administer the operations and compliance of RTOs in most states of Australia and any RTOs that operate in more than one State in Australia.

This includes the right of ASQA to audit Canterbury Technical Institute Pty Ltd, apply penalties for non-compliance and define the requirements to retain records and other administrative and operational requirements of a functioning RTO.
Canterbury Technical Institute Pty Ltd is answerable to ASQA for their operations.

Our websites

When you browse our websites (ncver.edu.au, lsay.edu.au, vocedplus.edu.au, https://avs.ncver.edu.au), we collect the following information about your visit:

- your server or IP address (the name or number that uniquely identifies the computer you are using to connect to the internet)
- date and time of your visit
- web pages you accessed.

No personal information is recorded.

We use this information to manage and improve our websites, products and services.

Where there are links on our websites to third party websites, we cannot guarantee the privacy of those sites and are not responsible for the privacy practices of the linked websites.

Web analytic and survey services

Our websites use Google Analytics, Facebook Pixel, Mailchimp, and Hotjar, web analytic services provided by Google Inc, Facebook and Mailchimp (United States) and Hotjar Ltd (Malta). Information about your use of our websites (including your IP address) is transmitted and stored on servers (Google, Facebook and Mailchimp - United States and Hotjar – Malta). Google, Facebook, Mailchimp and Hotjar use this information to compile reports

on website activity for us and to provide other services relating to website activity and internet usage. These services have their own privacy policies, which you can access on their websites.

We occasionally use SurveyMonkey for research or for gathering views from users of our products and services. When you enter information for a survey conducted by NCVER using SurveyMonkey, your responses are stored on servers (United States). This service has its own privacy policy, which you can access from their website.

Social networking services

We use social networking services such as Facebook, Twitter, LinkedIn, Instagram and YouTube to communicate with the public about our work. When you communicate with us using these services, we may collect your personal information to communicate with you and the public.

The social networking service will also handle your personal information for its own purposes. These services have their own privacy policies. You can access the privacy policies for these services on their websites.

Anonymity and Pseudonymity

Where possible, we allow individuals to interact with us anonymously or pseudonymously. Examples of situations where it is not possible to offer anonymity include servicing data requests, resolving client support service requests, registrations for events, document delivery requests and HR management.

Access to and correction of personal information

You can ask to access, and correct, personal information we hold about you at any time. Just contact us using the details below. If you would like to correct your information, in the first instance, please contact your registered training organisation (RTO).

Contact us

For all privacy related enquiries, or to request a pdf copy of this policy, please contact our Privacy Officer:

- By telephoning (08) 8230 8414, on Monday to Friday, between the hours of 9.00am and 5.00pm (Adelaide time)
- By completing our online Feedback form
- By emailing us at privacy@ncver.edu.au
- By writing to us at Privacy Officer, NCVER, PO Box 8288, Station Arcade, SA, 5000.

To make a privacy complaint, please refer to our Complaints Policy at: https://www.ncver.edu.au/complaints-policy

12. CYBER SECURITY AND DATA PROTECTION POLICY

CTI recognises the importance of cyber and data security as operational good practice and for the protection of all stakeholders the organisation deals with. CTI understands the concerns about the security of the organisation's confidential information, stakeholders' personal information and particularly sensitive information. This Cyber Security and Data Protection policy aims to ensure a more robust and secure data environment. It provides an overview of the CTI's approach to managing and safeguarding digital information and associated systems.

SCOPE
This policy covers all information systems, devices, and digital assets owned, leased, or operated by CTI, including but not limited to:

- Desktop and laptop computers
- Mobile devices and tablets
- Cloud-based platforms and services
- Learning management systems (LMS)
- Email and communication tools
- External storage devices and backup systems
- Any personal devices used to access organisational data (BYOD)

This policy governs the handling of all data types, including personal, sensitive, confidential, and operational information, regardless of format (digital or physical). It applies to data that is created, received, stored, transmitted, or disposed of in the course of CTI's operations.

All users are expected to comply with this policy and any associated procedures and to report any suspected breaches or vulnerabilities in accordance with the incident response process.

This policy applies to all trainers, assessors, industry experts, and other staff engaged in the delivery of training and assessment services at CTI. It includes guidelines for workforce management, trainer and assessor credentialing, and the ongoing professional development of staff members.

EDUCATION FOR STAFF AND STUDENTS

User Level

- Login information is to be set at a strong safety level so that unauthorised persons cannot easily guess logins
- Passwords are to be kept safely and securely
- Be wary of the information that is posted online (consider the content of words and photos posted and consider whether anywhere throughout includes sensitive information)
- Monitor privacy settings on devices and in relation to each application used, and adjust when deemed necessary
- Assess the trustworthiness of sites accessed (consider unwanted pop-ups)
- Assess the reliability of any email address that provides a link
- Be alert for phishing and scams and report when found
- Be respectful to other users online

Organisational Level

- Multi-factor authentication must be made available (the providers for these extra measures may vary from time to time)
- Provide paid subscriptions to anti-virus software and maintain subscriptions for CTI staff
- Send out alerts to staff network when phishing or scams are reported

PROCEDURE

CYBER INCIDENT RESPONSE PROCESS FOR STAFF AND STUDENTS

1. RECOGNISE AND REPORT

Staff and Students should immediately report any suspicious activity, such as:

- Unusual system behaviour (e.g., slow performance, unexpected pop-ups)
- Unauthorised access or login attempts
- Suspicious emails or phishing links
- Missing or altered files
- Report to: The IT Team via email, phone, or internal reporting system.

2. DISCONNECT AND PRESERVE

Staff should:

- Disconnect affected devices from the network (Wi-Fi or Ethernet).
- Avoid turning off the device unless instructed.
- Preserve evidence (e.g., screenshots, email headers).
- Students should:
- Log out of systems and avoid further use until cleared.
- Notify their trainer or Director - Academic & Student Services.

3. FOLLOW INSTRUCTIONS

- Await guidance from the Incident Response Team.
- Follow instructions regarding:
- Password changes
- Device checks or scans
- Temporary suspension of access
- Use of alternative systems or backup platforms

4. COMMUNICATION

Staff may be asked to assist in communicating with affected students or stakeholders.

Students will be informed of:

- What happened
- What actions are being taken
- Any impact on their data or learning
- Support available (e.g., counselling, technical help)

5. POST-INCIDENT ACTIONS

Staff may participate in a debrief or review session. Students have the opportunity to provide feedback through the Feedback Form. Everyone should resume normal operations only after clearance from the IT team.

13. EQUAL OPPORTUNITY AND INCLUSION POLICY

The purpose of this policy is to affirm Canterbury Technical Institute Pty Ltd's commitment to fostering a fair, inclusive, and respectful environment for all personnel and clients. This policy outlines the roles, responsibilities, and procedures that support the organisation's compliance with relevant Commonwealth legislation and the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards), with particular reference to:

- **Standard 2.5** – Diversity and Inclusion**,** and
- **Standard 2.6** – Wellbeing**.**

Through this policy, Canterbury Technical Institute Pty Ltd promotes equity, prevents discrimination, harassment, and vilification, and ensures inclusive practice across all areas of operation. It also outlines procedures for disability disclosure and the provision of support and reasonable adjustments, ensuring all students and staff are treated with dignity and provided with the opportunity to succeed.

Canterbury Technical Institute Pty Ltd equal opportunity and inclusion policies and approaches are aimed at ensuring that our courses are responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Canterbury Technical Institute Pty Ltd is committed to fostering a fair, inclusive, and supportive learning and working environment. This includes proactively eliminating discrimination, harassment, and victimisation on the basis of disability and ensuring equitable access to training, services, and facilities for all students and staff.

Access and Equity principles include:

- Equity for all individuals through the fair and appropriate allocation of resources;
- Equality of opportunity for all individuals without discrimination;
- Access for all individuals to appropriate quality training and assessment services; and
- Increased opportunity for individuals to participate in training.

Disadvantaged groups include the following groups who traditionally have been under-represented in Vocational Education and Training:

- Individuals with a disability;
- First Nations People including Aboriginals and Torres Strait Islanders;
- Women;
- Individuals from non-English speaking backgrounds;
- Individuals in rural and remote areas; and
- Long-term unemployed.

Inclusive Learning

Inclusive learning is about a fair go for everyone. Everyone has a right to learn, and everyone can learn, but many people do not get fair access to learning opportunities.

Everyone learns differently.

Everyone can learn. Good trainers' partner with Students to empower them to achieve to their potential. Canterbury Technical Institute Pty Ltd trainers ensure Students feel connected, supported, and valued as individuals and as part of a community of Students.

Being Inclusive is Everyone's Responsibility

Canterbury Technical Institute Pty Ltd trainers use a variety of training methods, encourage respectful interaction, seek feedback from Students, collaborate with specialists when they need extra help and continually update their skills.

Students Bring Existing Knowledge and Skills
Canterbury Technical Institute Pty Ltd trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful, and engaging, and builds on the student's existing capabilities.

Five Core Skills Underpin All Learning
The skills of oral communication, reading, writing, numeracy, technology, and learning need special attention. Canterbury Technical Institute Pty Ltd trainers actively recognise the need for Students to continually update and build core skills for new contexts and are supported to identify and action Student skills gaps.

Support for Students with Additional Needs
Canterbury Technical Institute Pty Ltd is committed to complying with Commonwealth and State legislation and policies regarding access, equity, and cultural diversity.

Canterbury Technical Institute Pty Ltd also maintains compliance with the Disability Standards for Education 2005 (Cth), including processes relating to:

- Enrolment;
- Participation;
- Curriculum development, accreditation and delivery;
- Student support services; and
- Elimination of harassment and victimisation.

Canterbury Technical Institute Pty Ltd strives to maximise opportunities for access, participation, and outcomes for all students within the vocational education, training, and employment system.

Canterbury Technical Institute Pty Ltd undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. Canterbury Technical Institute Pty Ltd is committed to treating all prospective and actual students on the same basis.

On the Same Basis
A person with a disability is able to seek admission to, or apply for enrolment in, an institution on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective students without disabilities.

Canterbury Technical Institute Pty Ltd ensures it treats prospective students with a disability on the same basis as prospective students without a disability as it makes any decisions about admission or enrolment on the basis that reasonable adjustments will be provided.

An adjustment is a measure or action (or a group of measures or actions) taken by Canterbury Technical Institute Pty Ltd that has the effect of assisting a student with a disability:

- In relation to an admission or enrolment — to apply for the admission or enrolment;
- In relation to a course or program — to participate in the course or program; and
- In relation to facilities or services — to use the facilities or services;

On the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.

Reasonable Adjustments
An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a student is *reasonable*, Canterbury Technical Institute Pty Ltd has regard to all the relevant circumstances and interests, including the following:

- The student's disability;
- The views of the student or the student's associate;
- The effect of the adjustment on the student, including the effect on the students:
    - Ability to achieve learning outcomes; and
    - Ability to participate in courses or programs; and
    - Independence;
- The effect of the proposed adjustment on anyone else affected, including Canterbury Technical Institute Pty Ltd, personnel and other students; and
- The costs and benefits of making the adjustment.

Immigration laws

It is the responsibility of all individuals who hold visas to understand and comply with the conditions of their visas. In particular, students should understand their work rights and study obligations. If students have any doubts about the conditions of their student visas, please consult Student Services department immediately. Please remember non-compliance with the conditions of your visa may result in its cancellation.

Student Rights and CTI Responsibilities

STUDENTS RIGHTS	CTI RESPONSIBILITIES
ENROLMENT	
Right to choose whether to disclose any disabilities	Respect the student's right to privacy and confidentiality regarding disclosure. Provide inclusive enrolment processes that are non-discriminatory and accessible.
Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments.	Take reasonable steps to ensure that the enrolment process is accessible. Consider students with disability in the same way as students without disability when deciding to offer a place. Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.
Right to be treated with dignity, respect, and fairness in all RTO interactions.	Foster an inclusive and supportive culture. Promptly address any complaints, bullying, discrimination, or harassment under the Complaints and Appeals Policy.
PARTICIPATION	
Right to access courses and programs; use services and facilities; and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability.	Take reasonable steps to ensure participation. Consult with the student or their associate about the effect of the disability on their ability to participate. Make a reasonable adjustment if necessary. Repeating this process over time as necessary.
CURRICULUM DEVELOPMENT, ACCREDITATION AND DELIVERY	
Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training.	Enable students with disability to participate in learning experiences (including assessment and certification). Consult with the student or their associate. Take into consideration whether the disability affects the student's ability to participate in the learning experiences.

STUDENTS RIGHTS	CTI RESPONSIBILITIES
CONFIDENTIALITY	
Right to have their information kept confidential, unless consent is provided or disclosure is required by law.	Securely store sensitive personal and health information. Only disclose disability-related information on a strict need-to-know basis, with the student's informed consent.
STUDENT SUPPORT SERVICES	
Right to access student support services provided by education institutions on the same basis as students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in.	Ensure that students with disability are able to use general support services. Ensure that students have access to specialised support services. Facilitate the provision of specialised support services.
Right to request reasonable adjustments for their learning needs at any time.	Ensure all students are informed about the availability of learning and assessment support. Offer reasonable adjustments to training and assessment, consistent with training package rules and without compromising assessment integrity. Consult with the student (and/or support persons if appropriate) to develop and document a support plan.
HARASSMENT & VICTIMISATION	
Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability.	Implement strategies to prevent harassment or victimisation. Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise students with disability. Take appropriate action if harassment or victimisation occurs. Ensure complaint mechanisms are available to students.

Discrimination, Bullying & Harassment

Canterbury Technical Institute Pty Ltd is committed to providing a workplace, learning environment and client services which are free from bullying, harassment, and unlawful discrimination. Canterbury Technical Institute Pty Ltd aims to ensure all those participating in the workplace, training and services are treated with respect, dignity, and fairness with an aim of creating an environment which promotes positive relationships.

Canterbury Technical Institute Pty Ltd ensures that all stakeholders understand what will be regarded as bullying, how complaints of bullying can be made and how claims will be treated. This applies to all personnel, agents, students, and other clients engaging in Canterbury Technical Institute Pty Ltd's services.

Discrimination

Discrimination can be direct, indirect, or systemic.

Direct discrimination is any action which specifically excludes a person or group of Individuals from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between Individuals.

Indirect discrimination is the outcome of rules, practices and decisions which treat Individuals equally and therefore appear to be neutral; but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike, but it is the very assumption of a likeness that constitutes the discrimination.

Systemic discrimination is system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of Individuals because of their status or characteristics and serve to advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

Bullying & Harassment

Bullying is repeated, unreasonable behaviour directed towards an individual or a group of individuals that creates a risk to health and safety and is unlawful. Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time.

Unreasonable behaviour means behaviour that a reasonable person, having regard for the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating intimidating, or threatening. Examples of bullying may include (but are not limited to):

- A manager or supervisor using a management style that is harsh, involves shouting, constant criticism or humiliation of an individual or group of individuals in private or in front of their peers;
- An individual being treated less favourably by another individual or group of individuals, including, but not limited to, bullying or intimidation; forcing an individual to participate in an “initiation” process; the playing of practical jokes or forcing an individual to undertake demeaning tasks;
- Sniggering or gossiping behind someone’s back;
- Laughing at someone which is intended to make them feel uncomfortable or distressed;
- A manager or trainer setting unreasonable timelines or constantly changing deadlines for an individual to meet, or setting tasks that are unreasonably below or beyond a person’s skill level; and/or
- Continuously and deliberately excluding someone from workplace or classroom activities including ignoring or keeping individuals isolated from relevant communications about work issues.

Canterbury Technical Institute Pty Ltd expectations are not limited to the workplace or working hours and/or Training facilities and class hours and will include all work and training related events which includes, but is not limited to; lunches, client functions, class functions, meetings and conferences as well as social events.

Canterbury Technical Institute Pty Ltd expectations relate to, but are not limited by the following types of communication:

- Verbal communication either over the telephone or in person in the workplace, and outside of it;
- Written communication including; letters, notes, minutes of meetings etc.;
- Internal and external electronic communication including:
    - Email;
    - Instant messaging services;
    - Internal intranet;
    - Social media and networking forums including; Facebook, LinkedIn, Twitter and other forms of social media; and
    - Communications via text message.

In line with Canterbury Technical Institute Pty Ltd’s commitment to creating a place which is free from WHS risks and one which strives to create positive working relationships, all individuals are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others;
- Being respectful of the differences between Individuals and their circumstances;
- Ensuring they do not engage in any bullying behaviour(s) towards others in, or connected with the workplace which includes all individuals;
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour(s) of any type;
- Adhering to the complaint procedure if they experience any bullying behaviour(s) personally;
- Reporting any bullying behaviour(s) they see happening to others in the workplace, or connected with the workplace in line with the complaint procedure; and
- Keeping information confidential if involved in any investigation of bullying.

Fair and reasonable management action taken in order to counsel an individual for instances of underperformance, investigating complaints made against personnel, discipline for misconduct and other work directions in line with business needs does not amount to bullying.

All individuals are expected to adhere to the standards of behaviour contained herein at all times. Any individual who is found to have breached these expectations will be disciplined accordingly, which may lead up to, and include termination of employment or enrolment. If a contractor of Canterbury Technical Institute Pty Ltd is found to have breached these expectations, their contract stands to be terminated or may not be renewed in the future.

Pre-Enrolment

- Prospective students are invited to disclose any additional support needs through the enrolment form or student support declaration.
- Staff provide information about available supports and encourage voluntary disclosure.
- Canterbury Technical Institute Pty Ltd provides equitable access to all required educational and support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, Canterbury Technical Institute Pty Ltd provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meet their needs.
- Canterbury Technical Institute Pty Ltd embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to students without direct or indirect discrimination. All personnel are aware of and know how to use available Canterbury Technical Institute Pty Ltd or external resources or be able to confidently refer students to appropriate tutoring and community support services.
- All personnel continue to expand their knowledge or access and equity issues through induction processes when joining Canterbury Technical Institute Pty Ltd and in structured professional development on a regular basis in access and equity issues and resources.
- Canterbury Technical Institute Pty Ltd personnel have access to a range of access and equity materials designed to assist students in undertaking and completing courses and qualifications.
- In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, Canterbury Technical Institute Pty Ltd is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature and are outlined in detail within the Reasonable Adjustment Policy.

Post-Enrolment Consultation

- Upon disclosure, the Director - Academic & Student Services meets with the student to:
    - Understand the disability and its potential impact on learning.
    - Identify reasonable adjustments and support strategies.
    - Develop and document an Individual Support Plan.
- Consulting the student
    - Before Canterbury Technical Institute Pty Ltd makes an adjustment for the student, the student or their associate is consulted about:
        - Whether the adjustment is reasonable;
        - The extent to which the adjustment would achieve the aims in relation to the student; and
        - Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

Implementation of Adjustments

- Adjustments may include but are not limited to:
    - Modified assessments
    - Assistive technology
    - Extended time
    - Note-takers or interpreters
- Trainers are informed of relevant adjustments without breaching confidentiality.
- Canterbury Technical Institute Pty Ltd will abide by the Reasonable Adjustment Policy.

Monitoring and Review

- Individual Support Plans are reviewed at regular intervals suitable to the course duration and study mode.
- Adjustments are revised as necessary in collaboration with the student.

Feedback, Complaints and Appeals
Canterbury Technical Institute Pty Ltd is committed to ensuring that all students have the right to raise concerns or complaints regarding Equal Employment Opportunity (EEO) and Inclusion practices during enrolment, training, and assessment. Students are also encouraged to provide feedback on the Equal Opportunity and Inclusion Policy to support continuous improvement.

Any individual who believes that they have been subject to actions or words that may constitute discrimination or bullying should act upon such bullying as soon as possible by following the procedure set out within the Feedback, Complaints and Appeals Policy. Individuals who believe they have witnessed discriminatory or bullying behaviour by another individual in the workplace are also able to make complaints.

All concerns, complaints, and feedback will be handled fairly, promptly, and in accordance with Canterbury Technical Institute Pty Ltd Feedback, Complaints and Appeals Policy.

Feedback on reasonable adjustments from students and other stakeholders is particularly important, in order for Canterbury Technical Institute Pty Ltd to gauge a healthy balance between the integrity of training and assessment tools and outcomes against a suitable estimation of the range of abilities that are presented.

The following external bodies can also provide further information:

JURISDICTION	CONTACT DETAILS
New South Wales	Anti-Discrimination Board of NSW 02 9268 5544 http://www.antidiscrimination.lawlink.nsw.gov.au
Queensland	Queensland Human Rights Commission 1300 130 670 www.qhrc.qld.gov.au
Victoria	Victorian Equal Opportunity and Human Rights Commission 1300 292 153 www.humanrights.vic.gov.au
Tasmania	Equal Opportunity Tasmania 1300 305 062 www.equalopportunity.tas.gov.au
South Australia	Equal Opportunity Commission SA (08) 7322 7070 www.eoc.sa.gov.au
Western Australia	Equal Opportunity Commission WA (08) 9216 3900 www.eoc.wa.gov.au
Northern Territory	NT Anti-Discrimination Commission 1800 813 846 adc.nt.gov.au
National	Australian Human Rights Commission 1800 620 241 https://www.humanrights.gov.au

SUPPORT SERVICES

The following support services are available and accessible for all students studying with CTI provide students with contact details to refer any matters that require further follow up with relevant professionals.

REFERRAL SERVICE AVAILABLE		
LIFELINE	Phone: 13 11 14 www.lifeline.org.au	Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.
READING AND WRITING HOTLINE	Phone: 1300 655 506 www.readingwritinghotline.edu.au	For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.
KIDS HELPLINE	Phone: 1800 551 800	If you're between 5 and 25 and you're feeling depressed, worried, sad, angry or confused about things like your studies, personal relationships, Kids Helpline offers free 24-hour, 7-day telephone counselling support (anonymous if you prefer).
DRUG INFO	Phone: 1300 85 85 84 www.druginfo.adf.org.au/contact-numbers/help-and-support	Drug Info is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms

14. STUDENT SUPPORT SERVICES

CTI has resources and staff available to help students if necessary. If you are facing problems of any kind, please do not hesitate to contact any of the staff. Our staff is always happy to help you whenever possible. Please take advantage of the support facilities available before any problems becomes an issue, so that you may have a happy and rewarding experience while you are studying in Brisbane.

The Student Support Services are designed in keeping with the Education Services for Overseas Students (ESOS) Act 2002 guidelines and the National Code. The following support services are available to students:

Orientation program

The orientation program is conducted for all new students arriving on campus at the beginning of the semester. A briefing is conducted on the Australian culture and the study style in Australia. Information is given to students regarding student visa conditions, accommodation, work permit, overseas heath cover, and use of information technology facilities within CTI. Students are also given a campus tour and are introduced to academic and administrative staff.

Orientation Schedule

- Introduction & welcome
- Student registration form
- USI Number (Unique Student Identifier)
- World care – Overseas health cover (OSHC)
- Course information, time table, learning & assessment strategies
- 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 & legislations
- Getting around Brisbane
- Student concessionary travel card application
- Accommodation assistance and information
- ID Cards

CTI provides support services to its students. The Director - Academic & Student Services, and Principal Executive Officer, Marketing Manager Latin America and Marketing Field Officers (Domestic) are appointed for the provision of support services to:

- Assist successful adjustment by the students to life and study in Australia
- Assist the resolution of student problems, which could impede completion of their studies such as student complaint & appeal.
- Help with USI creation if required
- Help with RPL services

Personal Counselling services

CTI does not offer professional counselling service to students / staff. The Principal Executive Officer (PEO) 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 need professional counselling or support services, then PEO will seek or recommend a 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 counsellor (PEO) at CTI is not a professional counsellor, however can assist students as a first point of contact. The counselling service assists students in coping with their difficulties leading to reduction of stress. Learning to cope with stress will enable students to improve their academic grades and successfully complete the program.

If the PEO finds the need for you to be referred to a professional counsellor, he will make recommendations and suggest a reliable and qualified psychologist.

Career / Academic Counselling

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

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

- You have given permission to disclose information to another party;
- In exceptional situations where failure to disclose information would place you or another person at serious and imminent risk; or
- When we are required by law to disclose information

Academic support

CTI offers an academic support to students in addition to their regular scheduled lectures.

Additional tutorial support is organised for students requiring academic assistance. Workshops are conducted for students with academic difficulties such as study skills, counselling, support and guidance is offered to students who have academic difficulties. Students are advised to contact their respective course tutors or course coordinators for any additional academic support. The course coordinators will then refer you to the respective staff that will then provide you with relevant assistance.

Language, literacy & numeracy skills

During the orientation process, students will be offered to fill in a "**Learners Need Survey**" form, which will collect information of individual learning styles and needs. This form will be an exercise to determine if CTI needs to deploy additional resources to accommodate student's learning needs to achieve the desired outcome and offer equal learning opportunities.

Procedure

1. During orientation CTI representative (PEO) will explain the need for the "Learner Need" survey to the student
2. Students will complete it during the orientation session and hand it back to the person in charge
3. PEO & Student Services Manager will analyse each individual for special needs or requirement of any students
4. If any needs are addressed, the PEO will further discuss (verbal) the needs with the concerned student and assess the need further to ascertain what training and learning strategies would be required
5. PEO will then discuss the strategies with the trainer / tutor and make arrangement for regular monitoring of student's performance via student's evaluation sheet or academic progress and performance.

Overseas Student Health Cover (OSHC)

It is a visa requirement that international students and their dependents have overseas student health cover. OSHC covers the cost for out-of-hospital and some hospital medical treatment, pharmaceuticals and emergency ambulance services.

CTI arranges OSHC with OSHC Medibank, CTI's preferred health insurance provider. You can pay the health cover premium when accepting your offer of place. CTI will inform DoHA that OSHC is in place for you and your family members and will indicate this on your Confirmation of Enrolment (COE). Students can buy OSHC insurance from an approved Australian health insurance provider. When you accept your unconditional offer of place, you must indicate that you have purchased OSHC for the duration of your course. *OSHC Medibank* offers 24-hour assistance via its helpline. For information about prices, claims, family cover and more refer to the OSHC Medibank website.

Wellbeing Support
Canterbury Technical Institute Pty Ltd recognises that student wellbeing directly impacts learning outcomes. We are committed to providing supportive and inclusive services to all students, including those facing personal, emotional, or mental health challenges. Support services are communicated clearly, accessed confidentially, and delivered with respect and care.

- **Accessibility:** All support services are available to every student regardless of age, background, gender, ability, or location.
- **Confidentiality:** Student information shared during support access is kept private and disclosed only with consent or in circumstances where there is a duty of care.
- **Inclusivity:** Services are designed to accommodate diverse needs and encourage participation by students from all walks of life.
- **Proactivity:** CTI identifies emerging support needs early and responds with timely, effective interventions.
- **Partnership:** Students, trainers, and support officers collaborate to ensure support is personalised and effective.
- **Compliance:** All services align with current legislation and the Outcome Standards.

Accessing Support Services
- At enrolment and orientation, students receive information about available support services.
- Students can self-refer to support services via:
    - The Director - Academic & Student Services Email or phone contact published on the CTI website and the Student Handbook
    - In-person at the administration desk
- Support needs may also be identified by trainers or staff and referred (with consent) to the appropriate personnel.

Internal Support Services
CTI provides the following internal support services:
- **Enrolment Support:** Assistance with the enrolment process, including understanding course requirements and accessing relevant forms.
- **Pre-Training Reviews:** Language, Literacy, Numeracy and Digital Literacy and suitability of course selection are determined during the Pre-training review process
- **Academic Support:** Help with course content, study planning, time management, and access to additional learning materials.
- **Assessment Support:** Guidance on understanding assessment criteria, preparing for assessments, and applying for reasonable adjustments.
- **Wellbeing Support:** Access to the Director - Academic & Student Services for personal issues affecting wellbeing or study, including referrals to external professionals.
- **Access to Staff:** Students are provided with clear contact details for trainers, assessors, and support staff through the RTO Personnel Availability and Response Policy. Regular availability and drop-in times are communicated.
- **Individual Support Plans:** Created and maintained for students requiring ongoing support, monitored and reviewed by the Director - Academic & Student Services.

Crisis And Mental Health Support
The following crisis services are available to all students:

REFERRAL SERVICE AVAILABLE
Lifeline Phone: 13 11 14 www.lifeline.org.au Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.
Professional Counselling Services All Psychology Australian Counselling Group Shop 11, 250 Ipswich Rd, Burdanda Phone: (07) 3892 6136 Web http://www.allpsychology.com 9th Floor, Inergise House 135 Wickham Terrace, Brisbane Phone (07) 3832 5700 / Fax (07) 3832 6817 http://www.wtpc.com.au/ACG/IndexACG.htm Email acg@wtpc.com.au
Bullying Human Rights and Equal Opportunity Commission (HREOC), Human Rights and Equal Opportunity Commission (HREOC), Tel: 1300 656 419 E-Mail: complaintsinfo@humanrights.gov.au Website: www.hreoc.gov.au
Domestic Violence Domestic Violence Line Women: 1800 811 811 Men: 1800 600 636

Support Services Access Procedure

1. The student is informed of available support services during orientation.
2. Student self-refers or is referred by a staff member.
3. Director - Academic & Student Services assesses the need and refers or provides appropriate support.
4. Records are kept confidential (with consent) and reviewed where ongoing support is required.
5. Progress is monitored, and adjustments are made as necessary.

Wellbeing Services Communication Plan
Key contacts and service access points are published in:

- Student Handbook
- Website
- Course Information Guides
- Enrolment Pack

During enrolment, support services are introduced through either of the following:

- Induction and orientation information
- Introduction with the Director - Academic & Student Services
- Printed and digital wellbeing resources

Trainers and assessors receive training to:

- Recognise signs of distress
- Refer students appropriately

Regular student surveys collect feedback on support service effectiveness and awareness.

15. Understanding the Requirements and Nature of Your Chosen Course

Choosing the right course is an important decision and understanding the realities of training and working in your chosen industry is a key part of that process. The information contained in the following pages has been designed to help you make an informed decision about your enrolment. Each course and industry sector has its own learning environment, practical requirements, workplace expectations, physical demands, and potential health, safety and wellbeing considerations.

As part of your enrolment decision, we encourage you to carefully review the information relevant to your chosen course. This information is not intended to discourage participation. Rather, it is provided to help you understand the typical activities, environments and expectations you may encounter during your studies, work placements (where applicable), and future employment within the industry.

You should consider how these requirements align with your personal circumstances, physical capabilities, wellbeing, learning preferences and career goals. If you have any concerns about your ability to successfully participate in a course, we encourage you to discuss these with our Student Services team before enrolling. CTI is committed to providing a safe, supportive and inclusive learning environment and maintains a range of academic, learner support and wellbeing services to assist students throughout their studies. Where reasonable and appropriate, support options may be available to assist students to participate successfully in training and assessment.

The following pages outline important considerations for each course area, including the learning environment, physical requirements, workplace expectations, and potential health, safety and psychosocial considerations associated with training and employment in the industry. We encourage you to read this information carefully before proceeding with your enrolment.

1. **Civil Construction Design**
   (a) RII60520 Advanced Diploma of Civil Construction Design
   (b) RII50520 Diploma of Civil Construction Design

   "Before proceeding with enrolment and training in this course – as the first steps to a career in this industry - please consider the following:
   - Majority of this course is delivered in a computer-aided design (CAD) office/classroom environment, where you may be seated for prolonged periods doing screen-based work.
   - The state of your eyesight and posture may be affected, so think about whether you currently experience any strains that may be worsened by the course.
   - There may be long solo hours on CAD projects leading to isolation or burnout – is it manageable with your personal obligations beyond student life?
   - There may be manual handling in terms of large drawings, models or survey equipment.
   - Training and assessment will involve feedback from trainers and assessors, especially with learning new technical software. Are you willing and able to field criticism and feedback or might the experience cause you any anxiousness?

   CTI maintains academic and student support services to ensure you get the most out of your learning journey, however it is important that you also make your own initial assessment of whether your chosen course is practical and suited to you as an individual."

2. **Carpentry**
   (a) CPC30220 Certificate III in Carpentry

   "Before proceeding with enrolment and training in this course – as the first steps to a career in this industry - please consider the following:
   - Majority of the course is delivered in a supervised live or simulated construction setting. It is a hands-on trade qualification that carries high physical risk.
   - Your physical fitness must allow you to be able to lift and manually handle timber and other building materials.
   - Whether you currently experience any injuries or other limitations.

- There is risk of falling from heights when working on elevated platforms, ladders, or scaffolding.
- There is exposure to noise, sawdust and airborne particles.
- You may experience physical fatigue from a full day of manual work which may affect your mood, concentration, or patience. This may impact any obligations you have beyond student life. i.e. family and community.
- You may feel shaken after witnessing or being involved in near-miss incidents (e.g. a dropped tool, a slip, a close call with machinery)
- You may experience nervousness or fear when first operating new power tools and equipment.
- Australian carpentry/trade work sites may be a new experience and it may take some adjustment to the direct or blunt communication styles.
- Australian weather, particularly heat, can sometimes be dangerous and extreme.

CTI maintains academic and student support services to ensure you get the most out of your learning journey, however it is important that you also make your own initial assessment of whether your chosen course is practical and suited to you as an individual."

3. Hospitality

(a) SIT40422 Certificate IV in Hospitality
(b) SIT50422 Diploma of Hospitality Management
(c) SIT30622 Certificate III in Hospitality
(d) SIT60322 Advanced Diploma of Hospitality Management
(e) SIT40521 Certificate IV in Kitchen Management

"Before proceeding with enrolment and training in this course – as the first steps to a career in this industry - please consider the following:

- Majority of the course is delivered in training kitchens, bars, and restaurant/venue simulations. There are a number of risks associated with the elements involved.
- There is risk of burns and scalds from ovens, stovetops, hot oil, steam and hot liquids.
- There is risk of cuts from knives and food-processing equipment.
- There is risk of slips, trips and falls on wet or greasy floors.
- You may have to do manual handling of stock, equipment and furniture, and prolonged standing/walking during service periods.
- There may be chemical exposure from cleaning and sanitising agents.
- Irregular rosters or long service periods, particularly during placement may cause fatigue and affect mood.
- A busy simulated "rush" service or where there are sharp or urgent instructions from a chef/supervisor may be overwhelming or cause feelings of panic.
- Simulation of placement may bring experiences with difficult, rude, or aggressive customers.
- Your willingness to learn and make mistakes in front of peers – or might you be self-conscious?

CTI maintains academic and student support services to ensure you get the most out of your learning journey, however it is important that you also make your own initial assessment of whether your chosen course is practical and suited to you as an individual."

4. Business, Leadership and Project Management

(a) BSB60720 Advanced Diploma of Program Management
(b) BSB60420 Advanced Diploma of Leadership and Management
(c) BSB40920 Certificate IV in Project Management Practice
(d) BSB50120 Diploma of Business
(e) BSB50420 Diploma of Leadership and Management
(f) BSB50820 Diploma of Project Management
(g) BSB60120 Advanced Diploma of Business

"Before proceeding with enrolment and learning in this course – as the first steps to a career in this industry - please consider:

- That majority of the course is delivered in an office desk simulated or screen-based settings. There are ergonomical and psychosocial hazards involved.
- The state of your eyesight and posture may be affected, so think about whether you currently experience any strains that may be worsened by the course.

- Psychosocial factors such as study workload, assessment deadlines and group-work dynamics that may cause stress, pressure or social tension
- Whether you may have any feelings of anxiety towards presentations, leadership role-plays, or facilitated meetings.
- If you might feel isolated during heavily independent, self-paced study.

CTI maintains academic and student support services to ensure you get the most out of your learning journey, however it is important that you also make your own initial assessment of whether your chosen course is practical and suited to you as an individual."

5. Community Services and Individual/Ageing Support

(a) CHC52025 Diploma of Community Services
(b) CHC33021 Certificate III in Individual Support
(c) CHC43015 Certificate IV in Ageing Support

"Before proceeding with enrolment and training in this course – as the first steps to a career in this industry - please consider the following:

- Majority of the course is delivered as a combination of classroom learning with mandatory work placement.
- You may have to do manual handling and client transfer techniques (e.g., using hoists, transfer boards, or assisting with mobility).
- You may have to handle infection control and exposure to bodily fluids. This may cause you to feel out of your depth or uncertain during a first hands-on manual handling or personal care task.
- There may be exposure to client aggression, challenging behaviour, or emotional distress. They may be resistive to care and/or verbally abusive.
- Students in family- and community-facing placements may encounter domestic and family violence or child protection concerns. This may be confronting for some students, due to personal experiences.
- You might experience vicarious trauma or distress from hearing a client's difficult personal history, or witnessing family conflict, neglect, or crisis
- There is a psychosocial load from supporting people experiencing illness, disability, ageing, trauma or crisis. Some may experience compassion fatigue, which may build over a placement block
- There can be grief or sadness if a client you have supported becomes seriously unwell or passes away.
- You may experience ethical discomfort (e.g., around dignity, consent, or safety).

CTI maintains academic and student support services to ensure you get the most out of your learning journey, however it is important that you also make your own initial assessment of whether your chosen course is practical and suited to you as an individual."

6. Information Technology

(a) ICT50220
(a) ICT60220

"Before proceeding with enrolment and training in this course – as the first steps to a career in this industry - please consider the following:

- Majority of the course is delivered in a computer-based setting. There are ergonomical and equipment-handling hazards involved.
- You will need to computer hardware and electrical equipment during practical exercises (e.g., building/repairing PCs, networking equipment)
- There are psychosocial considerations relating to workload, screen-time fatigue, exposure to disturbing online content and cybersecurity threats when learning about their nature.
- You may experience isolation from long stretches of independent, solo screen-based project work

CTI maintains academic and student support services to ensure you get the most out of your learning journey, however it is important that you also make your own initial assessment of whether your chosen course is practical and suited to you as an individual."

16. FEEDBACK, COMPLAINTS AND APPEALS

This policy applies to:

- Students and prospective students
- Trainers, assessors, and staff
- Employers, industry representatives, and third parties
- Any other stakeholder engaged with Canterbury Technical Institute

This policy reinforces the Canterbury Technical Institute Pty Ltd's responsibility to provide a safe, inclusive, and responsive environment for all stakeholders.

This policy aims to:

- Provide accessible and fair procedures for managing feedback, complaints, and appeals.
- Ensure timely and equitable resolution of concerns and disputes.
- Treat all feedback, complaints and appeals as opportunities to improve the quality and effectiveness of services and training delivery.
- Support the RTO's self-assurance system by using all received feedback and appeals data to inform strategic decisions, mitigate risk, and drive continuous improvement across all areas of operation, including governance, training, assessment, and student support.
- Embed ethical, respectful, and evidence-based practices into all aspects of the RTO's engagement with learners, staff, employers, and third parties.

Complaints may relate to, but are not limited to:

- Marketing or recruitment practices
- Student enrolment processes
- Fees, charges or refunds
- Training delivery
- Assessment decisions
- Recognition of Prior Learning (RPL)
- Student support services
- Facilities and resources
- Staff conduct
- Course progress interventions
- Deferral, suspension or cancellation of enrolment
- Third-party service delivery arrangements.

FEEDBACK, COMPLAINTS AND APPEALS
Canterbury Technical Institute Pty Ltd will ensure that this policy is publicly available and accessible to prospective and current students.

Feedback, complaints and appeals can relate to any aspect of practices and decisions of Canterbury Technical Institute Pty Ltd, any related third parties, any person employed or contracts by the organisation including Trainers and Assessors, administrative staff or Management.

All documentation relating to feedback, complaints and appeals will be retained for audit and continuous improvement purposes.

Feedback, complaints and appeals can be made either formally or informally. All Feedback, complaints and appeals will be captured and recorded within the RTO Register*:*

- **Informal methods**: May include communication of feedback or complaints via verbal communication, general email communication, web enquiries, social media posts or comments.
- **Formal methods**: Raising a complaint or providing specific feedback through a formal/scheduled discussion, raised during meetings, lodging a complaint or appeal or submitting feedback using the Feedback Form and Complaints and Appeal Form, submitting written communication expressly raising the feedback, complaint or appeal.

PROCEDURAL FAIRNESS AND NATURAL JUSTICE

Student confidentiality will always be maintained in accordance with Australian law. At all times, the principles of procedural fairness and natural justice will be upheld. These include:

- Ensuring all parties involved in a complaint or appeal are fully informed of the nature of the complaint.
- Providing both parties with a fair and reasonable opportunity to present their case, with adequate time to prepare.
- Conducting investigations and resolution processes in a timely, impartial, and transparent manner, free from bias or conflict of interest.
- For students undertaking nationally recognised training, including international students, enrolment will be maintained and no adverse action will occur until the internal complaints and appeals process has been completed, except where the student's health, safety, wellbeing, or the wellbeing of others is likely to be at risk.
- Stakeholders are fully informed about how their feedback, complaint or appeal will be handled.
- Any person named in feedback, complaint or appeal will be given an opportunity to respond (if appropriate).
- Investigations and reviews will be conducted impartially and without delay.
- No stakeholder will be penalised or disadvantaged for providing feedback, raising a complaint or making an appeal.
- All parties involved in a complaint or appeal may be accompanied and assisted by a support person or representative at any stage of the process.

Procedural fairness and natural justice ensure decisions are made equitably and respectfully. There is no cost to the complainant for accessing Canterbury Technical Institute's internal complaints and appeals process. International students may access the Overseas Students Ombudsman (OSO) if they are dissatisfied with the outcome of Canterbury Technical Institute's internal complaints and appeals process. Further guidance can be obtained from the Ombudsman's office in the relevant state or territory, or online at www.ombudsman.gov.au.

COMPLAINTS AND GRIEVANCES

Canterbury Technical Institute Pty Ltd treats complaints and appeals from staff, partner organisations, participants, and other parties very seriously and will deal with these in an effective and timely manner.

Canterbury Technical Institute Pty Ltd typically aims to resolve all complaints within three weeks.

Canterbury Technical Institute Pty Ltd will act upon any substantiated complaints or appeals. These will be recorded within Canterbury Technical Institute Pty Ltd's Quality Management System and will lead where appropriate to continuous improvement activities.

In the first instance that a person or organisation wishes to make a complaint about an aspect of our service delivery, they should consult their trainer and assessor, customer service staff or Canterbury Technical Institute Pty Ltd's Executive Role. Employers, contractors or third parties should contact Canterbury Technical Institute Pty Ltd's Executive Role.

The trainer/assessor should be the first point of contact for students. The aim of this first contact is to resolve the issue quickly.

If the students' complaint is about the trainer/assessor, or if the student is uncomfortable discussing this issue with the trainer/assessor, then they should contact Canterbury Technical Institute Pty Ltd's Director - Academic & Student Services.

Should the complaint not be resolved in the first instance, then the complainant is requested to formally lodge a complaint or appeal by completing either the Complaints and Appeals Form. These forms are available from Canterbury Technical Institute Website as well as the Reception Front Desk.

The complainant should submit the form within a reasonable timeframe to facilitate prompt investigation and resolution using the Complaints Investigation Checklist.

Should the complaint be about Canterbury Technical Institute Pty Ltd's Director - Academic & Student Services, then the PEO is able to receive and process the complaint.

This formal complaint will be entered on our Complaints Register for tracking purposes. This is the responsibility of Canterbury Technical Institute Pty Ltd's Director - Academic & Student Services, the receipt of the Complaint or Appeal will be formally acknowledged within 10 business days, in writing by Canterbury Technical Institute Pty Ltd's Director - Academic & Student Services.

Should the nature of the complaint refer to criminal matters or where the welfare of people is in danger, Canterbury Technical Institute Pty Ltd will, with the permission of the person making the complaint, seek assistance from other authorities such as the police, legal representative, or other parties as appropriate.

Canterbury Technical Institute Pty Ltd will ensure that the student's academic progress will remain unimpeded by their complaint or appeal. Where a complaint or appeal is upheld, Canterbury Technical Institute Pty Ltd will immediately implement any required corrective action, preventive action or remedial measures and advise the complainant in writing.
Upon receipt of the formal complaint, Canterbury Technical Institute Pty Ltd's Director - Academic & Student Services will be responsible for resolving the issue. This will involve at least a formal interview with the student, the trainer, and Canterbury Technical Institute Pty Ltd's Director - Academic & Student Services., if appropriate.

Should the issue still not be resolved to the student's satisfaction, Canterbury Technical Institute Pty Ltd will make arrangements for an independent third party to resolve the issue. If external costs apply, these will be clearly communicated to all parties before proceeding. The student will be given the opportunity to formally present their case. The time frame for this process may vary but should take no longer than 14 days.

All parties involved will receive a written statement of the outcomes, including reasons for the decision within the 14-day period.

If the process is taking longer than 60 days from the complaint or appeal being received, the student will be notified in writing of the reason for the delay and kept informed about all progress.

If the student is still not satisfied with the outcome, they may take their complaint to the appropriate State/Territory Ombudsman (see External Authorities and Further Escalation below for details).

The Australian Skills Quality Authority (ASQA) accepts complaints about training providers such as Canterbury Technical Institute Pty Ltd from all members of the community. ASQA takes a risk-assessment approach to student complaints, which allows them to focus on risks to the quality of vocational education and training in Australia.

ASQA is not a consumer protection agency and cannot act as an advocate for individual students. However, ASQA highly values complaints about training providers—all complaints are used as intelligence to inform regulatory activities.

For more information on how ASQA handles complaints, refer to ASQA's policy on managing complaints about training providers.

Managing complaints about training providers

A further option available to students and organisations is the National Training Complaints Hotline. This number is 13 38 73 and is staffed Monday - Friday, 8 am to 6 pm nationally. More details on the National Complaints Hotline can be found at http://www.education.gov.au/NTCH.

FEEDBACK

Canterbury Technical Institute Pty Ltd values feedback from all stakeholders and recognises it as essential to maintaining quality training and assessment services. Feedback assists in identifying areas for improvement, celebrating success, and supporting our commitment to continuous improvement and self-assurance.

Canterbury Technical Institute Pty Ltd encourages feedback on any aspect of our service delivery, including training and assessment, enrolment, support services, facilities, marketing practices, or administrative processes.

Feedback can be submitted through multiple channels, including:

- Feedback forms (paper or online)
- End-of-course surveys
- Email or phone communication with staff
- Verbal feedback to trainers, assessors, or administration staff
- Scheduled reviews with employers or partners
- Anonymous feedback boxes (if applicable)
- Third party reports or meetings

Students are encouraged to provide feedback at any stage of their training and assessment. Trainers and assessors will regularly remind students that their input is welcomed and valuable.

All Canterbury Technical Institute staff are responsible for promoting and facilitating a culture of open, honest, and respectful feedback.

Where possible, feedback should first be provided directly to the relevant staff member (e.g., trainer or assessor) so the matter can be resolved informally and promptly. If the student or stakeholder feels uncomfortable doing so, or the feedback relates to broader RTO practices, it should be directed to the Director - Academic & Student Services.

All feedback received will be:

- Logged into the Feedback Register by the Director - Academic & Student Services.
- Reviewed for immediate risks or improvement opportunities.
- Triaged based on significance and potential impact.
- Actioned and, where necessary, escalated for resolution and follow-up.

Where feedback indicates a need for urgent attention (e.g., related to student safety, non-compliance, or reputational risk), Canterbury Technical Institute Pty Ltd will respond immediately and may engage external authorities where appropriate.

Confidentiality will be maintained in accordance with privacy laws, and sensitive feedback will only be shared on a need-to-know basis. Information relating to complaints and appeals will only be disclosed to personnel directly involved in the resolution process and only to the extent necessary to investigate and resolve the matter.

Where feedback results in a decision or action by Canterbury Technical Institute Pty Ltd:

- The person providing the feedback (where identified) will receive a formal acknowledgment within one business day.
- Actions taken as a result of the feedback will be recorded in the Continuous Improvement Register.
- A written summary of outcomes will be provided within 14 days, where applicable.
- If outcomes cannot be provided within this timeframe, the stakeholder will be informed of the reason for the delay and updated regularly.

Canterbury Technical Institute Pty Ltd is committed to empowering students and all stakeholders to provide feedback by:

- Ensuring information about providing feedback is publicly available on website and within the Student Handbook.

- Ensuring all students know they can speak to their Trainer/Assessor, the PEO, or Director - Academic & Student Services. at any time.
- Providing accessible, easy-to-complete feedback forms.
- Offering language, literacy or digital support if students require assistance to provide feedback.

No student will be penalised for offering feedback in good faith, and their learning or assessment progress will not be negatively affected.

APPEALS
In rare circumstances, the participant may object to decisions made by Canterbury Technical Institute Pty Ltd, including enrolment rejections and assessment outcomes, and wish to appeal these decisions.

Examples of Appeals may include:

- refusal of RPL
- refusal of credit transfer
- suspension
- cancellation
- deferment
- transfer requests
- progression decisions
- fee-related decisions

ENROLMENT REJECTION APPEAL
(Note: Other circumstances may also apply and be considered on a case-by-case basis)

A prospective student may appeal an enrolment rejection if they believe the decision was made unfairly, in error, or without due consideration. Possible grounds include:

- The prospective student met all published entry requirements but was incorrectly deemed ineligible.
- The prospective student's application was incomplete or misinterpreted, despite sufficient documentation being submitted.
- The decision was based on incorrect or outdated information.
- The prospective student believes reasonable adjustments or support were not considered (e.g., due to disability or LLN&D needs).
- The prospective student was not provided with sufficient explanation or opportunity to clarify or supply additional evidence before the rejection.
- The rejection was inconsistent with the Canterbury Technical Institute's Equal Opportunity and Inclusion Policy.
- The prospective student believes the decision was influenced by bias, discrimination, or procedural error.
- All enrolment rejection appeals will be reviewed under the principles of procedural fairness and natural justice, and students will be notified of outcomes in writing.

DECISION APPEALS (INCLUDING ASSESSMENT OUTCOMES)
In rare circumstances, the participant may object to decisions made by Canterbury Technical Institute Pty Ltd, including assessment outcomes, and wish to appeal these decisions.

Possible grounds for an Assessment appeal could be (and others are possible):

- The correct response was provided; however, the response was marked incorrect in error
- The material assessed was not covered in the learning materials
- The response provided by the participant was the response provided in class
- Or any other reason.

In the case of the Assessment appeal, the participant will follow the same basic steps as outlined in the complaint and appeal section.

- Discuss the issue with your trainer and seek their opinion.
- If you are still dissatisfied, complete the appeals form and submit it to Canterbury Technical Institute Pty Ltd's PEO, who will:
    - provide written receipt of your case within one business day,
    - Review your case, and if desired, you will be able to present your case to Canterbury Technical Institute Pty Ltd's PEO. Canterbury Technical Institute Pty Ltd's PEO will review your case with you and provide you with a written response, including the reasons for the response.
- At all times, the participant is to be kept updated as to the progress and resolution of the matter.

Irrelevant of the process undertaken to resolve the matter, the appellant will be provided with a formal written statement of the resolution of the complaint or appeal, and this will state the reasons for the decision.

At all times will we keep our participants informed of the progress of their complaint and appeal; should this process take longer than sixty (60) days, we will keep the participant informed of these reasons through written correspondence.

DISCIPLINE

If a trainer, assessor or staff member is unhappy or dissatisfied with the behaviour or performance of a student, the trainer/assessor has the authority to:

- Warn the student that their behaviour is unsuitable, or
- Ask a student to leave the class without refund or acceptance into another course, or
- Immediately cancel the class.

Canterbury Technical Institute Pty Ltd has a zero-tolerance policy towards illegal drugs. Any person found to be in possession or under the influence of illegal drugs will be asked to leave the premises.

Anybody found to be under the influence of drugs or alcohol that will adversely affect their performance will be asked to leave the premises.

In some cases, prescription drugs will affect your performance, and students are to discuss this with their trainer/assessor prior to course commencement.

Cheating or plagiarism (copying of someone else's work) will not be tolerated and will result in the participant's assessment being dismissed. Please refer to Academic Integrity Policy.

We expect that our staff will maintain a professional and ethical working relationship with all other staff, management, and participants. Any breach of our Code of Conduct will be discussed with the staff member and Canterbury Technical Institute Pty Ltd PEO, and the appropriate action will be taken.

If a participant wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

FEEDBACK COLLECTION AND REVIEW PROCEDURE

Collection Methods

Feedback may be collected through:

- Formal Feedback Forms (available online and at reception)
- Student surveys at course commencement, midpoint, and completion
- Verbal feedback provided by staff
- Feedback from employers and industry partners

- Social media and online reviews (monitored for trends)
- Informal conversations logged into the feedback register

Logging and Storage

- All feedback (positive, neutral, or negative) must be logged into the Canterbury Technical Institute's Feedback Register.
- Staff who receive verbal or informal feedback are required to record it using the internal feedback log.
- Feedback relating to compliance, safety, training quality, or staff conduct must be escalated to the PEO.

Review Process

- Feedback is reviewed monthly by the Director - Academic & Student Services.
- Trends or recurring issues are identified and included in the Continuous Improvement Register.
- Feedback outcomes are documented and actions tracked.

COMPLAINTS AND APPEAL PROCEDURE

Initial Resolution

- Participants should first raise concerns with the relevant trainer or staff member.
- If unresolved or inappropriate to raise with that person, the issue should be directed to the PEO.

Formal Lodgement

- If the issue remains unresolved, a formal Complaints and Appeals Form must be completed and submitted to the Director - Academic & Student Services.
- Complaints must be acknowledged within 10 business days and resolved ideally within three weeks.

Investigation and Response

- Investigation includes interviews with relevant parties.
- All parties are provided the opportunity to present their case (Natural Justice).
- If required, an independent third party will be appointed to assist resolution within 14 days.
- Participants will not be penalised or disadvantaged during the process.

Resolution and Recordkeeping

- All outcomes are provided in writing and logged in the Complaints and Appeals Register.
- If the process exceeds 60 days, participants will be informed of reasons for the delay.

CONTINUOUS IMPROVEMENT AND SELF-ASSURANCE INTEGRATION

All complaints, appeals, and feedback, whether resolved informally or formally, are:

- Reviewed at monthly management meetings.
- Tracked in a Continuous Improvement Register.
- Analysed for risks, non-compliance, and opportunities for improvement.
- Used to inform updates to training and assessment strategies, staff development plans, third-party arrangements, and student support services.

The Executive Role is responsible for ensuring that:

- Feedback and complaint data feeds into the self-assurance system.
- Quality indicators and student feedback outcomes are monitored.
- Audit readiness is maintained through documented review cycles.

EXTERNAL AUTHORITIES AND FURTHER ESCALATION

Students may escalate unresolved complaints to:

- ASQA (www.asqa.gov.au)
- National Training Complaints Hotline at 13 38 73

  LEADR
  Level 1, 13-15 Bridge Street Sydney NSW 2000
  +61 2 9251 3366
  Freecall: 1800 651 650
  infoaus@leadriama.org

TRAINING OMBUDSMAN CONTACTS

STATES AND TERRITORIES	CONTACT DETAILS
QUEENSLAND	• **Office**: Queensland Training Ombudsman • **Website**: www.trainingombudsman.qld.gov.au • **Phone**: 1800 773 048 • **Email**: info@trainingombudsman.qld.gov.au
NEW SOUTH WALES	• **Office**: NSW Ombudsman (covers education and training) • **Website**: www.ombo.nsw.gov.au • **Phone**: 1800 451 524 • **Email**: nswombo@ombo.nsw.gov.au
VICTORIA	• **Office**: Victorian Ombudsman (handles education complaints) • **Website**: www.ombudsman.vic.gov.au • **Phone**: 1800 806 314 • **Email**: enquiries@ombudsman.vic.gov.au

STATES AND TERRITORIES	CONTACT DETAILS
SOUTH AUSTRALIA	• **Office**: Ombudsman SA • **Website**: www.ombudsman.sa.gov.au • **Phone**: (08) 8226 8699 or 1800 182 150 • **Email**: ombudsman@ombudsman.sa.gov.au
WESTERN AUSTRALIA	• **Office**: Ombudsman Western Australia • **Website**: www.ombudsman.wa.gov.au • **Phone**: (08) 9220 7555 or 1800 117 000 • **Email**: mail@ombudsman.wa.gov.au
TASMANIA	• **Office**: Ombudsman Tasmania • **Website**: www.ombudsman.tas.gov.au • **Phone**: 1800 001 170 • **Email**: ombudsman@ombudsman.tas.gov.au
AUSTRALIAN CAPITAL TERRITORY (ACT)	• **Office**: ACT Ombudsman • **Website**: www.ombudsman.act.gov.au • **Phone**: 1300 362 072 • **Email**: ombudsman@ombudsman.gov.au
NORTHERN TERRITORY	• **Office**: NT Ombudsman • **Website**: www.ombudsman.nt.gov.au • **Phone**: 1800 806 380 • **Email**: nt.ombudsman@nt.gov.au

Dispute Resolution Branch Department of Justice and Attorney-General
Level 1 Brisbane Magistrates Court, 363 George Street, Brisbane, QLD 4000
GPO Box 149 Brisbane Qld 4001
Phone: (07) 3239 6269 Fax: (07) 3239 6284
Email: trainingdrb@justice.qld.gov.au

Queensland Department of Fair Trading
Level 21, State Law Building, 50 Ann Street, Brisbane, QLD 4001
GPO Box 3111, Brisbane, QLD, 4001
Facsimile: (07) 3246 1589
BrisbaneOFT@dtftwid.qld.gov.au

National Training Complaints Hotline

If you have a training problem or concern and are not satisfied with the outcome of CTI's internal Complaints & Appeals procedures, students can call Department of Education Employment & Workplace Relation's (DOE) toll-free complaints hotline on 1800 000 674 or www.directory.gov.au

17. COPYRIGHT

You 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.

You must comply with licenses for the use of intellectual property, including software. All software loaded onto institute computers or provided by the institute is licensed and there is no permission to copy software unless permitted by the licensee.

If you need further information about your copyright obligations, please see the Australian Copyright Council website. (http://www.copyright.org.au/)

18. STUDENT DOCUMENTATION REQUEST CHARGES

Students will be charged $50.00 as document-processing fee on request of the following:

- A request for holiday / leave approval letter
- CTI Enrolment Confirmation letter
- Additional copies of Electronic Confirmation of Enrolment (ECoE)
- Additional copies of Statement of Attainment (SOA), Transcript OR Certificate of course completion
- Any other formal document requested from CTI for personal and / or work-related reasons

Please also see other fees on page 45.

19. USE OF COMPUTING AND ELECTRONIC RESOURCES

Student Responsibilities

Canterbury Technical Institute recognises that computing and electronic resources are a valuable source of learning and information relevant to educational programs. You are encouraged to make use of these resources for purposes relating to study being undertaken through the Institute. CTI 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 Institute. These resources include Internet, email, web browsing, website publication, chat and newsgroups (forums). It is your responsibility to adhere to the guidelines for appropriate use of computing and electronic resources.

Canterbury Technical Institute Responsibilities

The Institute reserves the right to;

- Moderate access to Internet services, including the filtering of websites
- Monitor and record all usage of its computer networks
- Access a student e-mail account where it has been considered there has been misuse of the email system
- Take disciplinary action when breaches of expected behaviour occur.

Consequences of inappropriate use

Where it is alleged that a student is inappropriately using facilities the institute will provide the student with written notice of the alleged inappropriate use. The student has the right to provide an explanation to the delegated institute officer prior to any disciplinary action being taken.

Disciplinary action against students, who inappropriately use computing and electronic resources or breach any of the terms and conditions contained in the Institute, may include but not be limited to:

- Suspended access to the computing and network facilities of the Institute either indefinitely or for a specified period of time determined by the Institute or
- Legal action - illegal acts will be referred to the appropriate legal authority.

The following are examples of inappropriate use of communication and information devices.

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 or downloading website materials or 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. Threatening letters or unsolicited advertising, false or defamatory statements must not be posted or published on the Internet.

Inappropriate Use

You should not use the computing and electronic resources provided by the Institute for purposes not directly related to the study being undertaken. The following are examples of inappropriate use of Canterbury Technical Institute 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 the institute and using procedures approved by the institute.
- 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 to the institute information technology support officer
- 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
- 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. You 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
- Forward a message identified by the sender as private without the permission of the sender

20. RECOGNITION POLICY

CTI ensures that students with prior skills, knowledge or experience are supported to apply for RPL or Credit Transfer. The policy outlines how decisions are evidence-based, fair, transparent and uphold the integrity of the training product. We are committed to providing effective processes for recognition options to all current and prospective students.

CTI will ensure that:

- An RPL assessment system is implemented in compliance with the assessment requirements of relevant Training Packages and VET Accredited Courses.
- All RPL assessments are carried out in alignment with the Principles of Assessment.
- Assessments also follow the Rules of Evidence to ensure reliability and validity.
- Recognition opportunities are made available to all candidates at the time of enrolment.
- Clear information and adequate support are provided to assist candidates in understanding the process and collecting suitable evidence to support their recognition claim.
- All recognition applications are managed in accordance with CTI's Assessment Policy.
- Appropriate credit is granted for AQF certification documentation issued by other RTOs.

RECOGNITION OF PRIOR LEARNING (RPL)

Candidates with prior skills, knowledge and competencies are supported to seek Recognition of Prior Learning to progress through the relevant training product. RPL is offered to all students upon enrolment. Information about RPL, including eligibility, the application process, and evidence requirements is provided during the enrolment process.

- Recognition is made available to any person commencing a course with CTI. Students are informed of this prior to enrolment and can apply for RPL at the time of enrolment.
- Recognition of Prior Learning (RPL) is the determination, on an individual basis, of the skills and knowledge currently held by the learner acquired through formal, non-formal and informal learning.
- The Department Head will review the applications of candidates to determine suitability for the RPL pathway.
- Recognition is the process of identifying and evaluating the skills and knowledge a candidate has acquired through prior training, work experience, or life experience. These existing competencies may be applied toward a course, qualification, or unit of competency, potentially resulting in credit or formal recognition.
- Recognition is an alternative pathway to a qualification or Statement of Attainment.
- Recognition is an assessment process, and as such, is subject to all provisions of the CTI's Assessment Policy.
- Recognition assessment decisions must comply with the Principles of Assessment and Rules of Evidence as outlined in the Outcome Standards and in CTI Assessment Policy. (See Assessment Policy).
- The onus is upon the candidate to demonstrate competence to the satisfaction of the assessors, including the provision of certification documentation.
- Competency may be evidenced from many sources, including but not limited to:
    - Work experiences
    - Work product
    - Life experience
    - Training programs offered by industry, private or community-based providers, which may or may not have been formally recognised
    - Training programs undertaken overseas (which may or may not be accredited in that country)
    - Informal learning programs
    - Certification from another RTO
    - USI transcripts
- CTI will ensure the authenticity, currency and equivalence of evidence provided through a variety of different methods, including:
    - Verify certifications and evidence by contacting the issuing organisation
    - Requiring the candidate to demonstrate their skills and knowledge outlined within the evidence through challenge tests/practical demonstrations/competency conversations.
    - Contacting previous employers or third party referees to confirm the experiences and skills documented by the candidate.
- Only accredited and approved assessors will conduct Recognition assessments on behalf of CTI. (See VET Workforce Policy, Assessment Policy).
- Recognition assessments must comply with the assessment requirements detailed in the relevant Training Package and VET Accredited Course.

- Recognition application and assessments are subject to fees as outlined in CTI's Schedule of Fees.
- Recognition of Prior Learning (RPL) cannot be granted for partial components of a unit of competency. RPL will only be awarded when a candidate can demonstrate that all requirements of the unit of competency or module have been fully met.
- Certification documentation will not be issued until all relevant fees are paid in full. (See Certification Issuance Policy, Fees and Refund Policy).
- Information on recognition processes and arrangements is provided to all candidates.
- Candidates wishing to apply for RPL must submit their application within 1 month of enrolment into a course.

THE RPL MODEL



If the candidate is unable to meet the requirements of the competency conversation, the practical challenge test or provide sufficient evidence, gap training will be provided and an outcome of Competency Achieved will be deemed.

CREDIT TRANSFER

Students who have completed an equivalent training product are supported to obtain a credit transfer. Students are offered opportunities to seek credit transfer and are made aware of the organisation's policies for seeking credit transfer upon enrolment.

- CTI will accept and mutually recognise the decisions and outcomes of any RTO or body in partnership with an RTO, thereby ensuring mutual acceptance throughout Australia of the qualifications and Statements of Attainment awarded by other RTOs.
- CTI recognises AQF certification documentation from other RTOs, and authenticated VET transcripts issued by the Registrar, and after review and verification of validity, will apply a credit to all relevant units of competency/modules.
- Credit transfer applies when the certification documentation provided by the student is either a current unit of competency or superseded and equivalent to those that form part of the training and assessment program offered by CTI.
- Certification documentation must be presented as either originals or certified copies of an original. Original copies that are sighted by the RTO must be signed by an authorised representative of CTI to verify authenticity. Original Certification documentation must be returned to the applicant, and a copy is retained on file by CTI.

- CTI are not obliged to issue an AQF qualification or Statement of Attainment that is achieved wholly through credit transfer. (i.e. a student cannot complete all of their training and assessment with another RTO and request CTI to issue the qualification under credit transfer.)
- The amount of credit transfer contributing to the issuance of certification documentation from CTI (i.e. using units/modules completed at other RTOs) is at the discretion of CTI.
- Students must not be required to repeat any unit or module in which they have already been assessed as competent, ***unless*** a regulatory requirement or licence condition (including an industry licensing scheme) requires this. In some cases, licensing or regulatory requirements may prevent a unit or module being awarded through a credit process. For example, where a unit of competency has legislative, WHS or industry requirements of refresher training, CTI will not offer credit transfer and offer the student to undertake Assessment only option to complete the course.
- In the event a student wishes to undertake a unit/module for which they have been previously awarded an AQF outcome, the student will be advised that the completion of the assessment is not necessary; however, it may be offered as an option.
- Where the recognised AQF qualification and related units of competency/accredited units form part of another AQF qualification, the student will only be enrolled in the additional units required to complete the qualification.

CTI has created a Managing Credit Transfer Guideline; this guideline outlines CTI's approach to recognising prior learning through Credit Transfer (CT). It ensures that all decisions made regarding CT are fair, transparent, and consistent, while maintaining the integrity of training and assessment outcomes.

FAIRNESS & TRANSPARENCY
CTI ensures all RPL and CT decisions:
- Are based on sufficient and appropriate evidence;
- Follow a documented process consistently applied to all students/candidates;
- Are made by appropriately qualified staff;
- Outcomes are communicated in writing to the students/candidates;
- Include the right to appeal via the Feedback, Complaints and Appeals Policy.

Recognising Prior Experience and Skills

National Recognition (Recognition Of Qualifications Issued By Other RTO's)

National recognition is the process that recognises qualifications or Statements of Attainment issued by another Registered Training Organisation that are the same as the competencies in the program you are enrolled in.

To receive recognition for previous study, you do NOT need to be enrolled in the program. However, you will need to provide certified copies of your qualifications, Statement of Attainment along with your RPL form to the institute to assess your eligibility for RPL. For further information on RPL & Qualification recognition please contact the reception or alternatively email rahul@cti.qld.edu.au

Recognition of Prior Learning (RPL)

CTI recognises the prior learning of students based on:

- previous training, (includes overseas qualifications)
- formal study and acquisition of a qualification and statements of attainment from another RTO
- practical experience in a work environment
- projects undertaken, and
- life experiences

All students are advised of the availability of RPL during the enrolment process. Education consultants advise international students regarding RPL standards during the application process. International students can request RPL forms by emailing to rahul@cti.qld.edu.au. For onshore / local students, RPL form can be also requested from the Director - Academic & Student Services- andrea@cti.qld.edu.au.

All staff (especially trainers and assessors) are informed about CTI's obligation to recognise AQF qualifications and statements of attainment issued by other RTO's.

Assessments of RPL evidence provided by the applicant will be made against the evidence requirements outlined in the unit of competency.

Procedures

1. Students will be advised that RPL is available through the Student Handbook, Web site, Marketing brochures and the Induction Program and Marketing Field Officers (Domestic).
2. The Director - Academic & Student Services will facilitate the RPL process for requests received. A qualified trainer (delivery & assessment) will conduct the RPL process.
3. The results of the RPL requested will be reported back to the student within 2 weeks of the applications received.
4. Students who request an RPL assessment will be advised of the evidence required and suggestions of how to obtain it (e.g., supervisor evidence, previous projects, transcripts of qualifications completed, work experience, in-service training, distance education or open learning, community-based learning, or overseas education, training or experience etc.).
5. Students must complete the RPL form, attach the required evidence, and submit at a date specified by the designated RPL Assessor for assessment.
6. If RPL is approved, the applicant will be marked as “Exempted” rather than “Competent” in the transcript of records.
7. The applicant will be notified in writing of the outcome of the RPL. On the basis of the assessment the student will be advised that:
    - the application has been granted or
    - the application has been denied or
    - further evidence is required
8. If the outcome of the evidential documentation is not sufficient, then the student will be advised to provide further documentation to validate his or her skills / experience. The Trainer will set a date for the additional documents to be submitted.
9. If the student fails to furnish the required documents, he / she will have to enrol for the unit in question alternatively if he/ she succeeds, RPL will be awarded.
10. If the student is not satisfied with the outcome, the matter will be referred to the Principal Executive Officer for an independent evaluation and review of the evidence and the assessment process.
11. The student must sign a record of the RPL report. A copy will be placed in the student's file.

Where expert assessors are required, the Director - Academic & Student Services will contact the relevant industry-training organisation (ITO) and identify a recognised assessor. Only qualified assessors will be contracted in this case, as recommended by their ITO. RPL assessors should have:

- An understanding and ability to carry out a wide range of assessment techniques;
- The ability to judge diverse evidence fairly and accurately;
- The ability to draw inferences based on the evidence presented;

If CTI grants the student RPL prior to the student being granted student visa, CTI will indicate the actual net course duration (as reduced by course credit) in the confirmation of enrolment (COE) issued for that student for that course, OR

If the RPL is granted after the student visa is granted, CTI will report the change of the course duration via PRISMS under section 19 of the ESOS Act.

Where RPL is granted, the student's training and assessment program will be reviewed so that student has a full-time load to ensure that full-time study requirements are being met.

RPL Policy for overseas qualification

Verification of vocational / academic competence

CTI will endeavour to verify all academic qualifications & vocational competence by assessing overseas qualification and via the interview process, if required.

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/services-and-resources/pages/qualifications-recognition.aspx

Students applying for RPL into CTI's training package units will have to provide a verified overseas qualification, a transcript and a detailed breakdown of the curriculum covered under the units that the student is claiming RPL for. CTI will employ a suitably qualified assessor to conduct the assessment of the RPL request. CTI will advise the student the result of the RPL application within 2 weeks from the date the application is received.

Students applying through CTI approved agents will have to meet the minimum entry requirement as detailed in the "entry requirements" section in the CTI marketing brochure. All qualification documents submitted by the students will be initially reviewed and verified by the recruiting agent as per the student selection procedure. CTI will review the agent's decision and confirm if the student meets the pre-requisite knowledge & skills requirement, prior to issuing the "Letter of offer" in the Written Agreement.

Course Credits / Transfers / Pathway options

CTI's qualifications offer advanced standing for completed formal studies into 2nd year of University Bachelor degrees.

Students may apply for advanced standing in undergraduate courses where they have completed formal studies at CTI. Students must apply by submitting the appropriate form to the University they wish to study with and attaching documentary evidence of satisfactory completion of that course/s. A decision is made by the relevant University Faculty about the level at which the student will enter the course (e.g., 1 year of advanced standing means the student will enter the course at the level of Year 2). (Where vocational education and training is in an area related to the subject matter of the undergraduate degree course, credit may be granted for up to one year of the undergraduate course for studies completed at the Diploma or Advanced Diploma.)

Articulation

CTI currently has articulation arrangements with University of Southern Queensland, Australian Catholic University, Torrens University & Griffith University. Please note every university has individual conditions and pathway arrangements.

USQ, Sydney Education Centre accepts successful students who have completed Diploma and/or Advanced Diploma of Business, Diploma of Leadership and Management and Diploma of Software Development qualifications direct entry into the 2nd year of USQ's Bachelor Programs. (refer to CTI current brochure for details)

ACU, under review for renewal and accepts successful students on a case-by-case basis

Griffith University accepts successful students on a case-by-case basis, who have completed Diploma of Business and / or Advanced Diploma of Business qualifications into its Bachelor of Business programs.

Fees & Charges

The following guidelines apply in relation to tuition fees:

- Students are required to pay in advance one semester's tuition fees and a minimum of 1-year overseas student's health cover
- If you repeat a subject and this falls into another semester after the course completion date, you will be charged part of the tuition fees for that semester
- If you have outstanding fees at the end of the semester or at the end of your course your results and qualification will be withheld till all fees have been paid in full
- If CTI grants the student RPL, CTI will issue a Written Agreement and offer letter with the pro-rata fees only for the units the student will be studying at CTI
- The Institute reserves the right to vary fees without notice

Student fees are to be paid as a condition of enrolment at CTI.

Procedures

1. CTI will invoice students per their agreed payment schedule.
2. Student fees are due before the commencement of each study period or agreed payment schedule

3. If students are unable to meet this dead line they are to see the Principal Executive Officer or Director - Academic & Student Services to determine a fee schedule.
4. If students are more than one week late with their fee schedule payment, 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 having difficulties paying fees on time, the student has to make an appointment with the Principal Executive Officer (PEO) or Director - Academic & Student Services (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 he/ she will be required to apply to the PEO stating his issues and concerns with regards to payment of outstanding fees. The PEO will discuss the matter with the student and will make arrangements for payment of fees.
7. If fees are not paid for more than two weeks and the student has not made any genuine efforts to discuss the circumstances with CTI administration or respond to the Intent to Cancel Enrolment notice, the students' enrolment with CTI 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 DHA for more information on how this may impact their visa.
8. If CTI grants the student RPL, CTI will issue an offer letter with the pro-rata fees only for the units the student will be studying at CTI.

MONTHLY PAYMENT PLAN

Please note that a Monthly Payment Plan is a privilege, students are supposed to pay in full on commencement. In the event of cancellation or course withdrawal, CTI reserves the right to collect all unpaid fees for that particular study period. i.e. all fees are to be paid up for the term that the student has commenced enrolment.

Methods of Payment

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

- Direct Deposit
- Credit or Debit card
- Bank draft
- Telegraphic transfer

Overseas Student Health Cover (OSHC)

It is an Australian Government requirement for overseas students and their dependants to maintain self-funded medical and hospital cover for the duration of their study in Australia. There are several companies that provide health cover.

CTI's preferred Overseas Health Cover provider is Medibank. The cost of health cover through Medibank is approximately AUD545.00 for 1 year and AUD1114.00 for 2 years for single applicants. These prices are to be used as a guide only. You must pay the appropriate premium to CTI before leaving your home country. If a spouse and/or dependent children accompany you, you will need to pay a family premium, approximately AUD4565 for 1 year and AUD12345 for two years. For further information please refer to the following website:
http://www.medibank.com.au/client/staticpages/oshchome.aspx

Overdue Fees

If you have overdue course fees with the Institute, you may not be eligible to:

- Undertake/submit assessment
- Continue study
- Enrol into further study with the institute
- Borrow items from the library

Other Fees

- Application Fee $250
- Black and white printing (50 free pages every 2 study periods) - 5c per page (min charge $1)

- Colour printing - 50c per page (Minimum charge $1.00 for 2 pages)
- Additional assessment re-sit fee $100.00 (at trainer's discretion) following the first 2 free attempts.
- Additional Cookery exam resit fee- $500 + cost of consumables for the exam.
- Additional resit fees of $100 per unit for Hospitality units as listed on page 66
- Surcharge fee for monthly instalments payment plan $80
- Commencement of Certificate IV in Kitchen Management materials Fee $1200.00
- Commencement of each of the CHC courses- Certificate III in Individual Support; Certificate IV in Ageing Support and Diploma of Community Services -$250.00
- Additional copies of "Statement of Attainment / Transcript / Qualification"/Document Processing Fees $50
- Administration fee on approved refunds $250
- Cheating, Plagiarism and Collusion Re-sit Fee- $300 per assessment
- Change of course fees- $150
- Change of intra campus fees- $150
- $50 Fine for late payment of Tuition Fees
-

Document Processing Fee of $50 applies to the following requests:

- "Holiday approval" confirmation letter
- "Confirmation of Enrolment" letter
- Additional copies of ECoE's
- Replacement of Student ID card
- Any other formal document requested from CTI for personal and / or work-related reasons

If student miss their scheduled class for the following units (without genuine evidence), they will be charged $100 per unit to reschedule the class.

- SITHFAB025- Prepare and serve espresso coffee
- SITHFAB024- Prepare and serve non-alcoholic beverages
- SITXFSA005- Use hygienic practices for food safety
- SITHFAB036 - Provide advice on food
- SITHFAB037 - Provide advice on food and beverage matching
- SITHFAB032 - Provide advice on Australian wines
- SITHFAB033 - Provide advice on imported wines
- All Certificate IV in Kitchen Management units requiring Kitchen practical.
- All Certificate III in Individual Support, Certificate IV in Ageing Support and Diploma of Community services units requiring practical demonstration.
- All IT course units requiring practical demonstrations.

21. REFUND POLICY

It is the policy of CTI to have a refund policy that is both fair and reasonable to the students and CTI.

1. As per ESOS Act 2000 and the ESOS Regulations 2001, a student will be given a full refund if CTI is unable to offer the course within 14 days of provider default
2. In event of visa refusal, a student will be given a refund within 28 days, administration fees of $300 are not refundable.
3. Refund on the basis of visa rejection will require a copy of the visa rejection notification from the Australian Embassy/High Commission/DHA and your official CTI receipt.
4. Accommodation Deposit and Airport Pick up fees are refundable if Visa is not granted.
5. Material fees & Monthly payment plan surcharge will not be refunded after course commencement
6. **Tuition Fees, Overseas Students Health Cover are Refundable in full where**:
   - Student has provided evidence of medical OR compassionate reasons due to which the student cannot commence the course
   - Australian Embassy rejects a Visa application.
   - Requests for refunds must be made in writing.
   - CTI is advised of the cancellation 28 days or more before course starts and prior to entering into Australia -
   - Student enrolled in packaged courses do NOT qualify for a refund once they commence their ELICOS studies in Australia.
     All tuition fee refunds will attract $300 Administration fee.

7. CTI will send the refund to the accepted student unless otherwise instructed and authorized in writing.
8. Tuition fees are not transferable to any other institution or student but may be transferred to another course within CTI.
9. If you withdraw from a course once it has commenced no refund of fees is given.
10. In the unlikely event that CTI is unable to deliver your course in full, you will be offered a full refund of the tuition fees you have paid.
11. If you have given misleading information to CTI approved agent, CTI and / or any commonwealth agencies of Australia, no refund will be given.
12. All refunds will be payable in the same currency in which the fees were paid. CTI will forward the refund to the applicant in his / her country of origin unless otherwise authorized in writing.
13. The normal processing of a refund will be done within 4 weeks.
14. All approved refunds in those cases where fees are paid from overseas are made payable to and sent to the student in his/her country of origin.
15. A student dissatisfied with the refund decision handed by CTI has the right to pursue other legal remedies, which includes independent complaints & appeals handling services provided by the Overseas Student Ombudsman (OSO) or a mediation company appointed by CTI.
16. Under compassionate circumstances such as bereavement (e.g. family death) CTI will make the decision of a refund or partial refund on a student's application within 28 days.
17. This agreement does not remove the right to take further action under Australia's consumer protection laws.
18. CTI will give the student a refund statement that explains how the amount has been worked out.

22. STUDENT SELECTION, ENROLMENT AND INDUCTION / ORIENTATION, ACCESS & EQUITY POLICIES AND PROCEDURES

CTI will maintain computer records of enrolments on a database, which will enable the collection of data to record training and assessment program, students, and assessment outcomes.

Students are not required to be enrolled full time in their final semester where the students have been required to repeat units. The Principal Executive Office and Director - Academic & Student Services are responsible for all recruitment activities.

Preferred Entry Pathway Requirements

CTI has in place the following generic entry requirements to ensure that successful applicants have every opportunity to complete successfully their chosen program of study. These are common pre-requisite entry criteria's; however individual qualifications may have specific criteria's depending on the training package requirements.

Preferred Entry Pathway requirements for overseas students

- Must be 18 years of age or over
- Completed Year 12 (HSC or equivalent)
- Minimum 5.5 IELTS score or equivalent (international students)
- Mature age students with work experience (specific to the field of study) may also apply

Preferred Entry Pathway requirements for local domestic students:

- Must be 18 years of age or over
- Completed Year 12 for Certificate III &Diploma level qualification
- Mature age students with work experience (specific to the field of study) may also apply

Preferred Entry Pathway requirements for IT based courses (includes overseas & local students)

- An overall IELTS band 5.5 or equivalent and above (International students)
- Minimum 18 years and above (International students)
- Minimum High School Certificate or equivalent (Year 12)
- Must have successfully completed a computer literacy program either as a part of university/ college qualification or completed with a private training institution
- A verified copy of the qualification & transcript is required along with the application. Qualification & transcript needs to be verified by CTI's approved student recruitment agent to confirm its genuine status
- Computer literacy program must include training in the following areas:
    - Basic computer operations (including hardware systems and commercial software applications)
    - Skills in using Microsoft Windows XP and Microsoft office applications (MS Word, Excel, Power point & Access)
    - Knowledge of using IT in a workplace environment (real time / simulated)
- Students have to meet all of the above requirements to gain entry into CTI's IT qualifications.

Student's applications, which do not meet the above requirements, will be rejected.

Policy

Student engagement prior to enrolment

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

1. CTI will enter into a written agreement with the student, signed or otherwise accepted by that student via "Acceptance of Offer" (or the student's parent or legal guardian if the student is not 18 years of age until the

start date of the course), 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 content and duration, qualification offered if applicable, modes of study and assessment methods
4. Campus locations and a general description of facilities, equipment, and learning and library resources available to students
5. Details of any arrangements with another registered provider, person or business to provide the course or part of the course
6. Indicative course-related fees including advice on the potential for fees to change during the student's course and applicable refund policies
7. Information about the grounds by which the student's enrolment may be deferred, suspended or cancelled
8. A description of the ESOS framework made available electronically by DOE https://www.education.gov.au
9. Relevant information on living in Australia, including:
    a) indicative costs of living
    b) accommodation options, and
    c) where relevant, schooling obligations and options for school-aged dependants of intending students, including that school fees may be incurred

Pre-assessment and English language requirements

- Recruitment of students is conducted in an ethical and responsible manner
- Minimum age for students to enrol into CTI's program is 18 yrs and above
- Director - Academic & Student Services assesses students' qualifications and competencies
- Offers of program placement are based on these assessments and ensure that the students have the appropriate qualifications and proficiencies to undertake the training and assessment program
- Program placement offers provides information on English language requirements and/or recommended bridging training and assessment programs
- CTI will obtain evidence that the assessments of intending students' English language proficiency have been carried out, unless this is clearly not relevant
- Director - Academic & Student Services will conduct an assessment. Assessment will meet the requirements of Department of Home Affairs.

Pre-enrolment procedures to assess student eligibility

- The Marketing Manager and Director - Academic & Student Services are responsible to manage all direct student enrolment or via authorised international agents.
- The course brochure clearly identifies the basis of the student enrolment/admission to the program.
- It clearly explains the pre-requisites if any.
- Ensures cancellation and refund policy is clearly explained on the brochure.
- Ensures enrolment forms ask all necessary questions to allow for data to be collected, Additional information required for VET enrolments also is collected if appropriate.
- Ensure enrolment form has been filled in; check student's passport, previous attendance (if any) and overseas health cover.
- Director - Academic & Student Services checks all applications made to the institution and approves eligibility
- If a student meets selection criteria as prescribed by CTI in the student selection process, they are given a written agreement and "letter of offer".

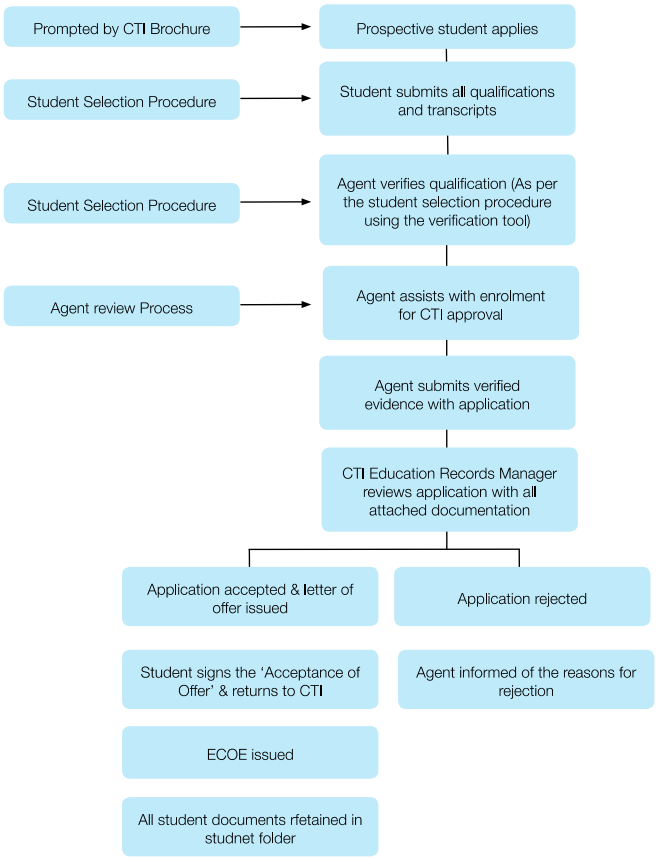
- The student is then directed to pay his fees. After fees have been paid to the institution a "**Confirmation of Enrolment**" is given to the student. Student is also given a "Pre-arrival Pack" (also available online at http://www.cti.qld.edu.au)
- Director - Academic & Student Services checks the receipt all fees, gives the student an original receipt and ensures copies are kept for auditing.
- Maintain student records safely and in confidence for 7 years.
- Ensure no personal information about students is divulged to unauthorized individuals or organisations
- Student enrolment details are to be entered into RTO Manager.
- Program and unit information to be entered into the system including the VET National Identifier for accredited courses.
- All the records are to be kept as specified in the Record Management Policy.

CTI's procedure for agents to verify entry requirements prior to student enrolment.

1. Agents receives 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 entry pathway requirements. All original documents need to be sighted by the agent. No photocopies are accepted
4. The agent verifies the qualification & transcript to check if it meets the skill requirements as prescribed by CTI in its "***Verification Tools for CTI's international student recruitment agents***". Agent will cross check with the local training provider the validity, if required.
5. If approved, the agent completes and attaches all required documents to the CTI application form.
6. Agent forwards all documents to CTI.

Director - Academic & Student Services and Marketing Manager check all documents including student enrolment form and GTE requirements and advises agent if the student is accepted. If accepted, a written agreement and offer letter is issued to the student. If not, the agent is advised of the missing documents or the in competencies of the applicant.

Student selection procedure for agents



V2017.35-090817

23. CRITICAL INCIDENT POLICY & PROCEDURES

Policy

Preamble

Under standard 6 of the National Code 2018, CTI will support students to adjust to study and "life in Australia", to achieve their learning goals and to achieve satisfactory academic progress towards meeting the learning outcomes of the course.

The intention of standard 6 is to ensure that appropriate support services are available to international students to ease the transition into the life and study in Australia and allow access to appropriate assistance for the student as needed.

In addition, CTI will support students to adjust to the life and study in Australia, to achieve their learning goals and to achieve satisfactory academic progress.

Principles

CTI recognises the duty of care owed to its students and that planning for the management of a critical incident is essential.

Definition

A critical incident is defined by the National Code as "a *traumatic event, or the threat of such (within or outside Australia), which causes extreme stress, fear or injury*".

Critical incidents are not limited to, but could include:

- Missing students
- Severe verbal or psychological aggression;
- Death, serious injury or any threat of these;
- Natural disaster;
- Domestic violence, sexual assault, drug or alcohol abuse;
- Non-life-threatening events could still qualify as critical incidents.

Critical incident team (CIT)

When a critical incident occurs, the Principal Executive Officer (PEO)/ Director - Academic & Student Services (SSM) will call a meeting with the appropriate staff to form a CIT. The PEO & SSM will be core members of every CIT.

The CIT is responsible for:

- Assessing risks and response actions
- Liaison with emergency and other services
- Contact with student's relatives and other appropriate contacts
- Liaison with other external bodies, such as home stays, carers or foreign embassies, and
- Counselling and managing students and staff, who are not directly involved in the incident,

Action Plan

The CIT will set in motion a critical incident action plan to manage various aspects arising from the incident including communication strategies. This will include:

- Creating and disseminating a plan and its procedures
- A review of the plan, and
- Staff development and training

Media Management

A media management process will be included in the management plan to ensure the most positive and supportive response from the media.

Reporting and recording of incident and action taken

The ESOS Act requires the college to notify DOE and DHA as soon as practical after the incident and in the case of a student's death or other absence affecting the student's attendance, the incident will need to be reported via the PRISMS.

When an international student dies or sustains serious injury, CTI will assist the student's family.

This may include:

- Hiring interpreters
- Making arrangements for hospital/funeral/travel/memorial service/repatriation
- Obtaining a death certificate
- Assisting with personal items and affairs including insurance issues
- Assisting with visa issues
- Assisting with travel arrangements

On-campus Incidents

If the incident is on campus and involves death, serious injury or a threat to life or property, the Principal /Manager Student Services is contacted.

Principal Executive Officer– (Rahul Fernandes): 0413 222 969 (1st point of contact)

Director - Academic & Student Services (Andrea Sequeira): 0452 631 250 (2nd point of contact)

Off-campus Incidents

If the critical incident involves a student or staff member and is off-campus, the person receiving the information must immediately contact the Principal Executive Officer / Director - Academic & Student Services who will communicate other staff as appropriate.

Key Details to be reported

Key details to report include the time, location and nature of the incident (e.g. threat, accident, death or injury), names and roles of persons involved (e.g. staff, international or domestic student).

Checklist for Staff Managing Critical Incidents

The Principal Executive Officer / Director - Academic & Student Services will seek information about the incident and will request that the information is not immediately made public. Principal Executive Officer / Director - Academic & Student Services or appointee will then call a meeting with the following staff or their appointee as a Critical Incident Team (CIT):

- Principal Executive Officer
- Director - Academic & Student Services
- Administration Officer

The CIT will manage the College's response.

Response Checklist

As soon as possible, the Principal Executive Officer / Director - Academic & Student Services will liaise with relevant staff to prepare a communication plan and appoint a spokesperson.

Communication

- Response and ongoing strategies including individual roles and responsibilities
- Liaison with police, doctors, hospital staff and other relevant professionals
- Legal assistance if required
- Follow-up letters to family
- Incident report for the College records

Support for family, friends and staff

- Next of kin (parents/guardian) to be contacted and support provided to family and friends

- Arrangements made for visits from family and friends, e.g. accommodation, travel, crisis support and referral to appropriate services

Training regarding the Critical Incident Policy

- It is important for staff to be aware of the existence of such a policy.
- Resource workshop will be conducted to locate all relevant community resources in immediate local area: Funeral Directors, Police and Medical Authorities, Religious Leaders, Ethnic Group Leaders, Media Representatives, Insurance Representatives, local Embassy or Consular representatives.

Follow-up and evaluation

CTI staff will be made aware of the critical incident policy and procedures and be given appropriate training to ensure the duty of care for international students is uppermost in their minds.

A review and evaluation of the response to the critical incident will be conducted and the procedures reviewed by the CIT and / or other stakeholders.

Resources

Changes to the policy and procedures, including updating resources, will be made as soon as practicable following the review and evaluation.

Procedures for Critical Incidents

The staff member receiving the news contacts the Principal Executive Officer / Director - Academic & Student Services.
The Principal Executive Officer / Director - Academic & Student Services will call a meeting with the staff involved to make decisions as to how to proceed. The staff to represent the CIT will be:

- Principal Executive Officer
- Director - Academic & Student Services
- Administration Officer

Critical Incident Team

At the initial meeting, the task of the group will be to:

- Create for themselves a clear understanding of the known facts.
- Plan an immediate response.
- Plan ongoing strategies.
- Allocate individual roles/responsibilities for ongoing tasks.

Immediate response

Principal Executive Officer / Director - Academic & Student Services will

1. Contact the next of kin of the student/s
2. Make arrangements for informing staff and students.
3. Provide guidelines to staff about what information to give students.
4. A written memo to staff if the matter is complex.
5. Brief staff and delegate a staff member to deal with telephone/counter inquiries.
6. Manage media/publicity
7. Identify students and staff members most closely involved and therefore most at risk.
    - Those directly involved
    - Personal friends/family of those involved
    - Others who have experienced a similar past trauma
    - Other students, staff, supervisors etc.
8. Arrange a time and place for an initial group/individual debriefing session with Counsellor/s.
    - In this session, an opportunity is given to share the impact of the event, discuss various interpretations of the event in cultural/ethnic terms, the resulting sense of vulnerability, the experience of painful emotions and the normalisation of reactions.
9. Organise a tasks timetable for the next hour/s, day/s etc.

10. Plan ongoing feedback and regular meetings so that the CIT is continually in touch and working together.
11. Confirm access to emergency funds if necessary.

***NOTE**:* Principal Executive Officer / Director - Academic & Student Services *will scribe for all meetings to keep records of content and decisions.*

Ongoing and follow up response

These issues will be discussed at subsequent meetings.

- WHO is the DECISION MAKER?
- WHO will FOLLOW UP?
- Availability of mobile phones
- Notification of and liaison with Sponsor/Agent if applicable
- Arrangements for visits to/from Family
- Liaison with Police, Doctors, Hospital Staff
- Hiring Independent Interpreters
- Death Notices
- Funeral/Memorial Service Arrangements
- Refund of student's fees to pay repatriation or associated expenses
- Copy of Death Certificate
- Consideration of personal items and affairs (household and academic)
- Insurance Matters, OHSC Coverage, Ambulance Cover
- Formal Stress Management interventions required for students and/or staff (release from classes, leave, rescheduled assessment or exams)
- Liaison with Academic Staff
- Arrangements for further debriefing sessions for groups/individuals as required
- Liaison with Department of Home Affairs if studies will be interrupted
- Fees issue to be resolved if student cannot continue with their studies
- Legal Issues: helping students get access to legal assistance if required.
- Arrangements for further debriefing sessions for groups/individuals as required
- Follow up condolence or other letters to Family
- Financial Assistance for families of affected person(s) if residing in Australia
- Organising students/staff for hospital visits

Stress management

1. Debriefing as soon as possible after the event on an individual or group basis
2. Further debriefing - one or more days after the incident (group basis)
3. Follow up 2 - 6 weeks later - (individual or group basis)
4. Ongoing counselling as required
5. Recovery time for staff involved and the Coordinating Team members.

Managing the media

Each critical incident is unique, and the dynamics of each situation will have to be assessed when it occurs. CTI's CIT will structure an approach to manage media (if required). CIT will plan to ensure the most positive and supportive response from the media.

The PEO/ SSM is the appointed person who would handle the initial media calls and return media calls as soon as possible. PEO/ SSM will act as the Media liaison officer / Spokesperson for CTI and will handle all media inquiries. The media liaison officer will liaise with the Director / Principal regarding the situation.

The PEO/ SSM will respond to questions accurately. In the case that PEO/ SSM is unable to answer the media questions due to:

i) Of the sensitive nature of the issue or
ii) CTI does not have the information available.

He will, if necessary to check with the police, ambulance or fire brigade etc, before making a statement.

CRITICAL INCIDENT FLOWCHART

Critical Incident Team:

- **Student Contact person (**Principal Executive Officer / Director - Academic & Student Services**)**

Immediate Action

1. Staff member(s) (witness to incident or first contacted) …**Gather factual information** and **Contact Emergency Services - Dial 000**



Assess situation: focus on immediate safety of other students and staff	Staff member(s) (witness to incident or first contacted) 2. Ensure safety & welfare of staff and students 3. Contact first aid officer: eg. Director - Academic & Student Services 4. Administer first-aid until ambulance arrives

NB: Once police or fire brigade arrive at the school they will determine if other resources such as State Emergency Services (SES) are required to assist.

Critical Incident Team member to liaise with emergency services



Contact team leader within the hour *Debrief and counseling info as soon as practicable*	5. Staff: Contact Critical Incident Coordinator (Principal Executive Officer / Director - Academic & Student Services) 6. Staff: Give facts of the situation 7. Staff: Receive advice from Principal Executive Officer / Director - Academic & Student Services on debriefing & counselling 8. Manage incoming inquiries (and outgoing information via web, phone)
Within 24 hours	Principal Executive Officer / Director - Academic & Student Services - Manage the media Prepare a written statement



Within 48 hours…Receive briefing from critical incident team	9. Reception: Inform colleagues



Within 48 hours	10. Principal Executive Officer / Director - Academic & Student Services contacts parents or families / friends of affected persons



Within 7 days	11. Principal Executive Officer / Director - Academic & Student Services "Incident Report" form

ADDITIONAL ACTION (When appropriate)

Principal Executive Officer / Director - Academic & Student Services will convene brief meeting of the CIT to:	
• Discuss intervention plan	• Obtain executive support



Contact Local Support Personnel		
Support Personnel	Name	Telephone
Counsellors	Trauma Counselling Services	



Principal Executive Officer / Director - Academic & Student Services convenes full staff meeting of teaching and administrative staff to:	
• Present information	• Discuss action plan
• Allow staff response	• Decide on how students will be informed or given additional information



Principal Executive Officer / Director - Academic & Student Services will set up a recovery room in the school:		
• Provide fluids	• Comfortable chairs	• Support personnel



Principal Executive Officer / Director - Academic & Student Services will inform students of:	
• Facts of the incident	• School actions
• Counselling services	• Allow student discussion or response



Principal Executive Officer / Director - Academic & Student Services convenes with counsellors / first aid officers to Identify "at risk" students and staff (CTI will contract professionals, if required) CTI will counsel students who have experienced trauma and list the students involved



Principal Executive Officer / Director - Academic & Student Services will contact parents or families of "at risk" students and staff

↓

Principal Executive Officer / Director - Academic & Student Services … arrange debriefing for "at risk" students and staff

CTI will organise / contract professional counsellors if required

↓

Principal Executive Officer / Director - Academic & Student Services …Inform all parents via College website

- The facts of the critical incident
- the school's response plans
- possible reaction of students
- sources of help for families
- encourage two-way communication between parents and the school

↓

CIT restores the school to regular routine as soon as practicable

- All staff can help here

↓

Critical Incident Team will obtain updated factual information

- Continue to inform staff, students and parents

↓

Critical Incident Team will continue to monitor well-being of students and staff

All staff to report new information to CIT

Staff may use rapport with students to counsel or refer on to professional body… CIT be informed of all referrals

Recovery time for staff involved

24. TRAINING POLICY

This policy applies to all training activities undertaken by Canterbury Technical Institute across all nationally recognised training products on its scope of registration, including qualifications, skill sets, units of competency, and accredited courses.

It governs:

- the planning, preparation, and delivery of training across all modes (e.g., face-to-face, online, blended, workplace-based);
- the structuring and sequencing of training to support student progression and readiness for assessment;
- the implementation of inclusive training practices that accommodate diverse learner needs;
- the responsibilities of aligning delivery with the Training and Assessment Strategy (TAS); and
- the use of feedback and engagement to ensure training remains current, relevant, and consistent with training package or accredited course requirements.

This policy applies to all Canterbury Technical Institute staff and contractors involved in the design, delivery, coordination, and oversight of training, as well as third parties delivering training on behalf of the organisation. It also informs the expectations of students participating in training activities with Canterbury Technical Institute.

Training is designed and delivered to ensure:

- alignment with the intent and requirements of each unit of competency or accredited course;
- structured, sequenced delivery that provides sufficient time for instruction, guided practice, feedback, and assessment;
- application of training methodologies, delivery modes, and learning resources that actively engage students and support knowledge acquisition and skills development; and
- integration of placements or community-based learning, where applicable, to ensure students can demonstrate workplace-relevant capabilities in authentic settings.

This policy defines the academic standards and delivery requirements for all training offered by Canterbury Technical Institute. It ensures that training practices are inclusive, compliant with relevant training packages and accredited course structures, and promote successful student outcomes through competency-based education.

All training is to be delivered by qualified and approved trainers and assessors in accordance with the approved Training and Assessment Strategy (TAS). Delivery must support the development of knowledge and practical application in line with industry and regulatory expectations.

To uphold the currency and relevance of its training programs, Canterbury Technical Institute Pty Ltd maintains meaningful engagement with students, industry, employers, and community stakeholders. Feedback and insights from these groups are systematically gathered and used to:

- inform the development and review of TAS documents;
- support the contextualisation of training and assessment resources;
- guide the professional development of trainers and assessors; and
- drive continuous improvement of academic training practices to reflect current industry standards.

This policy supports Canterbury Technical Institute’s commitment to delivering high-quality, student-centred, and industry-informed training that meets the requirements of the Outcome Standards and contributes to the development of a skilled, competent workforce.

STRUCTURED DELIVERY

Training is delivered in a structured and systematic format that follows the "Train – Absorb – Practice – Assess" method. This approach ensures students are guided progressively through the content, given time to absorb knowledge, and provided with opportunities to practise skills before being formally assessed. The structure promotes better understanding, engagement, and successful achievement of competency outcomes.

ALIGNMENT WITH TAS

All training delivery must align with the approved Training and Assessment Strategy (TAS). This ensures that the content, sequence, and assessment methods are consistent with the requirements of the relevant training package or accredited course. Trainers are responsible for adhering to the TAS to maintain quality, compliance, and consistency across all programs.

PREPARATION AND PLANNING
Effective delivery begins with thorough planning and preparation. This includes confirming the course requirements, verifying trainer availability, and ensuring the availability of required training and assessment materials. Additionally, trainers must assess and confirm the readiness of all necessary equipment and facilities to ensure they are fit for purpose and support the intended learning outcomes.

Delivery planning includes confirmation of:

- course requirements
- trainer availability
- required training and assessment materials
- equipment and facility needs.

INCLUSIVITY AND SUPPORT
Training must be inclusive and responsive to the diverse needs of all students. This includes recognising and supporting students with additional learning needs or barriers. Where appropriate, Individual Support Plans should be developed and implemented to provide reasonable adjustments, extra time, or alternative delivery methods to ensure equitable access to training.

CONSISTENCY AND COMPLIANCE
Consistency in training delivery is maintained through the use of validated session plans, learner guides, and approved training tools. Trainers are required to deliver content as outlined in these materials and ensure that delivery is always aligned with the intended assessment outcomes. This approach ensures quality and standardisation across all training sessions.

ASSESSMENT INTEGRATION
Training must adequately prepare students for assessment. Students should only undertake assessment after they have had sufficient opportunities to learn, absorb, and practise the required knowledge and skills. This ensures assessments are fair and based on informed student readiness, in line with the Principles of Assessment and Rules of Evidence.

STUDENT ENGAGEMENT
Training delivery is student-centred, designed to encourage active participation, collaboration, and critical thinking. Trainers are expected to create a positive and inclusive learning environment where students feel safe, supported, and motivated to contribute. Feedback is encouraged throughout the training process and is used to inform continuous improvement.

TRAINING AND ASSESSMENT METHOD: TRAIN – ABSORB – PRACTICE – ASSESS
The Training and Assessment Process should allow students sufficient time and opportunity to learn the knowledge required of the unit of competency/accredited unit, absorb the information, practice the required skills and once prepared, undertake the assessment process.



PRE-DELIVERY PREPARATION

- The Trainer must review and familiarise themselves with the TAS and confirm course requirements.
- Canterbury Technical Institute Pty Ltd will Identify and confirm trainer qualifications, industry and VET currency and availability.
- Canterbury Technical Institute Pty Ltd will verify alignment of proposed training sessions with the TAS and course schedule.
- The Trainer will prepare training logistics:
    - equipment and facility readiness utilising the Site Checklist when required.
    - special materials required
    - venue and WHS checks utilising the Take 5 - Prestart Readiness Checklist when required.

TRAINING DELIVERY

- Conduct training in accordance with:
    - session plans
    - trainer resources
    - learner guides and other approved materials
- Ensure training content leads to the development of skills and knowledge required for assessment.
- Facilitate active learning through discussions, activities, and real-world examples.

STUDENT SUPPORT

- Assess the learning needs of the cohort and individual students.
- Develop and implement Individual Support Plans for students requiring additional assistance.
- Provide flexible learning approaches and reasonable adjustments as needed.

ASSESSMENT READINESS

- Confirm that students have received adequate instruction and practice before undertaking any assessments.
- Ensure training is clearly linked to assessment criteria and outcomes.

STUDENT ENGAGEMENT AND FEEDBACK

- Encourage student participation and feedback throughout the training process.
- Document feedback and reflect on it for ongoing improvement.

POST-DELIVERY REVIEW

- Review training delivery effectiveness via student feedback and trainer reflection.

- Report any deviations or challenges to the RTO management.
- Participate in validation, moderation, and continuous improvement meetings.

TRAINER REQUIREMENTS
Trainers hold appropriate vocational and assessment credentials. (See VET Workforce Policy*).*

If a trainer is completing Training under supervision, see section 2D. training and assessment under direction (supervision) of the VET Workforce Policy for details on this.

25. ACADEMIC COURSE PROGRESS POLICY

Under Standard 8 of the National Code 2018, CTI implements the DOE-CRICOS Course Progress Policy and Procedures for its vocational education and training (VET) courses and is not required for ESOS purposes to monitor attendance for those courses.

CTI chooses to implement the DOE-CRICOS Course Progress Policy and Procedures and implements the policy and procedures for all of its CRICOS registered VET courses.

Policy

1. CTI will monitor, record and assess the course progress of each student for the course in which the student is currently enrolled.
2. CTI will assess each student's progress at the end of each compulsory study period.
3. CTI study periods are usually 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, which is approximately 6 months).
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
6. CTI will initiate its **intervention strategy** for any student who is not making satisfactory course progress at the end of every term, depending on the student's results for every term.
7. 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 the process which the intervention strategy is activated

Academic Progress & Student Intervention

CTI will maintain and monitor student's academic progress throughout the duration of the qualification. CTI will put in place all required student support services to assist them in achieving the desired results. Students are expected to achieve a minimum of **50% pass rate** in every term.
Students failing to do so will be counselled and warned before they are directed to re-enrol into the course or their enrolment cancelled. Students will not be given any extension at the end of the qualification if they have not completed all the required units of competencies.

An intervention strategy could be activated by:

- a letter or an email to the student;
- personal contact with the student by CTI's authorised staff member;

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 academic skills programmes;
- attending tutorial or study groups;
- receiving individual case management;
- attending counselling;
- receiving assistance with personal issues which are influencing progress;
- receiving mentoring;
- being placed in a suitable alternative subject within a course or a suitable alternative course; or
- a combination of the above and a reduction in course load.

1. **The intervention strategy will include** provisions for:
    a) where appropriate, advising students on the suitability of the course in which they are enrolled;
    b) assisting students by advising of opportunities for the students to be reassessed for tasks in units or subjects they had previously failed, or demonstrate the necessary competency in areas in which they had not been previously able to demonstrate competency; and
    c) 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 (DoHA) and cancellation of

his or her visa, depending on the outcome of any appeals process.

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 no later than the first four weeks of the following study period.
3. However, if CTI identifies that a student is at risk of making unsatisfactory course progress before the end of the study period, CTI 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, CTI will notify the student of its intention to report the student to DoHA for unsatisfactory progress. CTI does this through the written notice.
5. A student is identified as not making satisfactory course progress if their attendance drops below 75% and/or they are not assessed as not yet competent in at least half the units studied each study period.
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 CTI's complaints and appeals process under Standard 8 and that the student has 20 working days in which to do so. A student may appeal on the following grounds:
    a) CTI's failure to record or calculate a student's marks accurately,
    b) compassionate or compelling circumstances, or
    c) CTI has not implemented its intervention strategy and other policies according to its documented 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.
    a) 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), CTI does not report the student, and there is no requirement for intervention.
    b) If the appeals process shows that the student has not made satisfactory progress, but 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 the provider does not report the student.
8. Where:
    a) the student has chosen not to access the complaints and appeals processes within the 20-working day period,
    b) the student withdraws from the process, or
    c) the process is completed and results in a decision supporting CTI (i.e. the student's appeal was unsuccessful) then CTI will notify DoHA through PRISMS as soon as practicable of the student not achieving satisfactory course progress.

Procedures for monitoring Academic Progress & managing student Intervention

- Students will have to maintain a **50% pass rate** throughout each study period.
- **The student pass rate / competency will be demonstrated at the end of every study period, once the trainers have submitted the results of the study period to the administration department.**
- **The Director - Academic & Student Services & Office Administration will review all students results and identify and contact students via letter / phone / email who have been marked Not Yet Competent in more than 50% of units (NYC) to make an appointment to discuss their academic progress.**
- However, if CTI identifies that a student is at risk of making unsatisfactory course progress before the end of the study period, the Director - Academic & Student Services will implement CTI's intervention strategy as early as practicable.
- The Director - Academic & Student Services (SSM) will invite the student to a personal interview / counselling 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. The SSM will make recommendations / propose solutions to the students to improve their performance.
- The SSM will make notes of the meeting in the student management system (RTO Manager) for future reference and complete the "Student Intervention" form.
- Students failing to maintain the minimum course progress standard will be issued with **warning letter -1.** The student will be initially given an opportunity to discuss their reasons / problems with the SSM for their failure to achieve the minimum academic progress. This letter provides an opportunity to the student to

discuss his/her situation with the SSM. The SSM will counsel the student and seek clarity on the issues and address any of their concerns. If, however there is no further progress, a **second warning** with an intervention strategy is deemed necessary, the SSM will progress the case to the Principal Executive Officer (PEO) who will discusses the issues revolving around student's failure to meet minimum academic progress requirements. The PEO also informs the student that he/she will run a risk of his/her enrolment being cancelled and being reported to DoHA via PRISMS.

- The 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 the SSM considers the needs of professional counselling or support services for the student are not offered by CTI, then CTI will seek or recommend professional counselling agency to the student.
- The PEO will execute measures to rectify the issues to the best of his/her ability and monitor the student's progress in the following study period. This will be recorded in "Student Intervention Form", which will be completed by the PEO & SSM during the meeting and signed by the student.
- However, if the student continues to under achieve in a second consecutive study period and is deemed **Not Yet Competent**, despite attempts by the institution to assist him/her in his/her learning, following confirmation of assessment results, the Principal Executive Officer will issue the student an "Intent to report to DoHA" letter via email, post or personal contact. This letter will state that the student's pass rate is lower than 50% in the current study period and he/she does not meet the minimum requirement as prescribed by DOE-CRICOS course progress policy.
- Students will have the opportunity to access CTI's complaints and appeal process within the next 20 working days of the "**Intent to report to DoHA**" letter being issued to explain the reason why this decision should not be imposed by CTI.
- If the student does not appeal within 20 working days of the "warning letter" issue date, he / she will be reported to DoHA via PRISMS. The PEO will sign off the enrolment cancellation decision.

26. ASSESSMENT POLICY

This policy applies to all assessment activities undertaken by CTI across all nationally recognised training products on its scope of registration, including qualifications, skill sets, units of competency, and accredited courses.

It governs:

- the design, development, and validation of assessment tools and processes;
- the conduct of formative and summative assessment;
- recognition of prior learning (RPL) and credit transfer (CT) processes;
- the roles and responsibilities of assessors and relevant staff; and
- the facilities, resources, and equipment required to support effective and compliant assessment.

This policy applies to all trainers and assessors, compliance and academic staff, contractors, and third parties engaged in the delivery or assessment of training products on behalf of CTI. It also informs the rights and responsibilities of students undertaking assessment, RPL, or credit transfer with the organisation.
This policy applies to all CTI staff and contractors involved in the design, delivery, coordination, and oversight of assessment, as well as third parties delivering assessment on behalf of the organisation. It also informs the expectations of students participating in assessment activities with CTI.

Canterbury Technical Institute is committed to delivering and assessing training in a manner that is academically rigorous, compliant with national standards, and reflective of current industry expectations. The organisation maintains a robust, student-centred assessment system that is fit-for-purpose, supports accurate and consistent competency judgements, and upholds the integrity of nationally recognised qualifications and skill sets on its scope of registration.

All assessments are developed and conducted in accordance with the requirements of the relevant training package or accredited course, and are underpinned by the Principles of Assessment:

- Fairness;
- Flexibility;
- Validity;
- Reliability.

Assessment decisions are informed by the Rules of Evidence, ensuring that all evidence collected is:

- Valid;
- Sufficient;
- Authentic;
- Current.

To maintain quality and compliance:

- All assessment tools undergo a pre-use review to ensure they are aligned with unit requirements and reflect the principles of assessment and rules of evidence;
- A risk-based validation schedule is maintained, ensuring that each training product is validated at least once every five years, or more frequently in response to risk, change, or stakeholder feedback;
- Independent validation is conducted where required, particularly for qualifications from the training and education training package, in accordance with the credential policy;
- All assessments are conducted by individuals who meet the vocational competency, industry currency, and credentialing requirements specified in the outcome standards, credential policy and CTI VET Workforce Policy.

CTI offers equitable access to assessment opportunities for all enrolled students and promotes the use of flexible assessment approaches that recognise individual learner needs and support the achievement of personal, academic, and vocational goals.

Students are supported through clear and transparent processes to access Recognition of Prior Learning (RPL) and Credit Transfer (CT). These processes are conducted with the same rigour and integrity as standard assessment, and decisions are documented to ensure consistency and protect the integrity of the training product.

To support assessment delivery, CTI ensures that all facilities, resources, and equipment:

- Are fit-for-purpose, safe, and accessible to all students;
- Align with current industry standards to ensure authentic, relevant assessment experiences; and

- Are reviewed regularly to confirm ongoing suitability for the training product and student cohort.

Where training and assessment are conducted in workplace or community-based environments, or where third parties are involved in delivery, oversight arrangements are in place to monitor safety, quality, and access.

Documented risk management strategies ensure that students can safely and effectively participate in learning and assessment within those contexts.

This policy affirms CTI's responsibility to maintain a quality-assured, industry-aligned, and academically sound assessment system that reflects the intent of the training product, supports valid and consistent competency outcomes, and contributes to the development of skilled, confident graduates.

UNDERPINNING PRINCIPLES

Competency-based assessment is a system for collecting evidence of a student or candidate's performance against predetermined competency standards. The focus is on what the individual can demonstrate (the outcome), rather than comparing their achievement to that of others. There is no concept of pass or fail or grading system, only competent (C) or not yet competent (NYC). The training is focused and allows for greater participation of the student or candidate in the assessment process.

THREE LEVELS OF ASSESSMENT

Various levels of assessment are utilised, including:

Diagnostic (Pre-assessment)

- Identifies a student's existing knowledge, skills, and abilities prior to training. It provides baseline information that may help diagnose skill gaps or training needs. This may occur prior to or during enrolment utilising the Pre-Training Review and LLN&D Assessment.

Formative assessment

- Supports the learning process having students undertake informal assessment and practice tasks that prepare them for formal assessment. Formative assessment is generally not marked or assessed by the Assessor and used as a self-assessment during the learning and training component of a course.

Summative assessment

- Summative assessment confirms that competency requirements have been met, using assessment tools and tasks developed by CTI. It is marked and assessed by a qualified Assessor and forms the basis for the final assessment judgment for the course.
  Where assessment is conducted open book, modes may include:
  - On-the-job
  - As part of training
  - Off-the-job (simulated environment)
  - Completion and submission of assignments / work projects
  - Recognition of Prior Learning (RPL)

CTI will outline the assessment methods used within the Training and Assessment Strategy developed for each course offering.
Evidence gathering methods commonly used by CTI include, but are not limited to:

- Projects
- Written assignments
- Workplace assignments
- Workplace performance
- Documentation
- Demonstration
- Questioning
- Role play
- Simulation
- Oral presentations
- Written tests
- Portfolio
- Third-party reports

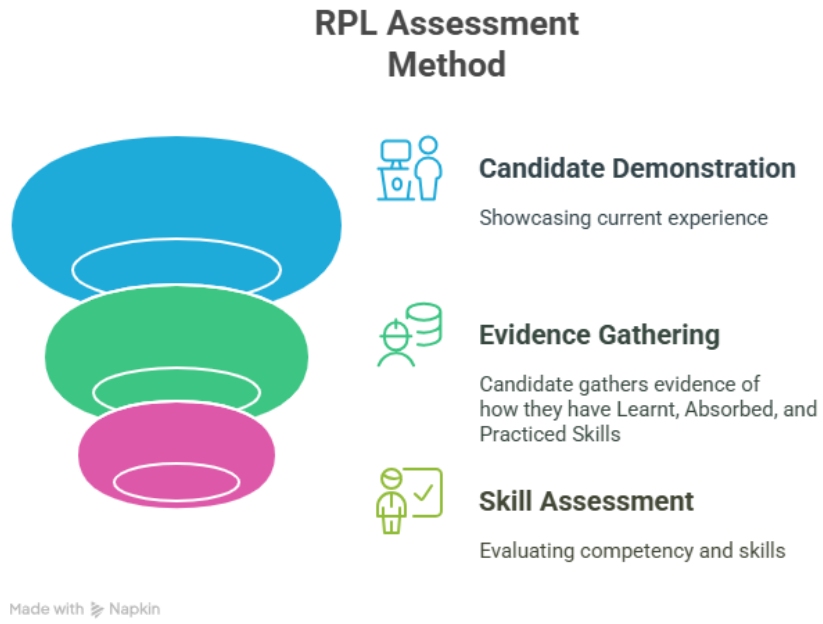
Each assessment piece will include clear instructions and outline:

- Mode of assessment
- Student and assessor expectations and requirements
- Conditions surrounding the assessment
- Benchmark responses (contained within the assessor guide only)

Assessment is carried out in accordance with the requirements of the relevant Training Package; using a consistent, structured process that ensures that learning has taken place prior to undertaking assessment and that students have acquired the knowledge and skills required to demonstrate competency.

The training and assessment process follows: Train, absorb, practice and assess.





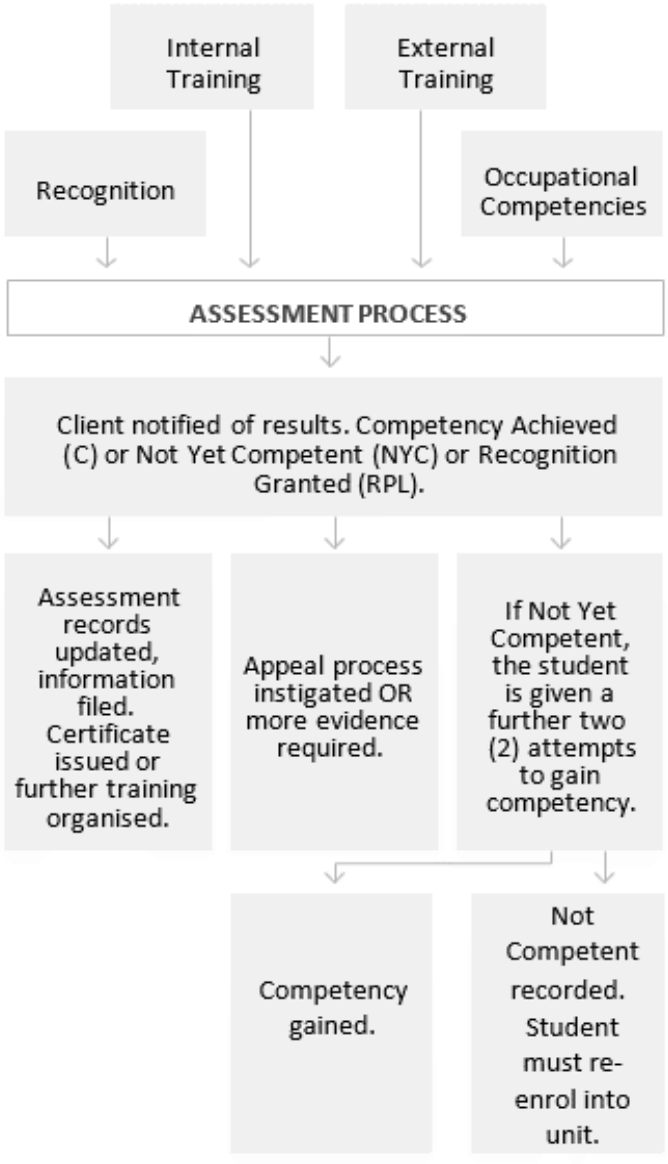
Feedback is provided to students and includes the assessment outcome and guidance for further learning and assessment (as appropriate).

ASSESSMENT SYSTEM – FIT FOR PURPOSE

The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of student competency. CTI ensures that assessments are fit-for-purpose and consistent with the training product:

- Assessment tools are mapped to the unit or module requirements.
- All assessment tools are reviewed prior to use by qualified assessors and/or subject matter experts and as outlined within the validation policy.
- Feedback from students, industry, and assessors is incorporated into tool reviews.
- The outcome of each review is documented and used to revise and improve tools where needed.
- Tools may be contextualised, but not compromised, to suit delivery modes and student and candidate cohorts.

THE ASSESSMENT MODEL



EXTENUATING CONSIDERATIONS

Students who experience unforeseen or extenuating circumstances or have additional needs that affect their performance in an assessment may be eligible to apply for reasonable adjustments and the development of an individual support plan to assist in the completion of the assessments.

Special consideration may apply to students who during training or assessment experience one of the following circumstances:

- serious illness or psychological conditions, for example, hospital admission, serious injury, severe anxiety or depression (requires doctor's certificate).
- bereavement.
- hardship/trauma for example, victim of crime, sudden unemployment.
- other exceptional circumstances (to be assessed on application).

Students wishing to apply for adjustments in the above circumstances may do so by discussing their circumstances with their trainer and assessor.

Approved applications for extenuating consideration may be subject to one of the following outcomes:

- extension of submission date (not beyond 6 months);
- deferred assessment;
- additional assessment;
- no action;
- withdrawal from course without penalty;
- resubmit/reassessment; or
- opportunity to recommence course, dependent on availability on another date.

If the student needs to either temporarily or permanently cease all training and assessment see Deferring, Transferring and Discontinuing Policy

REASONABLE ADJUSTMENTS TO ASSESSMENT

All students and candidates have the right to apply for and receive adjustment to assessment activities to accommodate individual/special needs.

Adjustments to assessment cannot compromise the integrity of the unit of competency including:

- A reduction of, or not assessing all, required Elements, Performance Criteria, Performance Evidence, Knowledge or Foundation Skills of the unit of competency.

Adjustments to assessment will not provide an unfair advantage/ disadvantage to students.

ASSESSMENT SUBMISSION

All assessments submitted must include a completed assessment cover sheet for student identification, disclaimer, declaration and evidence of submission purposes.

Students are allowed three (3) attempts at assessment; the trainer will provide feedback and guidance if not yet competent is the outcome. Fees may apply for a "Re-submit", at the discretion after the three attempts have been exhausted, for further details see 'Schedule of Fees'.

Assessment resubmission will only be allowed within a four (4) week period from the original result of assessment date, unless otherwise permitted.

Students will need to re-enrol or undertake further learning in the not yet competent units, and additional fees may apply.

PRINCIPLES OF ASSESSMENT
Assessments are conducted in accordance with the Principles of Assessment. An NVR registered training organisation (RTO) demonstrates:

PRINCIPLES OF ASSESSMENT	
Fairness	Assessments accommodate the needs of the VET student, including implementing reasonable adjustments where appropriate and enabling reassessment where necessary. CTI will ensure: • students are informed of the assessment process and performance expectations. • reasonable adjustments are made where appropriate. • students are given opportunities to be reassessed and to appeal assessment outcomes.
Flexibility	Assessment is appropriate to the context, training product and VET student, and assesses the VET student's skills and knowledge that are relevant to the training product, regardless of how or where the VET student has acquired those skills or that knowledge. CTI will ensure: • assessment considers the individual student's needs, learning styles, and existing knowledge. • a variety of assessment methods are used to accommodate diverse learning contexts and student backgrounds.
Validity	Assessment includes practical application components that enable the VET student to demonstrate the relevant skills and knowledge in a practical setting. CTI will ensure: • assessments are aligned with the training product requirements. • knowledge and skills are demonstrated through practical application. • the full range of required skills and knowledge is assessed.
Reliability	Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of which assessor is conducting the assessment. CTI will ensure: • assessment outcomes are comparable across different assessors. • assessment tools contain clear criteria to support consistent judgments.

RULES OF EVIDENCE	
An NVR RTO demonstrates compliance with the Rules of Evidence. Assessment judgments are made using evidence that is:	
Validity	Assessment evidence is adequate, such that the assessor can be reasonably assured that the VET student possesses the skills and knowledge described in the training product. CTI will ensure: • directly aligned with the unit of competency's requirements.
Sufficiency	The quality, quantity and relevance of the assessment evidence enable the assessor to make an informed judgement of the VET student's competency in the skills and knowledge described in the training product. CTI will ensure: • a wide range and depth of evidence is collected and includes enough quality to support an informed decision about competence.

RULES OF EVIDENCE	
Authenticity	The assessor is assured that a VET student's assessment evidence is the original and genuine work of that VET student. CTI will ensure: • student or candidate identity and original work are confirmed, including against academic misconduct risks.
Currency	The assessment evidence presented to the assessor documents and demonstrates the VET student's current skills and knowledge. CTI will ensure: • evidence demonstrates that the student's or candidate's skills and knowledge are recent and reflect current capability.

ASSESSMENT RESOURCES
Assessment resources are developed in consultation with relevant stakeholders as outlined within our Stakeholder Engagement Policy.

Assessment tools are reviewed prior to use to ensure assessment can be conducted in a way that is consistent with the Principles of Assessment and Rules of Evidence set out under Standard 1.4 of the Outcome Standards.

Assessment tools are the resources used by assessors to identify and record the skills and knowledge students must demonstrate to be deemed competent in a unit/module.

Assessment tools are crucial for the accurate and consistent assessment of students against competency standards.

Assessment tools are required as evidence of assessment and must be retained as proof that a person was assessed as competent, for a minimum period of two (2) years in line with our Records Management Policy.

Assessment tools consist of:

- Instructions for students and candidates;
- Instructions for assessors;
- Assessment instruments;
- Assessment briefing;
- Assessment checklists; and
- Assessment outcome summary.
- Confirmation of necessary equipment, resources and conditions of the assessment

ASSESSMENT VALIDATION
CTI assessment and validation policies, processes, resources and outcomes are validated regularly and in line with CTI Validation Register.

ASSESSMENT MARKING
Assessments are assessed/marked in order of submission date. When marking assessments, assessors make comments and provide genuine feedback throughout the assessment.

Each individual assessment task is evaluated as either 'Satisfactory' or 'Not Yet Satisfactory'.

After all assessment tasks within a Unit of Competency have been completed and marked:
if any assessment task is marked 'not yet satisfactory', the overall outcome for the unit will be not yet satisfactory.
if all assessment tasks are marked 'satisfactory', the overall outcome for the unit will be competent.

Marking Guides are provided to give benchmark responses for questions and tasks.

Validity of responses must be checked to ensure that no verbatim responses from other students, internet sources or benchmarks have been used as outlined within the Academic Integrity Policy.

Students or candidates are notified of assessment outcomes within two (2) weeks of submission.

The assessment outcome will be recorded on the “final competency result” page for each unit/cluster.

ASSESSMENT DECISIONS AND OUTCOMES

After all assessment tasks within a Unit of Competency/Cluster have been completed and marked:

- If any assessment task is marked not yet satisfactory, the overall outcome for the unit will be not yet competent. The assessor will provide feedback to the student or candidate, offering guidance on areas deemed as 'not yet satisfactory.'
- If all assessment tasks are marked satisfactory, the overall outcome for the unit will be competent.

Assessment outcomes are recorded as one of the following:

- **Competent (C)** – Students and candidates are deemed ‘competent’ when they have consistently demonstrated their skills and knowledge to the standard required in the workplace, for a full unit/module.
- **Not Yet Competent (NYC)** – Students and candidates are deemed ‘Not Yet Competent’ when they are unable/have not demonstrated appropriate levels of competence in accordance with the minimum performance standards for a full unit/module.

Students and candidates assessed as ‘Not Yet Competent’ shall receive feedback and guidance from the assessor and may be required to undergo further training before reassessment. Students have three (3) attempts to gain competency.

ASSESSMENT JUDGEMENTS

Assessment Judgements can only be made ensuring the following has been met:

- Assessors hold appropriate vocational and assessment credential as outlined within the VET Workforce Policy.
- Assessment decisions are based on the evidence presented and judged consistently using clear benchmarks and instructions.
- All assessors are supported through moderation and professional development to ensure the integrity of assessment decisions.
- Assessment responses meet required benchmark responses or industry-appropriate responses.
- In instances where student or candidate responses are not reflective of benchmark responses but are industry appropriate, the assessor must provide commentary that justifies how this response is sufficient.

The programs offered by CTI incorporate competency-based assessments. The purpose of assessing competency is to confirm that you can perform to the standards expected in the workplace. Assessment is defined as the process of making judgments about whether competency has been achieved. You will be given the option of providing evidence that you meet the requirements of competency through Recognition of Skills and Experience or you can undertake training and assessment against the competency.

The assessor will advise prior to the commencement of training how the competency is to be assessed. Assessment will generally be progressive and involve more than one assessment item 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 or observation of activities.

Fulltime status of students

Students are not required to be enrolled full-time in their final semester, where the student has been required to repeat units. Students also can be classified as full-time student if they are enrolled in a single (final) unit in their final semester of their qualification.

Assessment Resit / Resubmissions

As a full-time student, you have 2 submissions, any resubmissions after submission 2 will incur a resit fee of $100 per unit. If a student is still deemed Not Yet Competent (NYC) after submission 4, then the student will have to re-enrol into the specific unit / cluster of unit and pay the pro-rata tuition fees.

Additional Cookery exam resit fee- $500 + cost of consumables for the exam.

A resit fee of $100 will apply to the following Hospitality Units:
SITHFAB005- Prepare and serve espresso coffee
SITHFAB004- Prepare and serve non-alcoholic beverages
SITXFSA001- Use hygienic practices for food safety

Resubmissions will only be granted if the trainer considers that you have made a genuine attempt at the first submission.

Late Assessments

- If a student fails to make any submission or resubmissions by the scheduled date LATE FEE of $100 applies.
- Assessment items must be submitted to the assessor BY THE DUE DATE specified for a result to be recorded, unless an extension has been granted.
- Extensions will only be granted due to personal illness, or for other extenuating circumstances. Formal requests for extensions must be submitted to your teacher in writing 48 hours prior to the scheduled deadline.
- Length of extension is at the discretion of the teacher.
- A doctor's certificate must be produced to verify illness (or other documentary evidence, where applicable).

Assessment Items

- You are responsible for complying with the procedures for assessment item submission and collection.
- To avoid plagiarism, you must properly acknowledge all information sources and demonstrate use of sourced content through contextualisation.
- If you have submitted your assessment item by the due date, and it is assessed as requiring additional work you can request an opportunity to resubmit the item. Only one resubmit will be granted for each assessment item.

Student requiring any further details are welcome to discuss this with the Director - Academic & Student Services or the Principal Executive Officer.

Examinations

- You will be given at least two weeks' notice of examinations.
- If you are late for an examination more than 20 minutes, you may be refused entry.
- Unless approved by the supervisor prior to the examination, you will not bring into an examination any devices capable of conveying information about the examination such as: mobile phones, notebook computers, electronic organisers, electronic dictionaries, calculators, textbooks and program notes. Please ensure that mobile phones are turned off during the examination time.
- During an examination session you will not:
    - Communicate by word or otherwise with any person other than the supervisor
    - Assist any other person to communicate with another person
    - Willingly receive a communication from any person except with the approval of the examination supervisor.
- If in the opinion of the supervisor your behaviour is disturbing or distracting any other student, the supervisor may require you to leave the examination.
- If you consider that your performance in an examination has been adversely affected by illness, disability, bereavement or other exceptional circumstances you may apply for special consideration.
- Special examination arrangements can be considered for students with disabilities, temporary incapacity or students who have been hospitalised during the examination period. Students who cannot attend the scheduled examination due to hospitalisation should apply to the Director - Academic & Student Services for a deferred examination, supported by appropriate documentary evidence. Candidates with special needs are appropriately accommodated.

***NOTE**: Permission to re-sit an assessment will only be granted if the assessor considers that you have made a genuine attempt at the first assessment.*

Assessment Feedback

- You have the right to receive written feedback for an assessment item.
- It is your responsibility to contact the assessor to obtain the result of your assessment item and schedule feedback if you have not received results / feedback within two weeks of your assessment completion.
- You should contact your assessor in the first instance if you are dissatisfied with the result of an assessment item and the feedback given. If the assessor is unavailable, you should contact the student services department.

Alternative Assessment

If you consider you will be disadvantaged, due to a disability or unusual circumstance, you may request an alternative assessment.

These requests:

- Should be submitted directly to the assessor
- Will be verified with staff & academic team
- Shall be approved and documented by the assessor.

The Institute offers flexible assessment procedures tailored according to each individual needs and requirements. If a candidate for assessment has a special need (e.g., disability), he/she needs to inform the Institute/assessor in advance to ensure that the need will be met during assessment.

Deferred Assessment

- You can apply to the Director - Academic & Student Services in writing for a deferred assessment giving the reason 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 you 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.
- If the Director - Academic & Student Services is satisfied that you were unable because of illness or other exceptional circumstances to complete an assessment task, they may allow a deferred assessment.

Results & Awards - Final Results

Your final results will be issued to you on the completion of study for a competency or 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. It will list the code and name of the competency and the result you achieved. Students are requested to apply for this before leaving.

Interim academic transcripts

You can apply to receive an Interim Transcript (charges apply) anytime during your course. It will list the code and name of the competency and the result you achieved. Interim transcript cannot be used as a proof of academic achievement.

Issuing of Awards

A “Completion Certificate” & Transcript of Units completed is issued upon successful completion of your course. Your award will be issued within 21 days of the institute becoming aware that you are eligible to receive the award.

Note: A student cannot receive a certificate, transcript or statement of attainment without a USI verified by CTI. Unless an exemption applies (see USI policy for more).

Awards are issued to students who complete the necessary requirements. However, if a financial debt is owed to the institute at the time, your award will be withheld until the debt is cleared.

Replacement awards can be obtained to:

- recognise a name change
- replace a damaged award or
- replace a lost award

NOTE: *Additional copies of awards cannot be issued, that is, you can't have more than one copy of an award at any given time.*

You must officially apply for replacement award(s) from the Institute. You must include the original award with your application or a witnessed Statutory Declaration, declaring the circumstances if the original has been lost or destroyed. You will need to include a certified copy of evidence of name change if necessary.

27. PLACEMENT POLICY

This policy applies to:

1. students who are required to undertake a work-based learning and assessment as a mandatory requirement of the course;
2. placement providers; and
3. trainers and assessors, the organisation, institution, or entity that is responsible for delivering the educational and skill-building components of the placement experience.

Canterbury Technical Institute is committed to providing students with access to quality, industry-relevant practical placement experiences that support the development and demonstration of the required competencies for their chosen qualification.

This policy ensures that all placement arrangements are consistent, compliant, and support both student learning and industry expectations. Placement is delivered in alignment with the relevant training package requirements and where applicable, forms an integral component of the course delivery and assessment strategy.

Students may find a suitable workplace more convenient to them that is willing to take them on as a placement for the required prescribed hours and range of work. During placement, students are required to learn and train in different areas of the required work under the supervision of a placement supervisor. Students will be supplied with a logbook of all the tasks that are required to be undertaken practically. Student's placement hours will be witnessed and signed off by an approved placement supervisor.

If a candidate cannot arrange or organise work experience relevant to the unit of competency, Canterbury Technical Institute Pty Ltd will do all that they can to assist with a placement (shifts) for the purpose of completing an outcome. Whilst Canterbury Technical Institute Pty Ltd does not guarantee such arrangements, every endeavour will be made through their extensive list of industry contacts and stakeholders, to enable a candidate to access suitable arrangements to complete their studies.

Standard 1.8(2)(c) of the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards)*:*

"An NVR registered training organisation demonstrates: it has documented strategies and procedures in place to identify and manage risks associated with VET students using facilities, resources and equipment when undertaking work-integrated learning, work placements, or other community-based learning as part of their training."

As students enter an operating workplace, being the placement provider, the following areas of law, and their relevant legislation become active considerations:

- *Safety - Work Health and Safety Act 2011 ('WHS Act')*
- *Equal Rights – Anti-Discrimination 1991, Disability Discrimination Act 1992, Racial Discrimination Act 1975, Sex Discrimination Act 1984*
- *Experience vs Employment - Fair Work Act 2009*
- *Information – Privacy Act 1988*

Dependant on the qualification under which the student is enrolled, they may be required to obtain pre-screening checks, that may include:

- a Working with Children Check or pre-screen equivalent relevant to their state; or
- a National Police Check.

Students will be informed of this requirement prior to enrolment and must have the necessary clearances or checks prior to commencing placement. Where a student has not met the legal requirements and industry standards in order to participate in a placement, they must advise Canterbury Technical Institute of this.

RISK IDENTIFICATION AND MANAGEMENT

Canterbury Technical Institute Pty Ltd is committed to ensuring that all students undertaking work-integrated learning, vocational placements, or community-based training do so in a safe, supportive, and legally compliant environment. To uphold this commitment and in accordance with its obligations under the Outcome Standards and relevant

workplace health and safety legislation, prior to the commencement of any student placement, Canterbury Technical Institute Pty Ltd will:

- conduct a site-specific risk analysis and the Site Checklist, verifying that the facilities, equipment, and supervision arrangements are appropriate to the training product and meet WHS requirements.
- confirm that the workplace setting has appropriate resources, access to confidential information handling protocols, and any necessary safety measures in place to support student learning and wellbeing.
- confirm placement supervisor requirements have been met.

PLACEMENT DISPUTE RESOLUTION PROCESS

In the event of a dispute or serious breach of agreement, the following process will be followed to ensure a fair and transparent resolution:

- the parties agree that the Placement Agreement may be suspended by the placement provider or by Canterbury Technical Institute if either reasonably believes that a serious breach of the placement agreement has occurred.
- in the event of a suspension, the party initiating the suspension must conduct an independent investigation of the alleged breach.
- upon conclusion of the investigation and receipt of the findings of the investigation, the party who has initiated the suspension may determine whether the Placement Agreement should be terminated or whether it should continue.
- the placement provider, the student and a representative of Canterbury Technical Institute Pty Ltd will meet and use their best endeavours to resolve any dispute that arises out of, or in connection with, the placement.

MONITORING

To ensure the quality, safety, and compliance of the placement experience, Canterbury Technical Institute Pty Ltd will undertake the following monitoring and support activities throughout the placement period:

- maintain regular contact with both the student and the placement provider during placement.
- conduct at least one visit or check-in (virtual or physical) to verify student progress, assess site compliance, and review supervision arrangements.
- review the continued suitability of the placement supervisor by confirming they are fulfilling their role in line with the agreed responsibilities, maintaining appropriate supervision standards, and providing learning opportunities aligned with unit outcomes. where concerns arise, a reassessment of the supervisor's suitability will be conducted, and corrective action may be taken, including the nomination and approval of a replacement placement supervisor.
- in the event the approved placement supervisor leaves the organisation; or is no longer able to supervise the student, the placement provider must notify Canterbury Technical Institute Pty Ltd immediately. A new supervisor must be nominated, and the Placement Supervisor Profile process must be repeated to confirm suitability before the student can continue or resume placement.
- collaborate with the placement provider to address any identified risks, incidents, or concerns.

VARIATION /CANCELLATION

The terms and conditions of the Placement Agreement form an agreed minimum standard and cannot be varied. Any additional requirements must be agreed to in writing by the Canterbury Technical Institute Pty Ltd, the placement provider and the student and attached as a separate document.

The Placement Agreement may be terminated at any time by the Canterbury Technical Institute Pty Ltd, the placement provider or the student by giving 7 days' notice in writing to each of the other parties as long as every effort has been made to minimise any resulting disadvantage to the student: and may be terminated by the placement provider or Canterbury Technical Institute Pty Ltd summarily at any time with immediate effect if any party fails, omits or neglects to comply with the placement provider's policies and procedures; or if the student is guilty of misconduct in connection with the performance of the duties under the placement.

RECORD MANAGEMENT

Maintaining and storing records:

- evidence for the approval/agreement of placement must be documented and retained in the student's file.
- evidence for the relevant screen checks must be documented and retained in the student's file.
- Canterbury Technical Institute Pty Ltd will retain evidence for providing the placement provider with a copy of the signed and dated approval/agreement of placement between the organisation, the student, and Canterbury Technical Institute Pty Ltd for their records on or prior to the student's first day of placement.
- if the student changes placement location or organisation, a new approval / agreement of placement with updated details, signatures and dates must be documented and retained on the student's file.
- if significant time lapses between the original approval / agreement of placement due to the student deferring or cancelling enrolment, a new approval / agreement of placement should be conducted, signed, dated and retained on the student file.
- all relevant documentation and evidence required for placement, such as a police check or equivalent, must be stored in the student's file as Canterbury Technical Institute Pty Ltd's recording keeping policy requirements.

PLACEMENT SUPERVISOR REQUIREMENTS

To uphold the quality and integrity of vocational placements, Canterbury Technical Institute Pty Ltd requires that all students are supervised by placement personnel who have the appropriate by wither holding sufficient relevant experience and/ or qualifications to support the successful achievement of the units of competency aligned to the student's course.

Placement supervisors play a vital role in facilitating a student's learning and must have the current or recent industry skills and knowledge relevant to the training product the student is undertaking. This ensures that supervision is informed, practical, and aligned with contemporary workplace standards and practices.

To be approved as a placement supervisor, individuals must:

- possess a minimum of three (3) years industry experience that is current or has been held recently, directly relevant to the specific units of competency being undertaken by the student; and/ or;
- hold the equivalent or higher qualification in which the student is undertaking their training; and
- be capable of providing structured guidance, supervision, and support throughout the placement period; and
- be willing and able to provide feedback and/or third-party verification of the student's performance, where required.

Placement supervisors are expected to:

- provide meaningful opportunities for students to observe, practise, and develop relevant skills and knowledge;
- support and monitor the student's progress throughout their placement;
- collaborate with the RTO assessor to ensure alignment between workplace tasks and the required unit outcomes; and
- complete any placement documentation, including placement supervisor feedback forms or third-party reports, as applicable.

To confirm suitability, placement supervisors are required to complete the Placement Supervisor Profile, which documents their qualifications, experience, and capacity to meet the above expectations. The information provided in the Placement Supervisor Profile enables Canterbury Technical Institute Pty Ltd to verify that supervision arrangements meet both training package requirements and regulatory obligations.

By ensuring supervisors meet these requirements and can demonstrate their capability to support students, Canterbury Technical Institute Pty Ltd maintains its commitment to providing students with authentic, industry-aligned learning experiences that contribute to their competency development and qualification outcomes.

28. ACADEMIC INTEGRITY POLICY

The purpose of this policy is to safeguard the credibility of qualifications issued and maintain the academic integrity of the learning and assessment process, by establishing Canterbury Technical Institute Pty Ltd's position on academic misconduct, including plagiarism, collusion, cheating, and the unauthorised or undisclosed use of artificial intelligence (AI) tools. It also provides assessors with guidance on evidence requirements and reinforces the shared responsibility of students, trainers, assessors, workplace supervisors, employers, or others who are engaged in any form of educational training and assessment activity, in maintaining academic and assessment standards.

This policy applies to all staff, students, trainers, assessors, and third-party providers involved in the delivery, participation, or administration of nationally recognised training and assessment within Canterbury Technical Institute Pty Ltd.

It governs:

- the expectations for ethical behaviour in all learning, teaching, and assessment activities;
- the identification, prevention, and management of academic misconduct, including plagiarism, collusion, cheating, falsification of evidence, and the unauthorised use of artificial intelligence AI tools;
- the roles and responsibilities of staff and students in upholding academic integrity;
- the reporting, investigation, and resolution of suspected breaches of academic integrity; and
- the promotion of a culture of honesty, fairness, and accountability across all educational and assessment practices.

This policy supports the integrity and credibility of qualifications issued by Canterbury Technical Institute Pty Ltd and forms part of the organisation's broader commitment to quality and compliance under the Outcome Standards.

As outlined in the National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) (referred to herein as the Outcome Standards), which highlights the critical role of integrity in training and assessment practices, Canterbury Technical Institute Pty Ltd implements an assessment system that ensures that assessment (including recognition of prior learning):

- complies with the assessment requirements of the relevant training package or VET-accredited course; and
- is conducted in accordance with the Principles of Assessment and the Rules of Evidence.

Standard 1.4 of the Outcome Standards requires that the assessment system ensures assessment is conducted in a manner that is fair, appropriate, and supports accurate assessment judgements of a student's competency. Assessors must make individual assessment judgements that are justified based on the Rules of Evidence, which require that assessment evidence is:

- Validity – the evidence demonstrates the skills and knowledge described in the training product;
- Sufficiency – there is enough quality and quantity of evidence to support a well-informed decision about competency;
- Authenticity – the assessor is assured that the assessment evidence is the original and genuine work of the VET student; and
- Currency – the evidence reflects the student's present-day skills and knowledge.

The implementation of "Authenticity" is interpreted by Canterbury Technical Institute as:

- validating that the evidence gathered is the student's own work (e.g. has not been plagiarised or generated with artificial intelligence (AI) tools) and provides evidence of that person's skills and knowledge. For example, group assessments may not provide authentic evidence for each student involved in the group assessment.
- verifying that the student being enrolled, trained and assessed is the same person who will be issued with a qualification or statement of attainment. This can be particularly challenging when delivering distance training, including through online methods, where there are more opportunities for students to

submit the work of others than there are in a ‘traditional’ classroom setting. this does not remove the organisational responsibility to verify the identity of a student enrolled in a face-to-face course; however, it is notably simpler to do so through direct interaction with the student. Regardless of the delivery method, Canterbury Technical Institute Pty Ltd is able to demonstrate how it verifies the identity of the student.

- where portions of the evidence submitted are gathered through independent study (e.g., assignments or projects) rather than through direct observation, Canterbury Technical Institute Pty Ltd completes verifications, including using online systems *(e.g. Turnitin insert platform utilised)* to check work submissions for plagiarism and identical content in other submissions.

Canterbury Technical Institute is committed to creating a culture of academic integrity by:

- cultivating an environment where honesty, integrity, and ethical behaviour are celebrated and valued.
- setting clear expectations through policies, procedures, communication, and leading by example.
- providing proper guidance to avoid unintentional plagiarism and clarifying any doubts students might have.
- acknowledging the importance of professional development and support for staff to identify signs of cheating, promoting fair assessment practices, and effectively addressing cases of academic misconduct.
- encouraging regular open discussions about academic ethics and integrity to reinforce their importance.
- applying diverse assessment methods, such as open questioning, role play, projects, workplace supervisor verification, practical observation and demonstration, to reduce the likelihood of students and assessors relying on dishonest practices.
- consistently applying disciplinary actions outlined in this Academic Integrity (and other relevant) Policy when cases of misconduct are confirmed.
- investigating thoroughly, following established procedures, and ensuring a fair and unbiased process for all parties involved when misconduct is identified or reported.
- providing timely and constructive feedback that helps students improve their work and understand areas where they might have inadvertently or directly deviated from academic integrity.
- where approved and applicable, providing clear guidance to students on whether AI or AI-assisted tools can be used, and if so, under what conditions. For example, citing AI-generated information where it has been used to assist the student, or adding the use of AI to the assessment instructions.
- training staff to recognise indicators of AI misuse and distinguish between legitimate learning support and misconduct.
- acknowledging that the increasing sophistication of AI might mean that some assessment tasks are redesigned to ensure students cannot substitute student work with material produced by AI. Canterbury Technical Institute Pty Ltd makes every effort to uphold the integrity of the unit of competency/qualification, where assessments are redeveloped or redesigned.

Procedures for monitoring the above practices include:

- random auditing of assessments using AI detection tools.
- checking for the use of AI at the moderation stage of student assessments.
- mandatory student declarations confirming the originality of submitted work, including disclosure of AI assistance.
- assessors to validate assessments through oral questioning or practical tasks where there is reason to suspect AI use or other misconduct.
- redeveloping or redesigning assessments to reduce the opportunities for unauthorised AI use. for example:
    - in high-risk units of competency or qualifications, students are required to verbally defend or present their work to peers or an assessor, verifying the authenticity of work and their

understanding. after submitting a written piece of assessment, the student completes a brief oral presentation outlining key findings and answering questions.

Assessments may include structured submission milestones to support progressive learning and academic integrity. These may consist of:

- *submission of draft proposals, with opportunities for peer or trainer feedback*
- *inclusion of annotated bibliographies to demonstrate research and source analysis*
- *final submissions incorporating feedback and revisions*

This staged process promotes learner engagement and allows trainers to track the development of student work overtime, reducing the likelihood of AI-generated content being submitted at the final stage.

At a Certificate III level, students may source and cite websites and student materials. It is recommended that students quote or cite sources of information in their responses.

AI ACCEPTABILITY

To support transparency and uphold academic integrity, Canterbury Technical Institute Pty Ltd provides the following guidance regarding the use of AI and AI-assisted tools in learning and assessment contexts. Any use of AI must be explicitly authorised or acknowledged in accordance with the expectations set out below:

Use Case	Permitted	Conditions / Notes
Generating full or partial assessment responses using AI (e.g. ChatGPT)	Prohibited	Considered academic misconduct unless explicitly approved and cited.
Using AI to brainstorm or assist with research ideas	Permitted with citation	Students must acknowledge AI assistance within their submission (e.g. "This work was supported using [Tool] for research purposes").
Using AI tools to check grammar, spelling, or readability	Permitted	No citation required, provided content remains the student's original work.
Using AI-powered translation tools (e.g. Google Translate, DeepL)	Context-specific	Must be discussed with the Assessor. Students must demonstrate understanding of translated content.
AI-generated diagrams, visuals or charts	Permitted with citation	Permissible if used to illustrate student understanding and appropriately referenced.
Submitting AI-created content as original work	Prohibited	Considered plagiarism and a breach of this policy.
Referencing AI-generated content in assessments (e.g., quoting AI output)	Permitted with citation	Must clearly attribute the source (e.g., "ChatGPT, OpenAI, July 2025").
Use of AI in open-book exams or invigilated assessments	Context-specific	Subject to the conditions set by the Trainer/Assessor and assessment instructions.

Any uncertainty regarding the appropriate use of AI must be clarified with the assigned Trainer or Assessor *prior to submission*. Students who fail to disclose AI use when required, or who misuse AI tools to gain an unfair advantage, may be subject to disciplinary action under this Academic Integrity Policy.

BREACHES

WHAT CONSTITUTES A BREACH OF ACADEMIC INTEGRITY?

Breaches of academic integrity regarding courses of study include, but are not limited to:

- failure to correctly acknowledge/reference sources within submitted assessments.
- contracting or paying for another person to prepare or undertake an assignment.
- submitting (for assessment or review) work prepared by another person.
- offering or accepting bribes or gifts (e.g. money or sexual or other favours) for enrolment or other Canterbury Technical Institute Pty Ltd - related outcomes.
- fabrication or falsification of information or student identity.
- copying someone else's work, answers, or signatures and submitting them as the student's own, without proper attribution or authorisation.
- collaborating on an assignment or assessment when it is explicitly prohibited, resulting in work that does not reflect an individual's understanding or effort.
- using notes, textbooks, websites, or other materials that are not allowed during an assessment.
- presenting someone else's ideas, words, or work as the student's own without proper citation or acknowledgment.
- seeking help or assistance from others during assessment when it is expressly prohibited.
- impersonation by:
    - having someone else take an assessment or complete an assignment on the student's behalf, or by logging into another student's online educational platform, with or without their permission.
    - pretending to be another student by using their login credentials to access their accounts or systems.
- inventing or falsifying data, research findings, or sources to support the student's work.
- AI-specific breaches, including but not limited to:
    - use of AI tools without permission or citation
    - falsifying evidence using AI-generated outputs.

OTHER CONSIDERATIONS

- **Language Translation Tools** – where a student might use translation tools, either AI-supported or not, to convert the content of their assessment piece from one language to another, Canterbury Technical Institute Pty Ltd considers what the student claims to be the extent of their original work, and to what extent the student understands the translated content that has been submitted.

Any of these practices undermine the integrity of assessment of students' work and thus place the credentialing authority of Canterbury Technical Institute Pty Ltd at risk.

IDENTIFICATION

In alignment with Standard 4.1 (Governance) and Standard 4.3 (Risk Management) of the Outcome Standards, Canterbury Technical Institute maintains robust systems to actively manage integrity-related risks and ensure effective oversight and continuous improvement.

To uphold academic quality and mitigate risk, Canterbury Technical Institute implements structured processes to monitor and identify potential breaches of academic conduct. These processes form part of a broader continuous improvement framework aimed at detecting early indicators of actual or emerging systemic issues, enabling timely intervention and response.

These measures ensure the organisation maintains high standards of educational delivery, regulatory compliance, and public trust.

Formal identification processes will include:

- audits; random but regular internal and external audits.
- verification of qualifications and statements of attainment from other institutions.

- moderation of assessments aimed to bring assessment judgments into alignment.
- validation of the assessment process to ensure that the training package requirements are met.
- validation of assessment judgements to gain feedback for improving processes, outcomes, and assessor practices.
- monitoring online portals and timelines for inconsistent or suspicious misuse of individual logins.
- For online learning or assessment, students are required to use a webcam, microphone, and screen-sharing tools to support authenticity.
- trainer & assessor observation:
    - when reviewing written questions, assignments, and projects of student work, they may identify inconsistencies, irregularities, or suspicious similarities in students' work.
    - peer comparison: in cases where multiple students submit similar or identical work, the assessor may compare these submissions to determine if academic misconduct has occurred.

Informal identification may look like:

- other students, supervisors, employers, or team members reporting suspected cases of academic misconduct to Canterbury Technical Institute Pty Ltd.

REPORTING

If any of the previously mentioned breaches of academic misconduct are identified or suspected, they are to be treated as a serious matter and will be reviewed and acted on a case-by-case basis.

To report a concern, the following steps will be followed to ensure that a fair and unbiased approach is taken:

- review of Canterbury Technical Institute's Academic Integrity Policy, Code of Conduct and Assessment Policy to understand the reporting process, responsibilities, and potential outcomes.
- informing the appropriate individuals or departments.
- collection of all relevant evidence of the misconduct or any documentation that supports the claim.
- documenting a detailed account of the observed misconduct, including dates, times, locations, individuals involved, and a description of the offence.
- ensuring that the information is handled confidentially and with sensitivity, respecting the privacy of all parties involved.
- the Compliance and Reporting team initiates an investigation into the reported misconduct. This involves reviewing evidence, interviewing parties, and conducting a thorough analysis.
- if the investigation finds evidence of misconduct, the student accused of the misconduct is informed of the allegations and provided with an opportunity to respond.
- depending on the severity of the misconduct, resolution of the matter may occur through a meeting with the assessor or the employer/supervisor to reach a suitable determination that appropriately addresses the integrity findings and collective expectations (i.e. in cases where the student is an apprentice or trainee, and their employment is dependent on the progress of studying)
- after reviewing the evidence and hearing from all parties, a decision is made regarding the student's responsibility for the misconduct. Appropriate consequences, as outlined in the corresponding section of this policy, are determined.
- the student is informed of the outcome of the investigation, including any consequences that will be imposed as deemed appropriate to their conduct.

DISCIPLINARY ACTION

When cases of misconduct are identified or reported, Canterbury Technical Institute Pty Ltd conducts an investigation, and students will be assumed as innocent until the investigation has reached an outcome following the relevant procedures to ensure a fair and unbiased process for all relevant stakeholders.

Depending on severity and circumstances, penalties of academic misconduct may include one or more of the following (i.e. sanctions may not be excluded):

- completion and resubmission of a new assessment task;
- all relevant students receiving a “not yet satisfactory” result for the assessment piece;
- verbal or written warning; and/or
- suspension or expulsion from the course (this will impact students on study visas).

Student records will be noted with all investigated and proven incidents.

All incidents will be reviewed in a timely manner by Compliance and Reporting.

ONGOING MONITORING
Students or staff who have been found to engage in academic misconduct will be subject to intermittent monitoring to prevent future instances of dishonesty and ensure the integrity of the learning environment. The monitoring procedure varies depending on the determined severity of the misconduct.

Depending on severity and circumstances, monitoring of academic misconduct includes one or more of the following:

- helping the student understand the importance of honest academic practices and the consequences of future or ongoing misconduct.
- developing a monitoring plan for the student. This plan will outline specific expectations, goals, and actions the student needs to take to demonstrate improved conduct.
- implementing an intervention, such as a workshop or professional development session on academic integrity.
- scheduling check-in meetings with the student to monitor their progress and adherence to the monitoring plan and Academic Integrity Policy.
- if the student has demonstrated improved conduct, work on transitioning them off the monitoring plan with continued support.
- maintaining open communication with the student about their progress and any concerns that arise.
- periodically assessing the student's work to ensure that they are adhering to this Academic Integrity Policy and making progress.

Meaningful records are kept of all meetings, communication, progress, and outcomes related to the student's monitoring.

29. ATTENDANCE MONITORING POLICY

An accurate record of academic performance and attendance will be kept for each student.

A student is only allowed to defer commencement or suspend studies of a course on medical grounds (with a doctor's certificate) or other exceptional compassionate circumstances (such as death in the family). Where a student defers commencement or suspends studies on any other grounds without CTI's prior approval, CTI will report the student to DHA via PRISMS, as not complying with the visa conditions.

Attendance of all students at Canterbury Technical Institute (CTI) will be monitored monthly. Study periods are divided into terms. Please contact the institute for detailed breakdown on terms for all qualifications. As per DoHA regulations, overseas students are required to study with a minimum of 20 contact hours per week on a full-time basis. CTI classes are Mon, Tue & Wed or Wed, Thur & Fri. Student cannot choose class hours & days and will have to abide to CTI's time & training schedule. Please note that all programs are in full-time mode and cannot be undertaken part-time or via distance education.

The CTI roll is a legal document that records the attendance of students. As it is a legal document it is to be treated with care and must not leave the Canterbury Technical Institute Premises.

Procedures

1. All trainer/assessors will use the same standard roll document. These roll documents are legal documents and must not leave the CTI premises.
2. All trainer/assessors are provided with a class roll when the study period commences.
3. CTI trainer/assessors will check the attendance during each session, attendance will be taken at the beginning of each session.
4. The trainer/assessor will check and verify that the attendance roll filled is correct and accurate before submitting to MyCTI. Clarity and accuracy are important in marking attendances because the incorrect information can lead to student visa cancellations.
5. Following is the key, for an 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) L (Late) – If a student attends class more than 30 minutes after the commencement time
d) E (Excused) – If a student has been excused from class due to being sick (a medical certificate to be provided) emergency reasons or on compassionate grounds

6. The Director - Academic & Student Services is responsible for the checking, monitoring, reporting and collating data regarding attendance.
7. Trainer/assessors are required to notify the Administration Coordinator when a student fails to attend regularly.
8. Student Services Department will monitor attendance monthly.
9. Students will receive a friendly reminder if they are fall below 75% attendance for that month. Students will receive 2 friendly reminders that it is important to maintain satisfactory attendance. Once a student reaches 3 months with attendance below 75%, they will receive an official warning.
10. The Director - Academic & Student Services will discuss with regards to the students at risk of failure and visa cancellation with the Principal Executive Officer.
11. Students are advised to arrange their holidays during the semester breaks.
12. Medical Certificate from a registered medical practitioner is required from students who are absent for more than two days due to illness.
13. A receipt for medical or hospital fees cannot be accepted in lieu of a medical certificate. Letters of explanation for student absences other than illness should be provided to Student Services so that acceptable absences may be credited towards attendance.

CTI has adopted the DOE-CRICOS Course Progress Policy for VET overseas students. CTI has also adopted internal policy to monitor the attendance of each student.

Director - Academic & Student Services and the office administration staff will be responsible for entering and monitoring weekly student attendance.

The attendance of each student enrolled with CTI will be monitored as attendance is necessary for good course progress. DOE Course Progress Policy does not require the College to report unsatisfactory attendance under the conditions of the overseas student visa. However, as part of our academic support and monitoring, our internal policy is that all students must attend classes and we record attendance at every class.

Leave

The Director - Academic & Student Services in conjunction with the Principal Executive Officer may consider granting the student special leave for compassionate reasons if evidence is supplied for approval.

Illness

In cases of illness, students must provide certified documents (i.e. Medical Certificate) from a registered Medical Practitioner. The documents must state the reason for their absence and the dates they were deemed unfit for class. The documents must also clearly state the Medical Practitioner's contact details. Students must make a copy of these documents and write their student number on the copy before submitting it to their teacher for filing. The students must keep the original documentation in the event of an audit or appeal.

30. COMPLETION WITHIN EXPECTED DURATION

CTI's policy is to ensure that all students complete the qualification that they are enrolled in within the expected duration as specified on the student's COE. CTI will only consider extending a student's study if they fall under the conditions specified in Standard 9 of the National Code.

CTI will review each student's case based on the evidence and reasons submitted by the student if the student is either requesting a deferment or if he /she is not expected to complete the course within the expected duration. CTI will only amend / extend the duration of the COE only if the student has compassionate **or compelling circumstances**, which are beyond the control of the student and which have an impact upon the student's program progress or wellbeing. These could include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes;
- Bereavement of close family members such as parents or grandparents;
- Major political upheaval or natural disaster in the home country requiring emergency travel when this has impacted on the student's studies; or
- A traumatic experience which could include:
    - Involvement in, or witnessing of a serious accident;
    - Witnessing or being the victim of a serious crime.
    - When this has impacted on the student. (Note these cases should be supported by police or psychologists' reports)
- Where the registered provider was unable to offer a pre-requisite course/unit; or
- Inability to begin studying on the program commencement date due to delay in receiving a student visa.
- **Where there is a variation in the student's enrolment load, which may affect the student's expected duration of study in accordance with 9.2, CTI will record this variation and the reasons for it on the student file. CTI will correctly report the student via PRISMS and/or issue a new CoE when the student can only account for the variation/s by extending his or her expected duration of study**
- **CTI may allow the student to undertake no more than 25 per cent of the student's total course by distance and/or online learning. However, CTI will not enroll the student exclusively in distance or online learning units in any compulsory study period.**

***Note**: CTI does not consider family engagements & marriage to be a compassionate or compelling circumstance, which is beyond the control of a student. CTI recommends that students plan their family engagement / weddings during study period breaks. Students are encouraged to discuss their individual cases with the Director - Academic & Student Services (SSM) / Principal Executive Officer (PEO) before making any arrangements.*

- An intervention strategy has been implemented to assist the student to successfully complete the course of study
- An approved deferment or suspension has been granted under Standard 13.

Where a student is applying for an extension to the duration of the course as specified on the COE relevant documentation must be presented to the PEO or SSM for approval.

31. DEFERRING, TRANSFERRING AND DISCONTINUING POLICY

Canterbury Technical Institute Pty Ltd is committed to supporting students to complete their training and assessment successfully. However, we recognise that unforeseen personal, medical, financial or academic challenges may affect a student's ability to commence, continue, or complete their course. This policy ensures that students are provided with clear, consistent, and fair options to defer, suspend, or withdraw from training where necessary.

All deferral, suspension and withdrawal requests are assessed individually and confidentially, with the aim of ensuring the student's best interest is considered while maintaining the integrity and operational requirements of Canterbury Technical Institute Pty Ltd.

GROUNDS FOR DEFERRAL, SUSPENSION AND WITHDRAWAL

Student-initiated

- Serious medical illness or injury
- Bereavement of close family members, e.g. parents or grandparents
- Compassionate or compelling circumstances
- Transferring to a course with another education provider

RTO-initiated

- Inappropriate behaviour
- Extend from student handbook student obligations and responsibilities

Student-initiated deferral:

- Students must submit a Deferring, Transferring and Discontinuing Form before the course start date.
- Deferral may be granted for up to 12 months.
- Requests must include supporting documentation (e.g., medical certificates).
- A written outcome will be provided within 10 business days.

Student-initiated transfer:

- Students may request a transfer of studies due to compassionate or compelling circumstances.
- A Deferring, Transferring and Discontinuing Form must be submitted with evidence.
- Suspensions can be granted for a defined period up to 6 months.
- If further time is needed, a review will be conducted.
- Progression plans will be updated upon resumption.

Student-initiated withdrawal:

- Students must notify Canterbury Technical Institute Pty Ltd in writing via the Deferring, Transferring and Discontinuing Form
- Final fees or refunds will be processed in accordance with the Fees and Refunds Policy.
- Withdrawn students will receive a Statement of Attainment for any completed and fully assessed units.

RTO-initiated suspension or withdrawal:
Before initiating action:

- The student will be notified in writing of the proposed action.
- The student will have 10 business days to respond or appeal the decision.
- Appeals will be handled under the Feedback, Complaints and Appeals Policy.

Action:

Canterbury Technical Institute Pty Ltd reserves the right to suspend or withdraw a student in cases of:

- Academic misconduct;
- Breach of the Code of Conduct;
- Non-payment of fees;
- Disruption to other students or staff.

RECORDS MANAGEMENT

All decisions relating to deferral, suspension, or withdrawal must be:

- Documented in the student management system,
- Retained in the student file, and
- Reported to relevant funding or regulatory bodies as required.

STUDENT SUPPORT AND ADVICE

Students will be:

- Provided with guidance on options and consequences,
- Referred to internal or external support services if needed, and
- Given clear timelines and outcomes throughout the process.

32. LEAVE APPLICATION / COURSE CANCELLATION / COURSE SUSPENSION / COURSE DERFERMENT

CTI will consider “approved leave” / course deferment / cancellation conditional to the student’s circumstances at the time when students makes the request. CTI will consider approving leave / deferment / course cancellation to student on compassionate and medical grounds. In case of any other situation or requirement, the Director - Academic & Student Services will evaluate the situation on a case by case basis and make the decision of approving / denying students request for leave / deferment / cancellation.

Leave of Absence

CTI expects its students to plan their course of study without any interruption based on the study period dates and break periods. However, CTI does understand where this is not possible CTI makes reasonable provision for students who cannot do so to temporarily suspend their studies

Student cannot request leave/s of absence until they have officially commenced their course of study. Request for leave should be made via a “Student Request” form and be submitted to the Director - Academic & Student Services.

CTI will consider all leave application based on DHA rules on the basis of compassionate or compelling circumstances. Students must realize that a request for Leave / Course Deferment / Cancellation will affect their student visa and / or the duration of their course of study. This information will be provided by the Principal Executive Officer through the orientation program and also when making the application for leave.

Students will normally be required by DHA to leave Australia for the period of the Leave of Absence where it exceeds 28 days. Students should be aware of their visa durations and must make appropriated arrangement to renew / extend their visa prior to leaving Australia.

Approved Leave of absence will not be considered as an “absence” and will not affect the student’s overall attendance percentage. The students’ needs to contact CTI and make arrangements prior to returning to CTI with regards to the course timetable and possibility of continuing their course from where they stopped. If a student fails to report to campus after the period of approved leave of absence, following efforts by CTI administration staff to contact the student, CTI will report the student to DHA via PRISMS as "student notified cessation of studies". CTI is not obliged to notify the student of the intent to report nor to allow 20 working days for an appeal.

Course Cancellation

Course cancellation may be initiated by either the student or CTI.

Student Cancellation

- Students wishing to cancel their enrolment must complete a “Student Request” form and submit to the Director - Academic & Student Services or Principal Executive Officer.
- Students wishing to cancel their enrolment prior to completing 6 months of study in their principle course must provide a letter of offer from an alternative provider. This is required under Standard 7 of the National Code and further information can be gained from CTI’s ‘Transfer between Providers Policy / Procedure’.
- All application documentation for the cancellation will be kept on the students file and DHA shall be notified via PRISMS of the decision to cancel the enrolment as a result of the student’s request.
- CTI will regard a student who fails to re-enroll in a study period as having abandoned their course and thereby deemed to have notified CTI of their cessation of studies. The student's cessation will be reported on PRISMS, which may result in their visa being cancelled.

Provider Cancellation / Suspension

CTI has the ability to suspend / cancel a student’s enrolment on the following grounds:

Misbehavior

This may include but is not limited to:

Acts of discrimination, sexual harassment and vilification or bullying, and/or acts of cheating or plagiarism. Such acts of misbehavior will be classified into one of two categories.

Academic Misconduct (refer to ***page 74***) & Behavioural Misconduct (refer to ***page 75***)

- CTI may cancel the enrolment of a student who does not pay fees when they are due.
- Should CTI initiate the suspension or cancellation of a student's enrolment, it will notify the student of its intention and allow the student 20 working days to access the complaints and appeals process, unless extenuating circumstances relating to the welfare of the student apply.

PLEASE REFER TO SECTION 14: CTI'S COMPLAINTS & APPEALS PROCEDURES

- If a student appeals a decision to suspend or cancel his or her studies CTI will not report the student on PRISMS until the internal appeal process is completed, unless extenuating circumstances apply. The student's enrolment will be maintained until the internal appeal process is completed.
- Extenuating circumstances may include medical concerns, severe depression or psychological issues, endangers or threatens to endanger other students, or is at risk of committing a criminal offense. Claims of extenuating circumstances need to be supported by evidence.
- CTI will report the students changed enrolment status on PRISMS once the internal process is complete, even if the student pursues an external appeal process.
- Director - Academic & Student Services (SSM) and / or the Principal Executive Officer (PEO) is responsible for ensuring students are reported on PRISMS when a decision is made to suspend or cancel their studies and for ensuring that all relevant correspondence and documentation is retained on the student's files.

Application procedure for Leave / course cancellation / course suspension / course deferment

A student's study duration will only be extended where it is clear that the course cannot be completed in the expected duration as specified on the COE:

- Student will make a written application requesting the PEO/ SSM for leave / deferment / cancellation.
- Student must attach all necessary evidence, while requesting for leave / deferment / cancellation. (*For example, medical certificates /death certificates in case of deferment due to death in the family. Airline ticket if student intends to cancel his course and return to country of origin*)
- The application will detail the following content:
    - Reason for leave / deferment (Medical / Compassionate / Bereavement / Parental / Family / Personal / Work related) or cancellation
    - Dates (start date & end date with date of return to the institution)
    - Details of what the study / course responsibilities are on the date(s) leave is requested for (*not applicable if applying for course cancellation*)
    - What arrangements the student would make to cover / catch up while absent (*not applicable if applying for course cancellation*)
- The written application will be reviewed by Director - Academic & Student Services and the student will be advised with the copy of the "leave / deferment / cancellation application" signed and authorised by PEO/SSM confirming on the top "Approved" or "Denied".
- An intervention strategy has been implemented to assist the student to successfully complete the course of study.
- **CTI will Inform the student that deferring, suspending or cancelling his or her enrolment may affect his or her student visa; and**
- An approved deferment or suspension has been granted under Standard 13
- A copy of the same will be retained in the student's personal file.
- **CTI will notify the Secretary of DOE via PRISMS as required under section 19(1) of the ESOS Act where the student's enrolment is deferred, temporarily suspended or cancelled.**

33. MANAGING TRANSITIONS POLICY

Canterbury Technical Institute Pty Ltd is committed to ensuring that all training and assessment services remain current, compliant, and aligned with industry standards. This policy outlines our approach to managing the transition of training products and accredited courses. Our goal is to provide students with access to the most current qualifications and learning experiences, while minimising disruption and maintaining the integrity of their educational journey.

We will proactively monitor changes to training packages and accredited courses, and implement timely transitions to new or updated products. This includes ensuring that students, staff, and stakeholders are informed and supported throughout the transition process. Our practices will reflect regulatory requirements, promote transparency, and uphold the quality of our training delivery.

POLICY PRINCIPLES

CTI is committed to providing quality training and assessment in accordance with the National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025 (referred to herein as the Compliance Requirements). As such, CTI is required to transition the scope of delivery and students to new Training products in a timely manner.

This policy provides guidance on managing the process of transition training products and accredited courses. Adherence to this policy will ensure that we are providing students with the most up to date training products that reflect the current industry trends and practices.

SCOPE

This policy applies to transitioning Vocational Education Training Packages/accredited courses offered by CTI. CTI ensures that it has effective and efficient practices in place:

- to monitor currency of training products;
- to maintain currency of its scope of registration;
- for the transition of training products
- for the transfer of students to upgraded Training Package qualifications and VET Accredited courses.

POLICY STATEMENT

CTI is committed to ensuring that all training and assessment services remain current, compliant, and aligned with industry standards. This policy outlines our approach to managing the transition of training products and accredited courses. Our goal is to provide students with access to the most current qualifications and learning experiences, while minimising disruption and maintaining the integrity of their educational journey.
We will proactively monitor changes to training packages and accredited courses, and implement timely transitions to new or updated products. This includes ensuring that students, staff, and stakeholders are informed and supported throughout the transition process. Our practices will reflect regulatory requirements, promote transparency, and uphold the quality of our training delivery.

POLICY PRINCIPLES

Industry Currency – Qualifications

- An AQF Qualification or VET Accredited course being superseded or discontinued is a clear indication that industry needs have changed to the extent that the previous qualification is no longer suitable.

Transitioning Students

The needs of students are best served by transitioning students into replacement qualifications as soon as possible:

- Where a training product on CTI's scope of registration is superseded:
  - no individuals are to be enrolled in the superseded training product from the period commencing one year from the date the replacement training product was included on the National Register - see *Compliance Requirement 14(1)(a)(i)*
  - all VET students enrolled in the superseded training product must have:

- completed the training product and been issued the relevant AQF certification documentation; or
- been transferred into the replacement training product in a timely manner see *Compliance Requirement 14(1)(a)(ii)*
- where an AQF qualification is no longer current and has not been superseded:
  - all VET students enrolled in the training and assessment leading to the qualification must have, within a period of two years from the date the qualification was removed or deleted from the National Register:
- completed the qualification - see Compliance Requirement 14(1)(b)(ii); and
- received all AQF certification documentation relating to the qualification - see *Compliance Requirement 14(1)(b)(ii)*
- where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded:
  - all VET students enrolled in the training and assessment have, within one year from the date the training and assessment is deleted from the National Register:
- completed the training and assessment - see *Compliance Requirement 14(1)(c)(i)*; and
- have received all AQF certification documentation relating to the training and assessment - see *Compliance Requirement 14(1)(c)(ii)*.
- No new enrolments or commencements will be allowed into any training product that has expired, been removed or deleted from the National Register – see *Compliance Requirement 14(2)*

Changes to Scope – Superseded training products

- If an Industry Jobs and Skills Council (JSC) deems that a replacement training product is equivalent to the superseded training product, CTI scope of registration will be automatically updated by the VET Regulator to include the replacement Training product.
- If the replacement training product is considered “not equivalent” to the superseded training product, CTI will need to (prior to transferring any student enrolments):
  - Apply for the replacement product to be added to scope of registration; and
  - Have the application approved.
- One (1) year from the date a training product was superseded, the VET Regulator will remove the superseded training product from CTI scope of registration. From this date CTI will not:
  - Enrol or train students in that training product; and /or
  - Issue a qualification or statement of attainment for that training product (except reprint/replacement documentation for previously issued certification).

Changes to Scope – Deleted or Removed Qualification

- From time to time, JSCs may determine that a qualification will be removed or deleted without being replaced by another qualification. There is therefore no replacement qualification into which students can be transferred.
  - CTI will determine, in consultation with the student, an alternative qualification to meet student needs.
- CTI will not allow a student to commence training or assessment into a training product that has been deleted or removed, from the date the training product is removed from the National Register.
- Two (2) years after a qualification has been removed or deleted from the National Register, the VET Regulator will remove the qualification from CTI scope of registration. From this date CTI will not:
  - Enrol or train students in that qualification; and/or
  - Issue a qualification for that training product (except reprint/replacement documentation for a previously issued qualification).

Changes to Scope – Deleted or Removed Skills Set, Unit of competency, Course or Module

- From time to time, ISCs may determine that skills set, unit of competency, course or module will be removed or deleted without being replaced. There is therefore no replacement into which students can be transferred.
  - CTI will determine, in consultation with the student, an alternative training product to meet student needs.
- CTI will not allow a student to commence training or assessment into a training product that has been deleted or removed from the date the training product is removed from the National Register.
- One (1) year after a skill set, unit or module has been removed or deleted from the National Register, the VET Regulator will remove the skill set, unit or module from CTI scope of registration. From this date CTI Will not:
  - Enrol or train students in that qualification; and/or

- Issue a Statement of Attainment for that training product (except reprint/replacement documentation for a previously issued Statement of Attainment).

Information to Prospective Students
CTI will ensure that prospective students are informed at enrolment that the relevant qualification has been superseded. Where we have not yet begun accepting enrolments into the new course, the student may choose to postpone their enrolment until this has occurred, or they may choose to seek enrolment with another provider.

CTI will ensure that all relevant marketing materials, website, SMS and student information will be updated with the new Training Product/short course information once it has been approved on CTI scope of registration.

Student Management
New enrolments will not be accepted in a transitioning training product if it is not feasible that the student would be able to complete the course before its expiry date.

Usually, new enrolments will not be accepted into qualifications from superseded Training Products if it is envisaged that the student would not be able to reasonably complete the qualification within twelve (12) months of the Training Product publication date. In cases where we have not yet added the new Training Product to scope and the course duration is longer than twelve (12) months, a student's enrolment will be transferred to the new Training Product qualification as soon as it is added to our Scope of Registration, with credit transfer or RPL offered for units completed from the superseded Training Product qualification.

Students enrolled in a superseded qualification at the time of a Training Product's publication on training.gov.au, will be monitored to ensure that they either complete their course within twelve (12) months or transfer their enrolment to a qualification from the new Training Product once it is listed on our Scope of Registration.

Students enrolled in a superseded qualification at the time of a Training Product's publication on training.gov.au, may be offered the opportunity to update their qualification to the equivalent qualification from the new Training Product, where it is practicable to do so and does not cause either the student or CTI financial or academic disadvantage.

For all qualifications and short courses that become superseded or expired, we will use the information within the Training Product or short course guidelines to develop mapping and transition tools that can be used by staff to easily advise students on the requirements of updating their enrolment to the new Training Product or course.

Where students are offered the opportunity to transfer into a new qualification or course, or where it is required of the student in order for us to meet the requirements of this policy, we will undertake measures to minimise the impact of transition on students.

Staff Management
We will undertake a skills and knowledge mapping process with all relevant trainers and assessors to ensure their current competencies, skills, and experience match the requirements of the new qualification and/or course from a new Training Product or short course.

Where gaps are identified, staff will be given the opportunity to attend professional development sessions and/or external courses to enable their delivery under the new Training Product and/or short course.

In addition, we will ensure that all relevant staff are fully informed with regard to the new Training Product or short course through internal and/or external workshops.

All relevant trainers and assessors will be required to participate in the validation of learning and assessment materials to ensure they meet the needs of the new Training Product or short course.

Existing Students
No student will be automatically transitioned into the new product. All students will be notified of the change to the training product and the options that are available. The student will have the right to continue in the existing training product if they wish but only until the end of the transition period. If they have not completed all training and assessment in the agreed period, they will be given the option of transitioning to the new product or withdrawing from the enrolment and receiving a statement of attainment.

The decision to transition existing students into the new product must take into consideration the following:

- Nature of the changes to the training product
- Status of the Student's progress towards completion of the existing training product
- Licensing or employment implications of the change
- Any disadvantage to either the student or us

We aim to evaluate all existing students within 30 business days of the release of the new training product.

Whilst each student will be evaluated individually for suitability for transition, the general guidelines are that students who have completed less than 25% of the training and assessment will be recommended for transition. Students who have completed more than 75% will be recommended for completion of the existing training product. All other students will be further evaluated.

Where a student may feel disadvantaged by the requirement to transition to the new training product and wishes to complete the existing product, we are required to apply to ASQA for approval to continue to deliver beyond the usual twelve-month period. If approved by ASQA, the superseded qualification can be delivered for up to 18 months after the endorsement date of the revised qualification (i.e. an additional 6 months of teaching out the course).

Recognition against the new product will be available for all students who have completed components of the superseded product.

New Enrolments

CTI will continue to enrol students in the superseded training product during our preparation for the implementation of the new training product but will inform the student prior to enrolment that the training product has been superseded. We will also provide the student with information about the implications of the changes, particularly with regard to licensing or employment outcomes. We will indicate the anticipated timeframe for implementation of the new training product. The student is entitled to request that their enrolment be postponed until the new qualification is available for training and assessment.

Record Management

All documentation from Enrolment and transition processes are maintained in accordance with the Records Management Policy. See Records Management Policy.

34. TRANSFER BETWEEN REGISTERED PROVIDERS

Transfer from CTI to another provider and vice-versa for International Students

Under Standard 7.1, CTI will not knowingly enroll a student wishing to transfer from another registered provider prior to the student completing 12 months of his or her principal course of study. The principal course is the highest qualification in a package of courses. Please note that the transfer restriction period was extended from 6 months to 12 months on 2 October 2026 and will revert to 6 months on 1 July 2027. The only exceptions to this are where:

a. the original registered provider has ceased to be registered or the course in which the student is enrolled has ceased to be registered;
b. the original registered provider has provided a release in PRISMS;
c. the original registered provider has had a sanction imposed on its registration by the Australian Government or state or territory government or ESOS agency that prevents the student from continuing his or her course with that provider, or
d. any government sponsor of the student considers the change to be in the student's best interest and has provided written support for that change.
e. Also, for reasons as stated in the National Code 2018 Standard 7.2:
    7.2.2.1 the overseas student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with that registered provider's intervention strategy to assist the overseas student in accordance with Standard 8 (Overseas student visa requirements)
    7.2.2.2 there is evidence of compassionate or compelling circumstances
    7.2.2.3 the registered provider fails to deliver the course as outlined in the written agreement
    7.2.2.4 there is evidence that the overseas student's reasonable expectations about their current course are not being met
    7.2.2.5 there is evidence that the overseas student was misled by the registered provider or an education or migration agent regarding the registered provider or its course and the course is therefore unsuitable to their needs and/or study objectives
    7.2.2.6 an appeal (internal or external) on another matter results in a decision or recommendation to release the overseas student.

Unless any of the conditions in National Code Standard 7.1 apply, CTI will not enroll a student before he or she has completed 12 months of the principal course. Importantly, cancellation is not equal to a letter of release as it is not one of the exceptions outlined in Standard 7.1. For best practice purposes, CTI will alert any student requesting cancellation of their course, without a release on PRISMS, to the serious visa implications of course cancellation. Where a transfer request may impact other courses included within the student's visa package, CTI will consider any implications for subsequent enrolments and advise the student accordingly.

In the event that a student applies to study at CTI and **has previously studied / completed** a relevant course with a registered provider in Australia then CTI would require the student to submit the following prior to accepting the student:

- A certificate confirming his course completion and / or
- A transcript detailing all the units completed within the qualification and
- Confirmation of good attendance record at the previous registered provider and
- Confirmation that the student has made all necessary payments towards fees at the previous registered provider

The student requesting a transfer has an accurate understanding of what the transfer represents to their study options, or that they still owe CTI course fees for their current qualification or that it is suspected that they are seeking transfer only to avoid being reported to Department of Home Affairs (DHA) for failure to meet academic progress or attendance. The Principal Executive Officer will make the final decision as to whether to **grant / refuse** a letter of release for any student.

Procedure for assessing transfer applications from students wishing to transfer OUT of CTI

1. Students make a written request (e-mail is satisfactory) at reception to transfer to another provider.

2. The student must provide a valid offer of enrolment from the new institution.
3. With these documents sighted, the Principal Executive Officer will assess the transfer request considering the following points:
    a) The student is fully aware of the study issues involved in the transfer
    b) The student is not simply trying to avoid being reported to DHA for unsatisfactory course progress
    c) The student has been provided with advice on CTI's procedures for applying for course transfer, including the need to formalize the request in writing stating the reasons for which they desire to transfer their course enrolment to another provider.
    d) The student has provided sufficient evidence that the transfer is to their advantage
    e) The student has been advised their request may take up to 5 working days to assess.
    f) **An application for transfer where a transfer is considered detrimental to the student's academic progress may be refused**

Examples include:

- the student has not provided sufficient evidence supporting the request;
- the transfer appears primarily intended to avoid intervention or reporting requirements;
- the student has not demonstrated the transfer is in their best interests;
- the receiving course is unlikely to meet the student's study objectives.

4. If the reasons as above are satisfactory and in accordance with policy, the release will be granted at no charge to the student and will be recorded in PRISMS. The student will also be advised of the need to contact DHA and obtain a new visa if the course they transfer to is not a Higher Education/VET course.
5. The Student Services office report student's termination of studies through PRISMS
6. If any of the points are unclear, they should be referred to the Director - Academic & Student Services (SSM) to interview the student to gain a fuller understanding of the circumstances.
7. The SSM will make a recommendation to the Principal Executive Officer if they believe the request should be refused or alternatively grant the letter of release. The Principal Executive Officer will inform the student in writing of a negative outcome with reasons and inform the student of his or her right to appeal the decision within 20 working days in accordance with Standard 10 of the National Code 2018 and CTI's complaints and appeals procedures.
8. Also, as stated in the National Code 2018 Standard 7.2, a student will be released for reasons when:

7.2.2 circumstances in which the registered provider will grant the transfer request because the transfer is in the overseas student's best interests, including but not limited to where the registered provider has assessed that:

7.2.2.1 the overseas student will be reported because they are unable to achieve satisfactory course progress at the level they are studying, even after engaging with that registered provider's intervention strategy to assist the overseas student in accordance with Standard 8 (Overseas student visa requirements)

7.2.2.2 there is evidence of compassionate or compelling circumstances

7.2.2.3 the registered provider fails to deliver the course as outlined in the written agreement

7.2.2.4 there is evidence that the overseas student's reasonable expectations about their current course are not being met

7.2.2.5 there is evidence that the overseas student was misled by the registered provider or an education or migration agent regarding the registered provider or its course and the course is therefore unsuitable to their needs and/or study objectives

7.2.2.6 an appeal (internal or external) on another matter results in a decision or recommendation to release the overseas student.

Notes:

- If a release is granted, it will be at no cost to the student and you as the releasing registered provider advise the student to contact Immigration to seek advice on whether a new student visa is required.
- If CTI as the registered provider intends to refuse the transfer request, we will inform the overseas student in writing of:
    - the reasons for the refusal
    - student's right to access the CTI's complaints and appeals process, in accordance with Standard 10 (Complaints and appeals), within 20 working days.
- CTI will not finalise the student's refusal status in PRISMS until the appeal finds in favour of CTI (the registered provider), or the overseas student has chosen not to access the complaints and appeals processes within the 20 working day period, or the overseas student withdraws from the process.
- CTI will maintain records of all requests from overseas students for a release and the assessment of, and decision regarding, the request for two years after the overseas student ceases to be an accepted student.
- All requests, considerations, decisions and records of release will be placed on student's file, and
- The approval of transfer of a student to another institution does not indicate the agreement to provide any refund. Refunds are governed by the refund policy independent of this policy.

35. STUDENT DISCIPLINE

Policy

CTI 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 CTI and its customers.

CTI provides its students adequate access to appropriate guidance, support systems and welfare services. In doing so, CTI 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 of student achievement is 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.

Rules and Regulations

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

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

Rules and regulations are provided to all students during their first day of study.

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.

Managing Student Discipline

The Principal Executive Officer (PEO) will carry out disciplinary procedures and issue warnings to students.

The PEO, with the assistance of the Director - Academic & Student Services (SSM), will carry out dismissal procedures or suspend a student from their program.

All Serious Offences must be reported to the PEO/ 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

An offence involving the rules and regulations can lead to dismissal, even instant dismissal. If you carry out a serious offence, CTI will carry out the following process:

Procedure:

a) CTI will ensure that all the relevant facts are available. This may involve interviewing other personnel or students;
b) Give the student the opportunity to explain;
c) 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;
d) Issue a verbal warning to a student who breaches CTI rules. The PEO/SSM will be informed immediately after the warning is given. (Any staff member can issue a verbal warning)
e) The PEO/SSM 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

f) After a written warning has been issued, further breaches of CTI rules may result in suspension or dismissal at the discretion of the management and training team.
g) CTI will make decisions that is supported and justified, based on objectivity (actual performances and behaviour);

Not with standing the above, instant suspension or dismissal may occur if a student:

h) Attends any CTI course, while processing or under the influence of alcohol and drugs
i) Poses a physical threat to CTI staff, students or property.

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

Students have the right to appeal the decision of dismissal in accordance to the complaints and appeals policy and procedures.

The PEO/SSM can suspend a student immediately should their behaviour cause any risks to CTI staff and / or other students.

36. CANCELLATION OF QUALIFICATION OR STATEMENT OF ATTAINMENT

The Institute 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 the Institute cancels your award, you will be advised in writing.

You must return the cancelled award to the institute within 21 days of receiving written notice from the institute. You have the right to appeal this decision through the Principal Executive Officer.

Misconduct

Student misconduct includes student academic misconduct and behavioural misconduct.

Academic Misconduct - Cheating, Plagiarism and Collusion

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

- Failing the assessment.
- In some cases, police may be notified
- Resit fee of $150 will apply

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 teacher.
- Obtaining information about an examination before it is held, except for information provided to all the class by the teacher.
- Copying from another person's examination paper or assessment.
- Stealing, buying or obtaining in any other way, all, or part, of an examination or assessment before it is administered.
- Using any sources of information during an examination or assessment that has not been agreed to by the teacher.
- Substituting for another person to take an examination or assessment.
- Allowing another person to substitute for you in taking an examination or assessment.
- Giving your password to another person to enable that person to log on and undertake any academic activity, including assessment, on your behalf.
- Using another person's password in order to log on as that person and engage in any academic undertaking, including an assessment, on their behalf.
- Working with other students to produce work in groups that have not been agreed to by the teacher. This is called collusion.
- 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 institute staff member 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 you may have obtained from the internet or from books.
- Copying published or unpublished material without proper acknowledgement
- Publishing or otherwise distributing assessments publicly in order to facilitate plagiarism
- Using or developing another person's ideas without acknowledging them
- Using the work of other students (with or without their permission) and claiming it as your own.
- You 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 or examination supervisor believes that a student is involved in academic misconduct, the student will be instantly informed of such but will be allowed to finish the examination/assessment item
    - the matter will be referred to the Principal Executive Officer 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 persons to pursue their studies and participate in the activities of the institute.

Examples of behavioural misconduct include but are not limited to:

- failure to comply with any student rule of the institute
- breaches of any institute 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 the institute library collection
- refusing or failing to identify oneself truthfully
- failure to comply with any lawful order that was given by an employee of the institute in order to ensure the safety of any person and the orderly conduct of learning programs and other activities of the institute
- any act or failure to act that endangers the safety or health of any other person
- actions that impair any persons' participation in a legitimate institute activity or, by act or omission disrupts the peace or good order of the institute
- conduct which unduly disrupts or interferes with a class, a meeting or any other official activity within the institute
- acting in a way that causes students or staff or other persons within the institute 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
- stealing, destroying or deliberately damaging institute equipment or premises
- making a false representation or declaration regarding a matter affecting your student status
- being under the influence of prohibited drugs and/or substances including alcohol while on institute premises or while participating in an institute related activity
- unauthorised possession of a weapon on institute premises or while participating in an institute related activity.

How to lodge a misconduct complaint

- An Institute employee or student may report an alleged occurrence of misconduct by forwarding a signed, written account of the incident(s) to the Principal Executive Officer (PEO) or Director - Academic & Student Services (SSM).
- The PEO/ SSM can provide you with advice on options for the resolution of a particular complaint and can provide assistance with a written statement, if required.

Consequences of Misconduct

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

A member of the teaching staff, a librarian in charge of the library, or a senior administration officer may, in respect to any misconduct by a student committed in a class, laboratory, library, facility or premises under their management or control:

- immediately suspend the student from attendance at such class or from use of such laboratory, library, facility or premises for a period not exceeding 24 hours as may be determined

If a suspension action is taken that officer shall:

- advise the designated officer immediately
- 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.

After this period, the designated staff may:

- modify or dismiss the charge
- reprimand and warn the student against repetition of the breach of discipline
- suspend the student from attending classes for a period not exceeding 14 days which shall include any period of suspension imposed under point (i)(a) of this section
- suspend the student from using all facilities and/or services, including library borrowing and computer access rights
- recommend to the Principal Executive Officer that further action be taken, or
- any combination of the above.

The designated institute officer must provide the student with a written statement detailing the decision within five working days of the decision being made.

Following receipt of advice from the designated institute officer, the Principal Executive Officer may review the circumstances and may:

- determine further appropriate action
- suspend or exclude the student from the institute for a specified period of time or
- expel the student.

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

Misconduct Appeals

If you have been found guilty of misconduct you can appeal the decision or the decision process in writing to the Principal Executive Officer or Director - Academic & Student Services. The Director will refer your appeal to the Misconduct Review Panel.

- A date for the Review Panel meeting will be set as quickly as possible and you will be notified of the time, date and venue in writing.
- If required, the institute will provide an interpreter or you can bring a support person to assist you during the meeting.
- Misconduct Review Panel members include
    - the Institute Director or delegated officer,
    - an institute staff member from an unrelated teaching area of the institute and
    - a member of the management team or delegated officer from your area of study that was not involved in the matter being reviewed.
- You have the right to be accompanied by a representative and you may call witnesses, or you can provide a written submission instead of attending the meeting. You can ask CTI staff to support you through this process.
- If you do not attend the meeting or provide a written submission, the panel may assess the matter and where necessary impose a penalty as if you had participated.
- The panel will advise you in writing of the decision within two working days of the date of the decision.
- The decision of the Misconduct Review Panel shall be final.

37. RECORDS MANAGEMENT

CTI is committed to ensuring the systematic control of records across their lifecycle to comply with the Compliance Standards for NVR Registered Training Organisations (NVR RTO) 2025 (Compliance Standards), specifically **Standard 10**.

Standard 10(c) of the Compliance Requirements requires that records of all assessments submitted by a VET student to the organisation, or a third party be retained for a period of 2 years after the student has completed the training product.

The two-year retention is from the date of receipt of submission of the final assessment piece by the student, before their enrolment under the training product has ceased with CTI. A student is deemed to have ceased their enrolment under a training product when:

- The student has completed the training product;
- The student initiates a withdrawal from the training product with CTI, whether to pursue another training product with CTI, or to pursue the same or/similar course with another NVR RTO; and
- CTI initiates an expulsion due to the student's conduct breaching organisational or legislative obligations.

RECORDS
Records on operations include:

- **Training and Assessment Records:**
  - Client enrolments and personal details
  - Student support
  - Client progress, training and assessment activities and outcomes
  - Corporate/client relations
  - Complaints and appeals
  - Issuing of certification documentation. May be electronic or hard copy and must contain enough information to reproduce the qualification statement of attainment if required. A list of units of competency achieved by each individual student must also be retained.
  - Total VET Activity
  - Training Delivery
  - Recognition
  - Client fees
  - Refunds

- **Compliance Records:**
  - Audit
  - Evaluation
  - Quality Indicators
  - Industry consultation
  - Training and assessment strategies
  - Training and assessment resources
  - Validation plan, activities and outcomes
  - Continuous improvement activities and systems
  - All documents relating to fit and proper person declarations, including reviews
  - Third-party formal agreements
  - Conflict of interest disclosure forms

- **Business Records:**
  - Business planning processes
  - Financial management records
  - NVR RTO compliance and auditing
  - Staff records; including selection, induction; professional development, performance review
  - Marketing and advertising approvals
  - Legislative and regulatory requirements
  - Workplace health and safety
  - Third-party formal agreements

- **Electronic Records:**
  - RTO Student Management System (SMS) is backed up on a daily basis, at the COB daily or on completion of data entry.
  - All RTO documents, emails are saved to the system network (server), which is backed up at the COB daily and weekly and stored externally to the secure FTP site.
  - Electronic Records will be uploaded to relevant reporting databases in accordance with the reporting requirements.
  - Quality Indicator Reports are to be uploaded in accordance with the Quality Indicator Guidelines.

- **Paper-based Records:**
  - Paper Records can be destroyed after six (6) months or if adequately converted to electronic format.

- **Third-Party Records:**
  - Maintain and monitor formal written agreements with third-party service providers delivering services on behalf of CTI.
  - These records must include agreement start/end dates, scope of services, obligations, and audit cooperation clauses.

STORAGE

All the records that CTI might handle are to be stored in a manner that they can be accessed and produced for people who are authorised to request and receive them. CTI aims to reduce its paper consumption and therefore opts to store majority of its student records, as they are received in the Student Management System (SMS). If records are produced or received in paper form, they will be scanned electronically, and the start date of retention will be assumed from the date of the paper form's first being produced or received. All paper documents will be scanned into electronic form and kept in the CTI SharePoint within the financial year they are produced or received. SharePoint is backed up daily by CTI's contracted external IT management company.

- Enrolments are entered into the SMS and then held on the Student Training File. Assessments results are entered in the SMS and the paper copy will be held on the Student File.
- Qualifications and Statements of Attainment will be issued in accordance with the Issuing of Qualifications Policy. Copies of all Qualifications and Statements of Attainment issued will be stored inside the SMS.
- Student Induction Checklist and receipt for course payment will be held in the student's file on CTI's SharePoint.

VERSION CONTROL

Version control is utilised within CTI's internal processes to ensure that only up-to-date information is circulated between all levels of the NVR RTO and the students, relevant stakeholders and third parties.

- As policies and procedures are reviewed and continuous improvement implemented, internal and external facing documents are updated, and out-of-date versions are archived accessibly and logically in the organisational SharePoint.
- Final versions must be approved and made available by the Director - Academic & Student Services.

- Naming conventions must be kept consistent and understood throughout the organisation. Progression is observed as v1.0 being the initial version, v1.1 indicating a minor revision (e.g. corrections or clarifications) and v2.0 representing a major update or a complete overhaul.

ACCESS AND EQUITY

Except as required under the Outcome Standards for NVR Registered Training Organisations (NVR RTOs) 2025, or by law, information about a student is not disclosed to a third party without the written consent of the student. This includes students under the age of 18. Records, for example, must be made available to the National VET Regulator upon request. The information that can be accessed includes progress, personal details, and any relevant details of the student's enrolment that CTI has collected. Access by students to their personal records is available on request in writing to the Administration Staff. Please refer to CTI's Cyber Security and Data Protection Policy for further information as to CTI's commitment to protecting the privacy of the information handled and respecting the privacy of the persons who provide the information.

DESTRUCTION OF RECORDS

Records may only be destroyed after the minimum retention period has expired. Destruction must be documented and conducted in a secure and irreversible manner.

RECORDS OF AQF CERTIFICATION DOCUMENTATION AND ASSESSMENTS

An RTO must maintain a register in accordance with the AQF Qualifications Register Policy of all AQF qualifications it is authorised to issue and AQF qualifications and VET statements of attainment the organisation has issued to VET students.

An RTO must retain records, in accordance with the AQF Qualifications Register Policy, of all AQF certification documentation issued to VET students for a period of thirty years.

It must retain records of all assessments submitted by a student to the organisation or a third party for a period of 2 years after the student has completed the training product. It must also ensure students including those previously enrolled with the organisation are able to access copies of their AQF certification documentation retained for up to thirty years. Upon request from the National VET Regulator, the NVR RTO must provide a report of all AQF qualifications and VET statements of attainment the organisation has issued during the period specified in the Regulator's request.

38. STUDENT RECORDS AND FACILITIES

Records Management Policy

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

CTI 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 CTI student records are stored centrally within the Student Services Department. The student services department manages these records. All current records are located in the student services department. Non-current records (graduated students and discontinuing students) are scanned and electronically stored onsite.

Confidentiality of Student Records

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

a) 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 CTI staff member receives a request or demand of this nature it should be referred to the Principal Executive Officer.

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

b) 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 Executive Officer (PEO), unless to do so would cause unreasonable delay in the circumstances.

If the PEO is unavailable, the Director - Academic & Student Services must be contacted. After hours problems should be referred to the PEO. Following are the contact numbers for after hour's emergency requirements to request student records / information.

PEO (Rahul Fernandes) +61 413 222 969 (1st point of contact)
Director - Academic & Student Services – (Andrea Sequeira): +61 452 631 250 (2nd point of contact)

c) Student Access

A student may apply in writing and gain access to his/her Student Record Information. The request will be made to the PEO. 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 in behalf of the client,

CTI will ensure that:

- Electronic and paper records are stored on 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, for a period of 30 years, and transfer of these records consistent with contractual, legal, and state or territory registering body requirements in the event of closure of CTI,
- All information gathered by CTI regarding clients will be safeguarded and disposed of as per legal, ethical and statutory requirements,

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

- filed enrolment forms
- confirmation of enrolments
- assessments
- letters issued
- attendance / academic progress letters
- RPL results issued
- qualifications register
- all academic correspondence to the student
- fee invoice/statements/paid/refunds, and
- DHA correspondence

ID card

All students must ensure that they have a valid Student ID Card. You are required to fill up the ID Card form from the Reception. Your photo will be taken in the Institute and the ID card will be issued within five working days. Any lost Student ID cards must be reported to the administration before a request is made for a replacement ID card. You will be charged $50 for a replacement Student ID Card.

Change of address

Please ensure at all times that the Institute has your current address on file. As per immigration laws, it is mandatory to provide the right address to the education institute and report within 7 days for change of address. If you have changed your address, you will be required to fill up the Change of Address from and submit to the Reception.

CTI is required to confirm your contact details at least every 6 months including address, mobile and email address.

Documents

Students can request from Students Services for Enrolment letter, interim transcripts, attendance etc at the cost of $ 50 per letter.

Student Facilities

Mobile Phones

Mobile phones are permitted on Institute campus. However, mobile phones must be turned off/muted while the student is in the classroom, workshops or in the computer lab.

Training rooms/workshops/laboratory

CTI offers training rooms, computer laboratories and workshops fully-equipped with the necessary equipment, appliances and tools to enhance student-learning experience.

Student Common Room

The facilities for use by the students in the common room include a hot/cold water dispenser, microwaves, fridges, chairs and tables. Food and drinks can be consumed in the student common area only.

Internet

The Institute computer lab is open during the Institute break as well as during session breaks for students to use the Internet.

39. OCCUPATIONAL HEALTH & SAFETY AND EMERGENCY PROCEDURES

Occupational Health and Safety

As a student, it is your 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.

As a student, it is your responsibility to co-operate with Canterbury Technical Institute in its legislative responsibility to secure the health and safety of other students and staff to ensure the safe working practices of your colleagues. The Occupational Health and Safety policy ensures that a safe and healthy environment is provided for all students and employees in the Institute.

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

Always remember to:

- Use safe work practices
- Ensure the equipment you and your student's use is safe.
- Speak up if you see an unsafe condition or work practice.
- Seek advice from the Manager – Student Services
- Assist your Institute to promote a safe workplace.

Emergency Procedures

Canterbury Technical Institute is committed to taking reasonable care of health and safety of its students and staff and will comply with all regulations of the Occupational Health and Safety Act 1983. This handbook contains a campus map showing fire exits. For level 1 & level 8, there are two fire exits on each level- one near the reception and the other near the ladies' toilet. Both the exits are within 20 metres from the farthest point.

Fire exit plans will be displayed in all rooms, the foyer area and hallways of the Institute. Firefighting equipment is available at locations marked on the campus map.

CTI 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 QLD 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 QLD. Canterbury Technical Institute is committed to fulfilling its responsibilities under the Act. Further information is available from WORKCOVER by telephoning: 1300 362 12.

Steps for evacuation in case of emergency

At times, situations may arise when the Institute needs to be evacuated, and in such situations the following steps must be followed:

- All staff and students will evacuate on hearing the evacuation alarm (Whoop, Whoop Whoop sound)
- Lecturers will take charge of the room
- Students accompanied by their lecturer 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

- After the floor is evacuated admin staff will report to the Principal Executive Officer/ Director - Academic & Student Services to advise all clear and exit the building
- Students and lecturers will assemble in the undercover area no further than Ely Lane off Adelaide Street
    - Refer to map in the Appendices

CTI Off Campus Work Experience Insurance Policy

CTI students are covered by its work cover policy while undertaking any group work experience outside the CTI campus / registered premises. However, if you intend to apply for work experience with any employer, CTI strongly recommends all its students apply for work experience related insurance. For further information please contact reception.

CTI Off Campus Excursion Procedure

Prior to an off campus visit the supervising trainer is required to complete a risk assessment for the course related activity using the CTI Excursion Planner Form.

The requirement is to complete the Excursion Planner Form only once, subsequent visits to the same sight do not require a separate form.

CTI students participating in course related excursions or industry visits are required to complete a Student Excursion Form this covers basic medical condition and/or medication information the supervising trainer may need to be aware of.

Students scheduled to make multiple visits to the same venue such as Commercial Cookery students completing practical kitchen sessions off CTI campus need complete a Student Excursion Form only once prior to the first occasion.

For venues where multiple visits are scheduled such as Commercial Cookery off campus kitchen visits the supervising trainer is required to complete the CTI CARA Form (Curriculum Activity Risk Assessment) prior to the activity.

On completion of the CARA Form the off-campus activity is signed for approval by the Principal Executive Officer.

For venues where multiple visits are scheduled the students will be required to complete any relevant on-site inductions prior to commencement of the activity.

40. CHANGE OF OWNERSHIP OR MANAGEMENT

CTI will advise ASQA via the ASQANET portal of any prospective changes to the ownership as soon as practicable prior to the change taking effect and CTI will advise ASQA via the ASQANET portal of any prospective or actual change to the high managerial agents (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 of the change taking effect, where the change cannot be determined until it takes place.

CTI will provide ASQA with information on the new owner or high managerial agent for the purpose of making an assessment under section 9(6) of the ESOS Act.

41. PREMISES RELOCATION POLICY

CTI 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

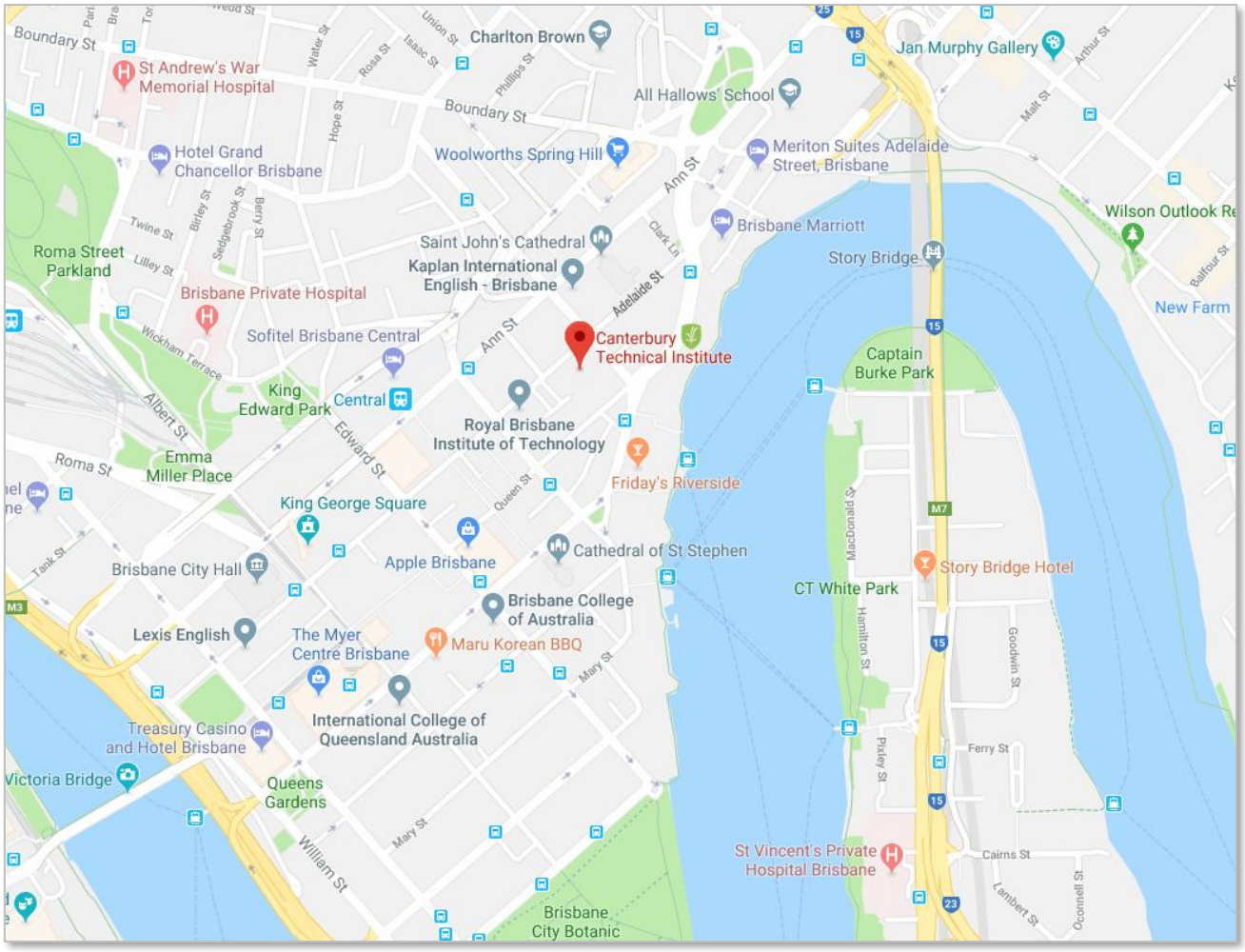
CTI will notify staff and students in any of the following ways:

- Written memo to staff and students
- Notices on prominent display boards around the campus
- Announcement in the class
- Email / SMS notification to all staff and students

APPENDIX A – CAMPUSES LOCATION

CANTERBURY TECHNICAL INSTITUTE (BRISBANE)

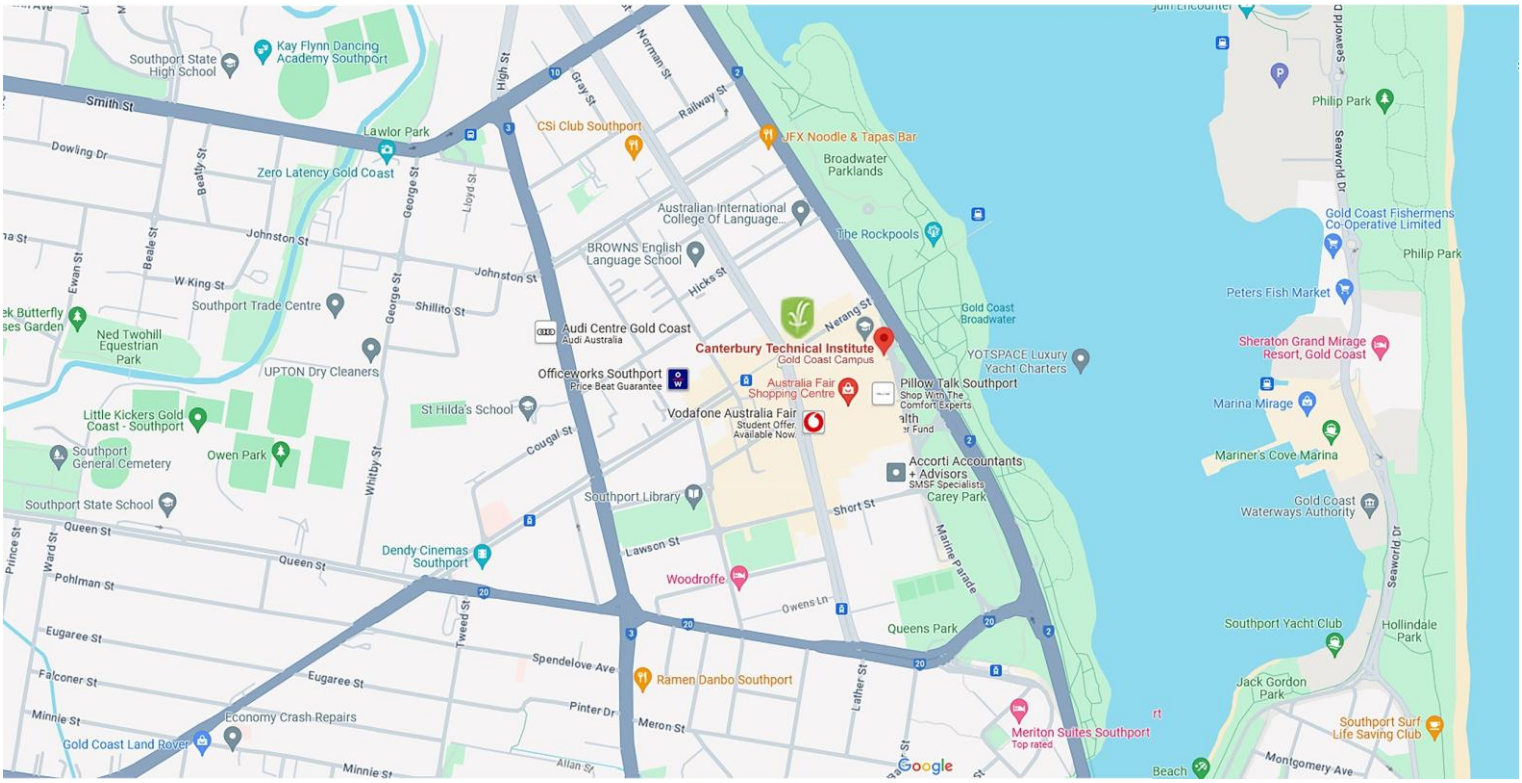
Level 1 & 8
333 Adelaide St.
Brisbane QLD 4000
Tel: 07 3123 4055



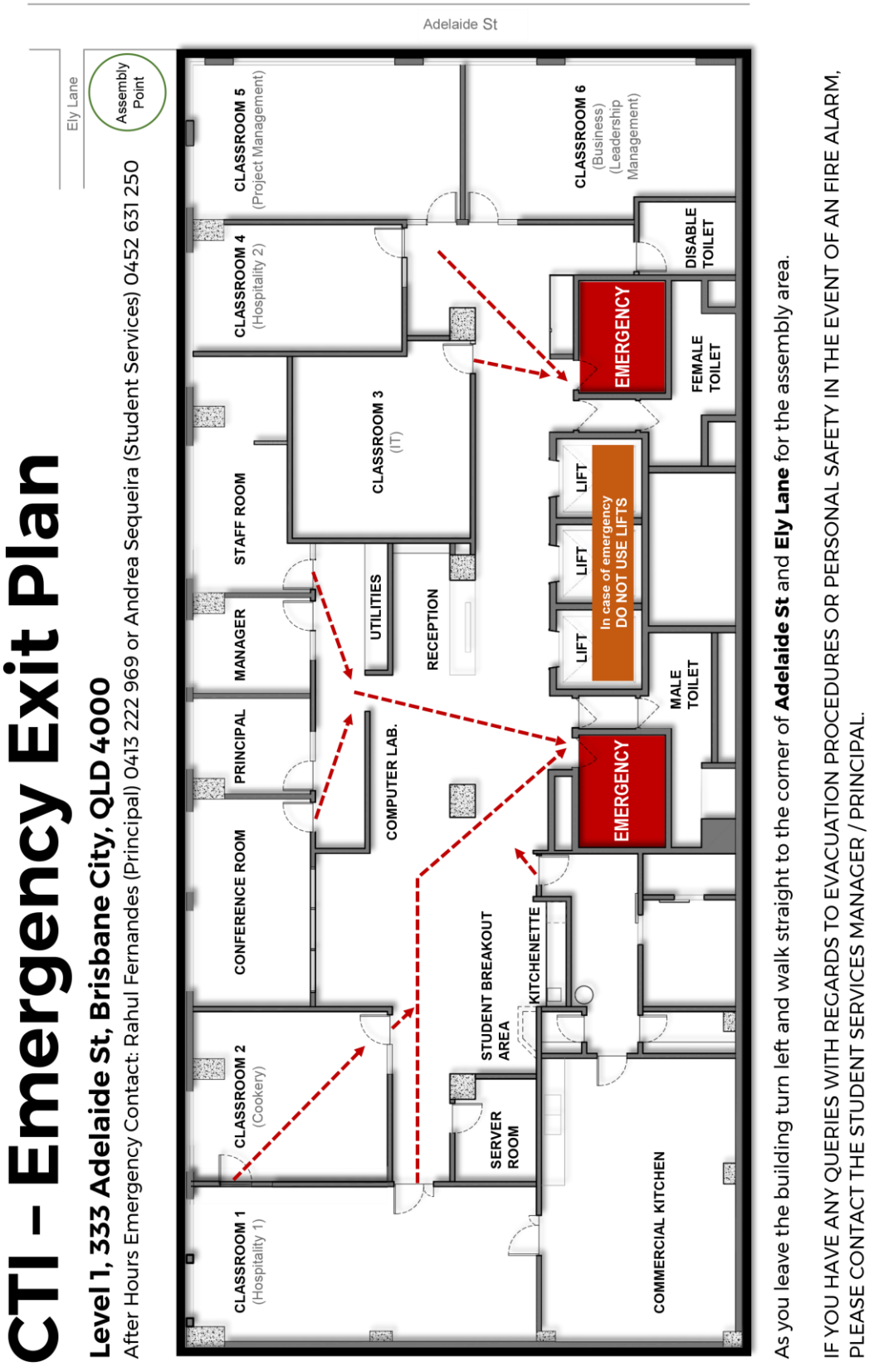
CANTERBURY TECHNICAL INSTITUTE (GOLD COAST)

Shop B002, Australia Fair Shopping Centre

Southport, QLD 4215



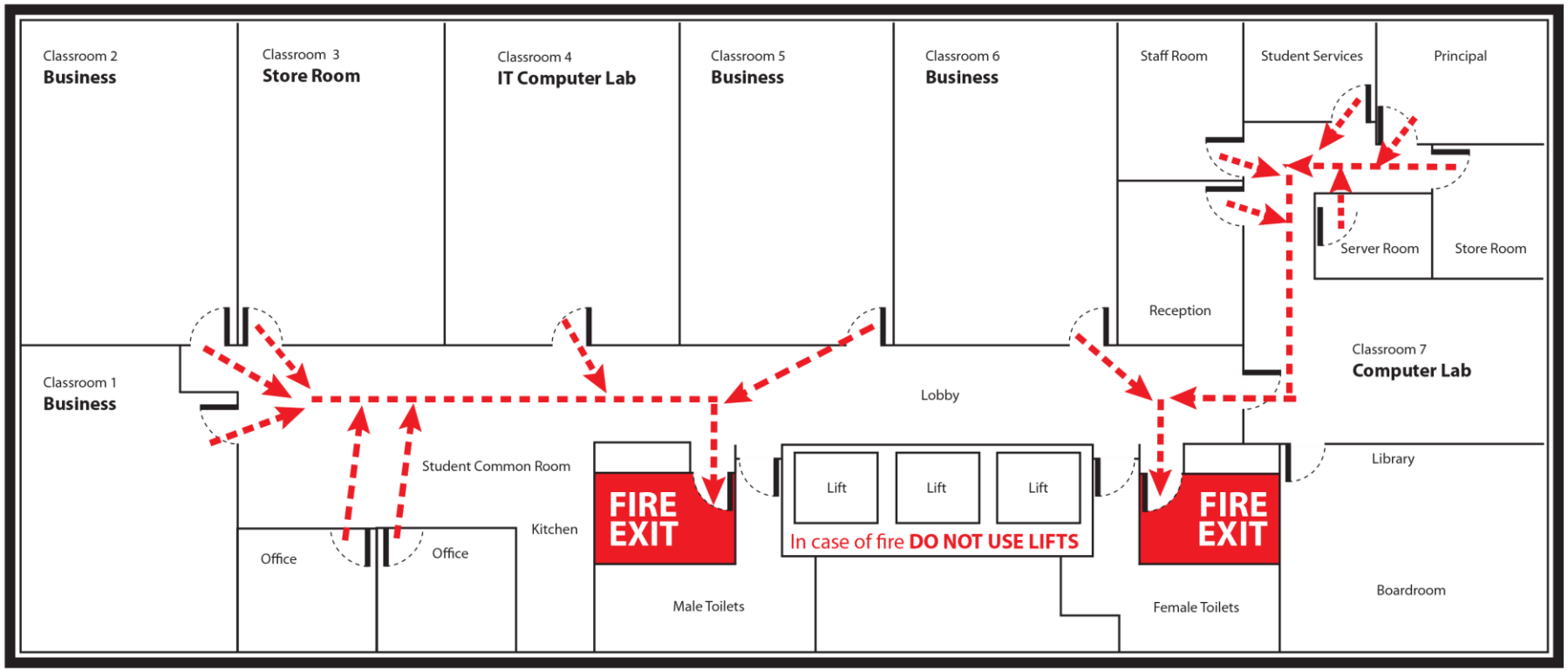
APPENDIX B – EMERGENCY EXIT PLAN



CTI - Fire Exit Plan

Level 8: 333 Adelaide St, Brisbane Q 4000

After Hours Emergency Contact: Rahul Fernandes (Principal) 0413 222 969 or Andrea Sequeira (Student Service) 0452 631 250



As you leave the building turn left and walk straight to the corner of Adelaide and Ely Lane for the assembly area

Canterbury Technical Institute

Quality Education, Brighter Tomorrow.

BRISBANE

L1, 333 Adelaide St
QLD 4000
07 3123 4055
CRICOS 02938M RTO N°31645

GOLD COAST

B002, Australia Fair Shopping Centre,
40 Marine Pde, Southport, QLD 4215
07 5613 2806

cti.qld.edu.au
info@cti.qld.edu.au
@studycti
/CaterburyTechnicalinstitute