



STUDENT HANDBOOK

Welcome to Australian College of Health and Community

Congratulations on undertaking an educational journey with Australian College of Health and Community....

Dear Learner,

On behalf of all the staff, we send you a warm welcome and thank you for choosing Australian College of Health and Community for your career and academic development.

Your enrolment is an important step in further developing and formally recognising your skills and knowledge to assist you with your career aspirations.

We will strive to provide you with a first-class learning experience that is based on up-to-date practices and skills used in the workplace.

Our vision is to enable our learners to achieve their chosen career goals by providing flexibility in accessing training. To provide excellence in the training and support provided to assist you in your path to career satisfaction.

Our goals are to:

- Provide accessible training for everyone;
- Allow learners to choose their learning pathway and method of assessment to prove competence;
- Make training enjoyable and to ensure we encourage a continued search for knowledge and learning.

This student Handbook will provide you with information about Australian College of Health and Community, as well as the services we provide and how to enrol.

If at any time you require additional information, please do not hesitate to contact us on:

✚ Mobile No: 0416873685

✚ Email Address: axisinternationalcollege@gmail.com

We also welcome your comments. Tell us about things we have done well, or can better, so we can continue to improve our services to our learners.

Feedback forms are available in each of our courses as well as via our website.

Once again, on behalf of Australian College of Health and Community team, we welcome you and look forward to working with you.

Kind regards,

Evan Subedi

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Registered Training Organisation (RTO) Details:

Name Of Institute: Australian College of Health and Community

RTO Code: #####

Head office: L8 20 Queen Street, Melbourne

Contact No.: 0416873685

Website: www.xxxx.edu.au

Please note: Australian College of Health and Community is referred as RTO or The Institute in this document.

General Information about Australian College of Health and Community

Introduction

Australian College of Health and Community is passionate about providing successful learning outcomes for our students. This is why we have developed robust processes to ensure the success of each learner's education goals.

Our approach is to provide you with a safe, fair, and supported training and assessment environment.

About Australian College of Health and Community

Australian College of Health and Community has modern, up-to-date facilities, and boasts a team of qualified and dedicated trainers and assessors.

You the Learner

Australian College of Health and Community is responsible for the quality of the nationally recognised training and assessment we deliver. We aim to comply with the regulations that govern RTOs, being the VET Quality Framework, always including the Standards for RTOs 2025.

To ensure our compliance with the framework and standards above, we implement rigorous internal policies, procedures and systems that ensure our operations are compliant. In addition, we participate in audits with ASQA (The National Regulator) and other national and state regulatory bodies upon their request.

Australian College of Health and Community is responsible for the quality training and assessment you receive, and the issuing of your AQF certification documents in line with the procedures outlined in this handbook.

If at any time you feel that we have not met our obligations as an RTO, you have the right to make a complaint following our Feedback, Complaint and Appeal Policy outlined in this handbook.

The handbook is designed to give you relevant information about your studies and answer any queries you may have about your training.

Please take some time to read this it and if you require further information or clarification, check our website or give us a call.

We look forward to celebrating your achievements with you.

Best of luck with your training. We hope you will enjoy the journey of learning.

Mission Statement:

At Australian College of Health and Community our mission is:

-  Right training, right place, right now
-  The mission of the organisation is to connect relevant and meaningful training with industry need, to create a highly skilled environment that can respond to the social and economic development requirements of diverse regions and the communities that they support.

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Our values

- ✚ Deliver what we promise
- ✚ Celebrate achievement
- ✚ Promote a culture of continuous improvement
- ✚ Be remarkable
- ✚ Share ideas
- ✚ Work hard, have fun

At Australian College of Health and Community, we live by these values, and we hope you will too.

Our Objectives

In recognition of our mission, our objectives are:

- ✚ **Industry Engagement:** We recognise the value of industry engagement as the driving force in shaping our training and assessment strategies. We deliver training and assessment services which are founded on industry needs and expectations.
- ✚ **People:** We strive to attract, recruit and retain talented, competent and committed trainers and assessors. We promote excellent performance through leadership and ongoing targeted professional development.
- ✚ **Safety and Equality:** We are committed to providing an environment which is safe, equitable, and promotes a confident and productive training and assessment environment.
- ✚ **Integrity and Ethics:** We conduct ourselves in accordance with shared and agreed standards of behaviour, which holds ethical conduct and integrity as our highest priorities.
- ✚ **Quality Committed:** We aspire to deliver consistent, high-quality services and apply quality systems that support training and assessment superiority.
- ✚ **Learner-Focused:** We thrive on providing training and assessment that is learner focused and which supports lifelong learning. We respect our students and strive to attract them time after time through high-quality training and assessment experiences.

Information available before enrolment

The following information is available to all prospective students prior to enrolment to ensure that the student can make a sound decision based on all the relevant aspects of the training they wish to undertake:

- ✚ Information about, all fees and charges, assessment and Recognition of Prior Learning (RPL) and Credit transfer (CT), LLND
- ✚ The code, title and currency of the AQF qualification, skill set or VET course to which the student is to be enrolled, as published on the National Register
- ✚ The currency of the qualifications/courses in question;
- ✚ The duration of training and the assessment requirements;
- ✚ Modes of delivery and delivery locations;
- ✚ Fees and charges and refunds;

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- ✚ Entry requirements into the course;
- ✚ Information specific to student contributions and responsibilities;
- ✚ Student support, facilities and resources and how to access those services.
- ✚ Any training/assessment to be conducted under third party/subcontracting arrangements.
- ✚ The pre-training review process

Getting started at Australian College of Health and Community

Once we process your enrolment, you will be provided with an outline of your training (known as a training plan/ timetable) which will include:

- ✚ The units/competencies to be obtained;
- ✚ The time-frame for achieving these units/competencies;
- ✚ The training to be undertaken;
- ✚ The delivery modes to be employed;
- ✚ Who is responsible for the delivery and/or assessment of each competency;
- ✚ Information about your trainer and assessors;
- ✚ Assessment details and arrangements;
- ✚ A record of any recognised prior learning (RPL) for qualifications and cross-credit hours granted prior to commencing the course. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process may reduce the length of the course of study.
- ✚ The name of the qualification to be issued;
- ✚ Any other specific requirements to be met in accordance with the particular training agreement in question.

Unit dates may change over time – your trainer will keep you and your training plan updated.

You will also undertake a Language, Literacy, Numeracy (LLN) and Digital Literacy assessment relevant to your course. This is to identify whether you need additional support to complete your course successfully. More details are provided in this handbook.

Australian College of Health and Community provides learner-centric training

- ✚ We offer innovative, responsive and learner-centric training that reflects the learning styles and needs of our learners and industry.
- ✚ We consult with industry and incorporate feedback into our training and business operations.
- ✚ We create innovative methods of training delivery and skills development that improve people performance, productivity and employment opportunities and are responsive to the needs of our learners.

Australian College of Health and Community therefore provides:

- ✚ Learning that is professionally and workplace relevant and improves career opportunities
- ✚ Flexible training options, recognising the needs of each learner

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- ✚ Trainers and Assessors with recent and relevant industry experts who are required to maintain currency in their industry experience
- ✚ Innovative and responsive training delivery
- ✚ Expertise to identify and clarify training needs and delivering training that meets those needs
- ✚ Learning programs makes sense in the work environment
- ✚ Learners with the required skills for the present and future
- ✚ Where appropriate, practical, hands-on skills linked to underpinning knowledge
- ✚ Learning environments that adapt to change
- ✚ Learning that leads to career advancement

Education and Training Delivery by Australian College of Health and Community

Australian College of Health and Community incorporates adult learning principles into the training and assessment strategies of all its training programs. Australian College of Health and Community will, before the training program commences, give participants all relevant information about the program of study, availability of learning resources and appropriate support services.

A pre-training review will also be conducted to identify any specific needs, including Language, Literacy, Numeracy (LLN) and Digital Literacy assessment, recognition or Recognition of Prior Learning (RPL) that individuals may have and other aspects of the training.

Australian College of Health and Community will ensure that training and assessment occurs in accordance with the requirements of the training program and the endorsed Training Package and where appropriate, the Training Package guidelines for customising. Australian College of Health and Community customises its education and training programs to meet the needs of the individual.

Participants are encouraged to take responsibility for their own learning and to participate in the learning and assessment process actively.

Your Trainers and Assessors

Australian College of Health and Community will ensure that the responsibility for the management and coordination of training delivery and assessment (including the recognition of prior learning and recognition of current competencies), staff selection and professional development is clearly identified and undertaken by a person or persons with relevant qualifications and experience.

Australian College of Health and Community will ensure that all Trainers and Assessors have:

- ✚ The necessary training and assessment competencies
- ✚ The trainer and assessor holds credentials from section 1a of the credential policy to deliver/assess independently.
- ✚ Have the relevant vocational competencies at least to the level being delivered or assessed
- ✚ Can demonstrate current industry skills directly relevant to the training program being trained/assessed; and
- ✚ Will continue to develop their vet knowledge and skills by undertaking annual pd in both vet and industry competency.

Your Trainer and Assessor can provide you with assistance on any aspect of the course content, resources or assessment activities.

Pre-Training Review

A pre-training review ensures that the training and assessment strategy is designed to meet your individual needs and your workplace requirements. This information will enable Australian College of Health and Community to understand your training needs, your current competencies that relate to the course, the opportunity for Recognition of Prior Learning (RPL) and to ensure that your Language, Literacy, Numeracy (LLN) and Digital Literacy skills suit the training and assessment strategies.

Australian College of Health and Community will conduct a pre-training review for each participant. Pre-Training Review includes a documented review of:

-  A copy of the student handbook (on website);
-  A detailed outline of the training program;
-  The sufficiency of the information provided to the prospective student to ensure s/he can make an informed decision about future enrolment (prior to enrolment);
-  The appropriateness of the course and AQF level for the individual student (prior to enrolment);
-  Pre-training review form
-  The student's prior learning, skills and experience that may result in recognition of prior learning (RPL) or credit transfer (CT) in their chosen course (prior to enrolment);
-  A language, literacy, numeracy (LLN) and digital (D) literacy skills assessment to identify student's LLND skills to determine future support needs (before or after enrolment but before training commencement);
-  A training plan/Timetable to ensure that participants are provided with high-quality training that meets their needs.

Australian College of Health and Community will use this review to provide you with the support you require in areas such as Language, Literacy, Numeracy (LLN) and Digital Literacy skills and assessment while ensuring you will get the maximum outcomes and benefits from the course you are enrolling in, according to your learning objectives, career aspirations and skill level.

Pre-training reviews will also ensure that all participants are enrolled in an appropriate training program and identify any special needs with their individual learning requirements. Participants who do require assistance or support with any special need, including LLND, can speak confidentially with their Trainer and Assessor. Australian College of Health and Community's experienced staff can discuss options for participation in training programs to assist participants in achieving competence.

Educational Standards

Australian College of Health and Community strictly follows policies and management practices that maintain high professional standards in the delivery of education and training services and which safeguard the interests and welfare of its learners and, where relevant, their employers.

Australian College of Health and Community maintains a learning environment that is conducive to the learning and professional development of learners. Australian College of Health and Community has the capacity to deliver the Education and Training programs on its scope of registration and will ensure that the facilities, methods and materials used in the provision of training will be appropriate to the needs of the learner and outcomes to be achieved.

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Australian College of Health and Community maintains compliant systems for recording and archiving learner enrolments, attendance, completion, assessment outcomes, and recognition of prior learning, complaints, qualifications and statements of attainment issued.

Australian College of Health and Community will treat all personal records of learners confidentially and complies with the national privacy standards.

General Information – Student Support, Facilities, Resources and Equipment's provided to the students

Student Support Services

Australian College of Health and Community will ensure that the student is provided information related to the training product code and title, duration, modes of delivery, training delivery location, training commencement dates, scheduling, any requirements to commence or complete the training product including assessment requirements, any licencing or occupational licence requirements if applicable, and details of any third party arrangements that apply to the delivery of the training.

Australian College of Health and Community will inform students about all fees, costs and charges associated with the provision of the training product.

Australian College of Health and Community will provide physical, mental, and emotional wellbeing support services to the students refer section Student Wellbeing and Training Support Services for more information

Australian College of Health and Community will ensure that training facilities, equipment and other resource materials are adequate for the training programs being delivered and are maintained in good order and repair.

Australian College of Health and Community has clearly documented procedures for managing and monitoring all Education and Training operations and reviewing learner /employer satisfaction.

How student needs are proactively identified

Australian College of Health and Community will ensure that student needs are proactively identified, prior to enrolment, via:

- ✚ Pre-training review form (PTR)
- ✚ language, literacy and numeracy proficiency and digital literacy

How student needs are systematically monitored and responded to

If student needs are identified, Australian College of Health and Community will create an individual learning plan to ensure:

- ✚ The learning goals to be achieved
- ✚ The contingency plans
- ✚ The logistics of the learning relationship, e.g., duration
- ✚ Frequency of meetings and the length of meetings
- ✚ Locations of meetings
- ✚ The nature of contacts (i.e., what are they for?)
- ✚ The structure of the learning relationship, e.g., the activities that we will do
- ✚ How progress will be monitored

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- ✚ The equipment and/or resources that are needed

All individual learning plans will be monitored by the Student Support Officer with respective trainers/ assessors and management.

Support for Student Wellbeing and Training Support Services

Australian College of Health and Community provides support to all students to ensure positive learning outcomes:

Physical Wellbeing Support

- ✚ Access to ergonomic classroom furniture and safe training environments
- ✚ Regular safety briefings for practical training (e.g. kitchen, workshop)
- ✚ First aid kits on site
- ✚ Referral to local medical or health clinics
- ✚ Information on maintaining healthy lifestyle habits (nutrition, sleep, exercise)

Mental Health Support

- ✚ Access to free or low-cost **counselling services**
- ✚ Mental health awareness workshops and webinars
- ✚ Referral pathways to external psychologists or support agencies (e.g. Lifeline, Beyond Blue)
- ✚ Stress and anxiety management tools (e.g. mindfulness apps, support groups)

Emotional Wellbeing Support

- ✚ One-on-one meetings with student support officers
- ✚ Regular check-ins during study periods or placements
- ✚ Culturally sensitive support
- ✚ Support during crisis or critical incidents (e.g. grief, trauma)

Training Support Services

- ✚ Help with understanding course content, assignments, and assessments
- ✚ Extra tutoring sessions or study skills workshops
- ✚ Access to trainers for one-on-one academic support
- ✚ Language, literacy, numeracy, or digital literacy difficulties*
- ✚ Individual Learning Plans tailored to support specific student needs

Technology and Online Learning Support

- ✚ Assistance with using learning platforms (e.g. Moodle, Canvas)
- ✚ Access to computers, internet, and printing on campus
- ✚ IT helpdesk support or training for online tools

Learning Materials and Resources

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- ✚ Access to textbooks, digital resources, and training equipment
- ✚ Guided learning plans and study guides
- ✚ Customised materials for students with learning difficulties or disabilities

Placement Support

- ✚ Help with arranging work placement or industry training
- ✚ Guidance on workplace expectations and assessment tasks

Support for positive learning outcomes

Australian College of Health and Community provides support to all students to ensure positive learning outcomes:

- ✚ Students facing personal difficulties that may affect their learning should approach The Compliance Manager or CEO for personal/career advice and counsel.

Staff available to students for support

- ✚ Student Support Officer (SSO) – your first point of contact for personal, academic, or financial issues
- ✚ Trainer or Assessor – for help with understanding course content or assessments
- ✚ Administration/SSO or Accounts Team – for help with enrolment, payments, or documentation
- ✚ Management Team/CEO/Compliance manager – for information on your rights, or complaints and appeals

Accessing student Support Services

Assistance is available to all students via numerous modes:

- ✚ Telephone Australian College of Health and Community to speak with a student support officer;
- ✚ Visiting reception during office hours and asking to speak to the Student Support Officer in Melbourne campus.
- ✚ Sydney students will access student support services through telephone, email, video conferencing, online meetings and scheduled appointments with trainers, assessors and the Student Support Officer.
- ✚ Discussion with trainer/assessor in class or after class hours;
- ✚ Email a specific query to their trainer/assessor; or
- ✚ Telephone Australian College of Health and Community helpdesk at or email for all other queries.
- ✚ Filling out a Student Support Referral Form available at the Student Services Desk or on our website.

Student: Trainer Ratio: The student ratio will depend on the class size and approvals.

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***LLND support:** Language, Literacy, Numeracy, and Digital skills (LLND) support will be identified through pre-training review, LLND test and/or trainer/assessor recommendation.

The institute will analyse the information collected and prepare a strategy to support the students. The strategy may include provide one on one support after the class hours, provide extra reading or tasks to complete related to the areas identified.

Accurate and Transparent Information

Australian College of Health and Community is committed to providing all students with information that is:

- ✚ **Clear** – Written in plain language that is easy to understand
- ✚ **Accurate** – Consistent with our approved course documents and national standards
- ✚ **Current** – Regularly reviewed and updated to reflect the latest course content, policies, and requirements

This applies to all information you receive from us or any third parties acting on our behalf, such as education agents. This includes:

- ✚ Course brochures
- ✚ Student handbook
- ✚ Enrolment forms and written agreements
- ✚ Our website and social media
- ✚ Verbal advice provided during orientation or by staff

Learner resources, facilities and equipment's

- ✚ Classroom including chairs, projector
- ✚ Internet
- ✚ Breakout areas
- ✚ Assessment pack (student)
- ✚ PowerPoint presentation
- ✚ Learner handbook
- ✚ Unit activities book
- ✚ Self-study guide
- ✚ Staff available to students to address their learning needs
- ✚ All students will be provided with training resources and assessment materials for all units of competency and additional training documents as required.
- ✚ Administrative support as required
- ✚ Case studies (real workplace-based scenarios)
- ✚ Role-playing activities for interaction with others as a part of assessments.
- ✚ Templates and additional resources to complete the assessment tasks.

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- ✚ Access to a number of free learner tutorials, tools and videos
- ✚ Learning Management System (LMS) access
- ✚ Online learning platform access
- ✚ Video conferencing software (e.g. Microsoft Teams or Zoom)
- ✚ Electronic assessment submission systems
- ✚ Digital learning resources and online support materials

Additional resources available to students

- ✚ <https://training.gov.au/> Government Website Updates
- ✚ Meeting Individual Student Needs Reference
- ✚ Learning and Assessment Resources
- ✚ Updates from the Industry skills councils/SSOs
- ✚ Please refer to self-study guides (unit level) for more information

External Support Services

For students requiring additional support with their studies, work or life, Australian College of Health and Community provides the following referrals to community organisations that may be able to assist you. Please note that some of these services may attract a fee which is payable by you.

Reading and Writing Hotline

Telephone: 1300 655 506

[Welcome to the Reading Writing Hotline - Reading Writing Hotline](#)

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.

Centrelink

www.centrelink.gov.au

If you are completing a full-time course, you may be eligible for benefits through Centrelink.

Australian Human Rights Commission

phone: 1300 369 711 or (02) 9284 9600

<https://www.humanrights.gov.au/>

The Commission can resolve individual complaints about discrimination, sexual harassment and racial and religious vilification by offering a conciliation process that is confidential, impartial, free, and simple.

You can also discuss disability rights and direct you to a network of advocates. This support may include making representation on behalf of individuals with a disability, helping individuals to advocate for themselves or helping others to advocate for them.

Lifeline

Telephone: 13 11 14

[Lifeline Australia - 13 11 14 - Crisis Support. Suicide Prevention.](#)

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Anyone can call Lifeline. The 13 11 14 service offers a counselling service that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Fair Work Ombudsman

[Welcome to the Fair Work Ombudsman website](#)

Fair Work Australia is the national workplace relations tribunal. It is an independent body with the power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times, and find ways to boost their mental health and wellbeing. They aim to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

Beyond Blue (1300 224 636) – Mental health and wellbeing support([24/7 Support for Anxiety, Depression and Suicide Prevention. - Beyond Blue](#))

Headspace – Youth mental health services (www.headspace.org.au)

Legal Aid

 Victoria <https://www.legalaid.vic.gov.au/>

Australian Search and Rescue

Maritime Rescue: 1800 627 484 [Search and rescue | Australian Maritime Safety Authority](#)

Health Information Services

Australian institute of Health and Welfare: 0262441000[Family and domestic violence - Australian Institute of Health and Welfare](#)

NATIONAL ALCOHOL & OTHER DRUG HOTLINE:[1800 250 015](#) [The Alcohol and Drug Foundation - Alcohol and Drug Foundation](#)

Suicide prevention Australia [Home - Suicide Prevention Australia](#) Lifeline 13 11 14

Suicide Call Back Service 1300 659 467 [Mental health counselling | Suicide Call Back Service](#)

Victoria / Melbourne Support Services

The following support services may be relevant to students studying at the Melbourne campus or students residing in Victoria:

- Legal Aid Victoria: www.legalaid.vic.gov.au
- Consumer Affairs Victoria: www.consumer.vic.gov.au
- Victorian Equal Opportunity and Human Rights Commission: www.humanrights.vic.gov.au
- Sexual Assault Crisis Line Victoria: 1800 806 292
- Safe Steps Family Violence Response Centre: 1800 015 188

New South Wales / Sydney Support Services

The following support services may be relevant to students studying through the Sydney delivery location or students residing in New South Wales:

- Legal Aid NSW: www.legalaid.nsw.gov.au
- NSW Fair Trading: www.fairtrading.nsw.gov.au
- Anti-Discrimination NSW: www.antidiscrimination.nsw.gov.au
- NSW Health Mental Health Line: 1800 011 511
- NSW Sexual Violence Helpline: 1800 424 017
- Link2home Homelessness Information Line: 1800 152 152

Where students are unsure which service applies to them, they may contact Australian College of Health and Community's Student Support Officer for guidance.

General Information – Courses we deliver and essential entry requirements

Courses we deliver

Australian College of Health and Community deliver the following nationally recognised training products to domestic students only:

Campus	Training Product	Duration	Delivery Mode
Melbourne	CHC33021 – Certificate III in Individual Support	52 weeks	Classroom-based theoretical training; simulated workplace training environments; practical assessments; community or workplace placements
Melbourne	CHC43121 – Certificate IV in Disability Support	52 weeks	Classroom-based theoretical training; simulated workplace training environments; practical assessments; community or workplace placements
Melbourne	HLTAID011 – Provide First Aid	2 days	Classroom/simulated practical delivery and practical assessment
Melbourne	HLTHPS006 – Assist Clients with Medication	2 days	Classroom/simulated practical delivery and practical assessment and work placement
Sydney	CHC33021 – Certificate III in Individual Support	52 weeks	Online theory sessions; simulated workplace training environments; practical assessments; community or workplace placements
Sydney	CHC43121 – Certificate IV in Disability Support	52 weeks	Online theory sessions; simulated workplace training environments; practical assessments; community or workplace placements

Note: Sydney online delivery applies to theory sessions only. Simulated workplace activities, practical assessments and work placement requirements must be completed in suitable approved physical or workplace environments in accordance with the relevant TAS, assessment conditions and work placement procedures.

Delivery Arrangements by Location

Australian College of Health and Community delivers training and assessment services through approved delivery locations in Melbourne and Sydney.

Melbourne Delivery

Students enrolled at the Melbourne delivery location undertake classroom-based theoretical training, simulated workplace activities and practical assessments at:

Level 8, 20 Queen Street, Melbourne VIC 3000.

The Melbourne campus contains classroom and simulated workplace facilities used for training and assessment activities.

Where required by the training product, students must also complete workplace or community placement activities within approved industry settings.

Current workplace placement partners include:

- Infinite Ability Pty Ltd – 268 Settlement Road, Thomastown VIC 3074
- Crae AU Pty Ltd – 232 High Street, Preston VIC 3072

Sydney Delivery

Students enrolled through the Sydney delivery location undertake theory training through scheduled online learning sessions facilitated by qualified trainers and assessors.

Students undertaking online theory training are required to have access to:

- A suitable computer, laptop or tablet
- Reliable internet access
- A webcam and microphone
- A valid email address
- Access to Australian College of Health and Community online learning systems and learning resources

Simulation and Practical Assessment Requirements – Sydney

Online delivery applies to theory training only.

Students enrolled through the Sydney delivery location must attend approved physical simulation facilities to complete:

- Simulated workplace activities
- Practical skills development activities
- Practical assessments
- Assessment activities requiring direct observation by an assessor

Approved Sydney simulation facility:

- Level 3, 1-3 Fitzwilliam Street Parramatta NSW 2150

Students will be advised of the location, date and time of all practical training sessions, simulation activities and practical assessments before commencement.

Work Placement Requirements

Where workplace or community placement is required by the training product, students must complete placement activities within approved workplaces that meet the requirements of the relevant training package, assessment conditions and Australian College of Health and Community policies and procedures.

Student Support Services

Students enrolled through the Sydney delivery location may access student support services through telephone, email, video conferencing and scheduled online meetings with trainers, assessors, the Student Support Officer and other authorised staff members located at the Melbourne campus.

Please visit <<RTO Website>> for the list of courses, duration, entry requirements, Admission requirements and other information.

Admission requirements and other information Sessions:

Training sessions will be delivered by qualified trainers and assessors according to the published timetable for each training product.

Student support services are coordinated from the Melbourne campus and are available to all students enrolled at both Melbourne and Sydney delivery locations.

Support services will be accessed through face-to-face appointments (Melbourne students), telephone, email, video conferencing and online meetings during normal business hours.

Australian College of Health and Community will endeavour to respond to student enquiries within one (1) business day. More complex matters may require additional time; however, students will be kept informed of the progress of their enquiry.

Students requiring additional academic, language, literacy, numeracy, digital literacy or wellbeing support are encouraged to contact the Student Support Officer, trainer or assessor for assistance.

Training support after training sessions

- ✚ A trainer will be available to assist students with training support immediately following the session or students may make individual appointments.
- ✚ Training support can also be provided to Individual students via telephone and email after the training sessions or on request from the students.
- ✚ Generic learner support such as study skills, employability skills, etc. will be provided during these one-to-one support sessions.
- ✚ Students will be provided training support after the training sessions for this course or on their request.

Individual learning and reflection

- ✚ Learners are required to process what they have learnt during their reading and research, contemplate on their future professional career and apply the learning to their own life and work experience.
- ✚ All students will be provided self-study guides and list of recommended books and resources to complete their individual learning and reflection.
- ✚ **Individual student reflection is designed to fulfil two purposes:**
 - Personal growth
 - Personal application

Individual learning and reflection may or may not include:

- ✚ Study undertaken by the learner in their own time
- ✚ Completing supplementary activities
- ✚ Additional resources
- ✚ Web links/ references

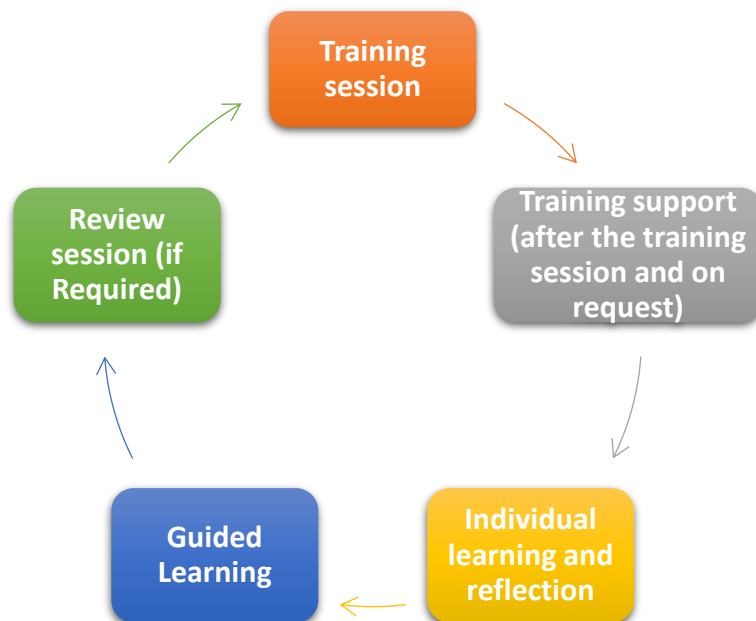
- ✚ Real life case scenarios and decision-making processes
- ✚ Additional resources
- ✚ Journals, newsletters and magazines

Guided learning

- ✚ The trainer provides learning activities; the learner takes responsibility for completing all mandated tasks and activities.
- ✚ The trainer is available for consultation and feedback as required.
- ✚ All students will be provided with resources for Guided learning activities and tasks.

Guided learning may or may not include:

- ✚ Learner Handbook activities
- ✚ Learning activities
- ✚ Research
- ✚ Induction specific to the course/ unit requirements and content
- ✚ Projects
- ✚ Case studies



General Information – Australian College of Health and Community Policies, Procedures, Legislative and Regulatory requirements and obligations

Australian College of Health and Community complies with all applicable legislation and frameworks, including but not limited to:

- ✚ National Vocational Education and Training Regulator Act 2011
- ✚ Standards for RTOs 2025, including:
 - *Outcome Standards*
 - *Compliance Requirements*
 - *Credential Policy*
- ✚ Data Provision Requirements 2020
- ✚ Fit and Proper Person Requirements 2025
- ✚ Work Health and Safety Act 2011 (Cth)
- ✚ Fair Work Act 2009
- ✚ Privacy Act 1988 (Cth)
- ✚ Equal Opportunity Act 2010 (Vic)
- ✚ Racial Discrimination Act 1975
- ✚ Sex Discrimination Act 1984
- ✚ Disability Discrimination Act 1992
- ✚ National Principles for Child Safe Organisations
- ✚ Unique Student Identifier Act 2014
- ✚ Australian Consumer Law

All staff, third party (if applicable) and learners at Australian College of Health and Community must also meet the following regulatory requirements:

- ✚ ASQA (Australian Skills Quality Authority)
- ✚ VET Quality Framework
- ✚ The Australian Qualifications Framework (AQF requirements)
- ✚ Other applicable legislation and regulation as relevant to the courses being delivered.

Australian College of Health and Community will comply with all relevant Commonwealth and State legislation and legislative requirements relevant to its operation and its Scope of Registration.

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In addition, staff and learners at Australian College of Health and Community must also meet various particular legislative requirements, mentioned in the training packages and legislation register.

Quality Assurance and Improvement - Education and Training operations

Australian College of Health and Community will comply with all applicable Commonwealth and Victorian (VIC) and New South Wales legislation relevant to the operation of the training premises, including workplace health and safety and fire safety regulations and ensure that the training premises are of adequate size and have adequate heating, cooling, lighting and ventilation.

Education and Training Guarantee

Australian College of Health and Community guarantees that it will deliver education, training and assessment and support services to each enrolled learner in order to complete the course or qualification into which they are enrolled and for which the appropriate fee has been paid.

In the unlikely event that unforeseen circumstances prevent Australian College of Health and Community from honouring this commitment, Australian College of Health and Community will take all necessary steps to ensure that training is completed in accordance with its contractual obligations to the enrolled learner.

Should Australian College of Health and Community cease delivery of any training and assessment, a refund for the unused portion of the course will be provided to the student or student will be transferred to equivalent course with another training provider.

Ceasing operation

In the event that Australian College of Health and Community ceases to operate, its records will be transferred to ASQA in the appropriate format and detail as specified by the Department at the time of ceasing Australian College of Health and Community operations.

If circumstances are such that Australian College of Health and Community is not able to carry on operations (death, liquidation, bankruptcy), the CEO is to advise ASQA of this decision and provide advice regarding the impact on currently enrolled learners. Notifications are to be made within 90 calendar days of the changes occurring. Australian College of Health and Community has a responsibility to transfer these enrolments to another RTO with least disruption to individual learners. On ceasing operations, Australian College of Health and Community is to facilitate currently enrolled learners transfer to another RTO, issue these learners with an appropriate refund according to the Fee Management and Refund Policy, and issue learners with Certificates based on completed units of competency.

Australian College of Health and Community will ensure that any confidential information acquired by the business, individuals, committees or organisations acting on its behalf is securely stored.

Principles of Training and Assessment

Training and assessment strategies developed by Australian College of Health and Community will adhere to the following principles:

-  Training and assessment strategies are developed for each qualification/unit of competency that will be delivered and assessed;
-  All training programs will require the development of a training and assessment strategy for full and partial completion of a qualification;
-  Each training and assessment strategy will be developed in consultation with industry representatives, trainers, assessors and key stakeholders;

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- ✚ Training and assessment strategies will reflect the requirements of the relevant training package and will identify target groups;
- ✚ Training and assessment strategies will be validated annually through the internal review procedures.

Principles of assessment

At Australian College of Health and Community, assessments are designed to make sure every student has a fair and equal chance to demonstrate their skills and knowledge. All assessments follow these important principles:

Fair: You'll receive clear instructions and be told what to expect before your assessment. If you have special needs or personal circumstances, you can request reasonable adjustments to help you succeed.

Flexible: Assessments may be adapted to suit your learning style or background. You might be assessed through different methods like written work, practical tasks, or verbal questions. Recognition of prior learning (RPL) or previous experience may also be available.

Valid: The assessment must test the exact skills and knowledge described in your course. The work you submit should directly relate to what you are learning in your unit of study.

Reliable: Your results should be consistent and fair no matter who assesses you or when it's done. If you perform the same way, the outcome should always be the same.

Rules of Evidence

To ensure your assessment is fair and meets national training standards, the evidence you provide must follow these four rules:

Valid: Your work must show the skills and knowledge that are specifically required for the unit you're being assessed on. It should match what the course expects you to know and do.

Sufficient: You need to provide enough evidence to prove that you are competent in **all parts** of the unit. One piece of work usually isn't enough — your assessor needs a complete picture of your abilities.

Authentic: The work you submit must be **your own**. It should not be copied from someone else or completed by another person. Your assessor must be sure that the evidence reflects **your performance**.

Current: Your evidence must show that your skills and knowledge are **up to date**. It should reflect what you can do **now**, not something you did a long time ago.

Assessment Policy

Australian College of Health and Community acknowledges the critical role that assessment plays in determining the competency of students. In developing the assessment (including RPL) for each qualification and unit of competence, the CEO will ensure:

- ✚ Compliance with the assessment guidelines from the relevant training package, qualification and unit of competence of accredited course
- ✚ Assessment leads to a qualification or statement of attainment under the Australian Qualifications Framework (AQF)
- ✚ Assessment complies with the principles of competency-based assessment and informs the student of the purpose and context of the assessment

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- ✚ The rules of evidence guide the collection of evidence to support the principles of validity and reliability
- ✚ The application of knowledge and skills is relevant to the standard expected in the workplace, including skills for managing work tasks, contingencies and the job environment
- ✚ Timely and appropriate feedback is given to students
- ✚ All students have access to re-assessment on appeal

Australian College of Health and Community 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. Australian College of Health and Community recognises that each unit of competency contains assessment requirements relating to; performance evidence, knowledge evidence and assessment conditions.

Preparation and Submission of Assessment

Australian College of Health and Community may use the following assessment methods to evaluate the learner competency:

- ✚ Written/Oral tests
- ✚ Workplace Assessment
- ✚ Observations
- ✚ Role-plays
- ✚ Workbooks
- ✚ Written Tasks
- ✚ Demonstration
- ✚ Third party reports and observations
- ✚ Projects
- ✚ Other assessment methodologies which align with the qualification and learner requirements

In keeping with the principles of competency-based assessment, the determination of competence will be based on the evidence gathered at least more than one occasions, rather than on isolated assessment activities or events.

Work placement may apply and relate directly to your course and assessment requirements. Check our website and/or course materials for work placement requirements.

Trainers and Assessors will gather evidence of competencies over the duration of the Training Program. Throughout each unit of competency, there will be a variety of assessment tasks, and you will be consulted during this process to ensure that your individual learning style is taken into consideration.

Don't be hesitant about assessment tasks, as they are designed to find out how you are progressing with your learning and what progress you have made towards achieving the required competence. More formal assessment strategies are used to consolidate the evidence bank that you have been developing.

Allowed attempts to demonstrate competency/ Reassessment

Australian College of Health and Community allows learners two opportunities to be assessed as competent. Should a learner not achieve competence after two attempts, then it will be recommended that they repeat

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the unit of study. After they have exhausted three opportunities will be required to pay a fee for additional training and re-assessment. Please refer Fee Management and Refund Policy for more information.

Evidence of competence

Evidence may include:

-  Knowledge test
-  Trainers and assessors' observation notes
-  Project work
-  Practical observation
-  Workplace mentor evaluations
-  Checklists
-  Demonstration of skills

Work placement

Some courses include a mandatory Work-Based Training (WBT) component, which allows students to apply their skills in a real industry setting and meet practical assessment outcomes. Australian College of Health and Community will help in arranging a suitable placement with an approved workplace and formalise the arrangement through a signed Work Placement Agreement and provide support throughout the process. Australian college of Health and Community will ensure that all placement sites are **safe, supportive**, and meet **Work Health and Safety (WHS)**. Student will receive a placement pack with tools and instructions tailored to your specific qualification and units. The trainer and/or assessor will monitor student progress and conduct workplace observations and contact with workplace supervisors as required by the assessment requirements. Your trainer will assess your practical skills through direct observation and in discussion with your workplace supervisor to ensure the assessment is fair and based on clear evidence.

Please note that WBT is unpaid, and students are responsible for their own travel to and from the placement venue, as travel costs are not covered by the Australian College of Health and Community. Further information will be provided before and after enrolment. Students must attend all scheduled placements and maintain professional conduct at all times.

Refer Work Placement Policy for more information.

The following courses require completion of work placement as part of the qualification requirements:

CHC33021 – Certificate III in Individual Support

- To achieve this qualification, the candidate must complete a minimum of 120 hours of work placement as detailed in the Assessment Requirements of the units of competency.
- Work placement will generally be conducted after students have completed core theoretical units and demonstrated readiness for workplace practice, usually during the later stage of the course delivery.
- In addition to the required 120 hours, specific units of competency contain mandatory workplace assessment tasks that must be completed in an approved workplace environment to demonstrate practical skills, workplace communication, and person-centred support practices.

CHC43121 – Certificate IV in Disability Support

- There are no mandatory minimum work placement hours specified for this qualification within the training package.

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- However, several units require students to demonstrate practical skills and workplace performance in a real or simulated work environment.
- Where workplace evidence is required, students may be required to undertake structured workplace learning or industry placement arranged by the Australian College of Health and Community or student to meet assessment requirements.

Note: Even where minimum placement hours are not mandated, students must still complete workplace-based assessment tasks where required by individual units of competency to demonstrate industry competency.

Assessment Submission

Your trainer will suggest a suitable timeframe/deadline to submit your assessment unless otherwise mentioned in your learner assessment tool.

You must ensure that you complete all details on the Assessment Cover Sheet including your Name, Learner ID, Course Code and Course Name, and sign and date at the bottom of the cover sheet. Or complete relevant information in LMS related to the assessment.

You must always keep a copy of your completed assessments during your course.

Assessment Extensions

It is expected that learners will submit assessments by the due date, however we understand that where special circumstances exist, an extension of time may be required. If you do require an extension of time for an assessment, you will need to email your request to axisinternationalcollege@gmail.com together with appropriate supporting documentation, at least 48 hours before the due date.

The following factors will not be regarded as suitable grounds for granting of an assessment extension:

- a. Normal/routine demands of employment and employment-related travel;
- b. Scheduled anticipated changes of address, moving house, etc;
- c. Demands of sport or extra-curricular activity (other than to represent in state, national or international sporting or cultural events);
- d. Recreational travel (domestic or international);
- e. Planned events, such as a wedding.

You need to contact your Trainer/Assessor to discuss any personal/academic issues that may be impacting on your ability to study effectively.

Course Monitoring

All learners are appointed with a trainer or assessor, who is responsible for the delivery and monitoring of the qualification.

Learners who feel that they may require additional support in the learning environment as a result of disability, language, culture, gender, age or other perceived barriers should discuss this with their trainer/assessor.

Should you experience any difficulty that may be affecting your progress please discuss this with your trainer/assessor.

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Review and evaluation processes will occur at regular intervals over the duration of your training program. You are encouraged to provide feedback regarding training delivery and assessment strategies to improve the quality of the learning you receive.

National Recognition - Recognition of Prior Learning (RPL) and Credit Transfers (CT)

All learners will be offered the opportunity to apply for Recognition of Prior Learning (RPL) and Credit Transfer. Learners can apply for RPL or Credit Transfer prior to commencement of the course and delivery of the relevant unit(s). RPL and Credit Transfer will be offered and processed according to Australian College of Health and Community's Recognition of Prior Learning (RPL) Policy and Credit Transfer Policy.

Recognition of Prior Learning (RPL): Prospective learners are informed of their right to apply for RPL at pre-enrolment, enrolment, and course commencement stages. Australian College of Health and Community Recognition of Prior Learning (RPL) Policy outline in detail the specific RTO process to be followed for granting RPL.

Learners can demonstrate competency through formal, non-formal and informal learning:

1. Formal learning refers to learning that takes place through a structured program of instruction and is linked to the attainment of an AQF qualification or statement of attainment (for example, a certificate, diploma or university degree);
2. Non-formal learning refers to learning that takes place through a structured program of instruction, but does not lead to the attainment of an AQF qualification or statement of attainment (for example, in-house professional development programs conducted by a business); and
3. Informal learning refers to learning that results through the experience of work-related, social, family, hobby or leisure activities (for example the acquisition of interpersonal skills developed through several years as a sales representative).

Learners are encouraged to apply for RPL prior to or immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any learning opportunities offered should they be unsuccessful in the RPL process.

Credit Transfer: Australian College of Health and Community recognises the AQF Qualifications and Statement of Attainments issued by any other Registered Training Organisation.

Students are informed of their right to apply for CT at pre-enrolment, enrolment, and course commencement stages. Australian College of Health and Community Credit Transfer Policy outlines in detail the specific RTO process to be followed for granting Credit Transfer.

Transitioning to New Qualifications

From time to time, training packages are updated by the industry, and this may lead to changes in qualifications or units of competency (e.g. a unit may be superseded, deleted, or replaced). Our Australian College of Health and Community follows a clear process to ensure students are supported during these transitions.

What You Can Expect

- ✚ If your course or unit is affected by a change to a training product, we will:
 - Inform you as soon as practicable about the change
 - Clearly explain how the change may impact your course or study plan

- Make sure any transition occurs in line with national requirements and does not disadvantage you

Transition Process

- ✚ If a qualification or unit you are enrolled in becomes superseded, you may be:
- ✚ Transferred to the new qualification or unit, as soon as practicable
- ✚ Given advice about any new requirements, such as assessments or hours
- ✚ Offered a teach-out period or alternative options if the transition does not apply to your current stage of study

Student Notification

- ✚ You will be notified of changes through:
- ✚ Email or student portal announcements
- ✚ Direct contact from the Student Support Officer or your trainer
- ✚ Updated course documentation and guidance

Access and Equity

Australian College of Health and Community is an equal opportunity employer and is committed to developing policies and practices that eliminate discrimination and harassment in the workplace and also its education and training programs and in the provision of its services. Australian College of Health and Community has a legal responsibility to ensure that all reasonable steps have been taken to prevent discrimination and harassment from occurring in the workplace and training environment.

We are committed to providing a fair and equitable learning and working environment for all learners and staff. In offering education program(s) as part of our RTO status, we aim to provide learning programs and pathways where program design, course content and all aspects of the training and assessment process are available in a way that allows equality of educational opportunity to all learners.

We promote fair and equal access, for all learners and potential learners, regardless of characteristics such as their gender, sexuality, race, nationality, ethnic background, age, marital status, religion, pregnancy, political convictions, physical disability or intellectual impairment.

We seek to create a training and education environment free from all forms of discrimination and harassment, including sexual harassment, and which enables all learners to understand the education program in which they are enrolled/wishing to enrol to their full potential.

Access and equity cover three broad areas: Discrimination, Harassment and Affirmative Action. The legislation supports each of these areas at the State or Federal level; this includes but is not limited to the following:

Federal Legislation:

- ✚ Age Discrimination Act 2004 (Cth);
- ✚ Australian Human Rights Commission Act 1986) (Cth);
- ✚ Disability Discrimination Act 1992 (Cth);
- ✚ Racial Discrimination Act 1975 (Cth);
- ✚ Sex Discrimination Act 1984 (Cth);

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- ✚ Work Place Gender Equality Act 2012 (Cth); and
- ✚ Fair Work Act 2009 (Cth).

State Legislation:

- ✚ Equal Opportunity Act 2010 (VIC); and
- ✚ Anti-Discrimination Act 1977 (NSW)

Australian College of Health and Community is committed to:

- ✚ Fostering a safe, inclusive, and culturally safe learning environment
- ✚ Promoting respect for all individuals and cultural backgrounds
- ✚ Ensuring staff have cultural competence and uphold inclusive practices
- ✚ Identifying the wellbeing needs of students through training product requirements and student profiles
- ✚ Offering wellbeing support services suitable to the cohort's needs and actively informing students how to access them

Sexual Harassment

Australian College of Health and Community is firmly committed to providing equal employment opportunities and educational outcomes for all staff and learners. We recognise that these achievements are dependent on the elimination of sexual harassment from the working and learning environment.

Australian College of Health and Community recognises that it is the legal responsibility of management to take all reasonable steps to ensure that staff and learners are not subject to sexual harassment.

Racism

Australian College of Health and Community is firmly committed to providing a working, teaching and learning environment that is free from racism. Racism not only denies a person's fundamental human right to respect, but it also reduces their opportunity to gain a fair share of society's valued resources, such as education and employment.

Australian College of Health and Community recognises that the achievement of equal employment opportunities and equal educational outcomes is dependent on the provision of a discrimination and harassment-free environment.

Australian College of Health and Community understands the community's racial and ethnic diversity and acknowledges that people from a non-English speaking background and indigenous people, in particular, have experienced and continue to experience institutional disadvantage, racial prejudice and discrimination.

Australian College of Health and Community expresses an unconditional rejection of racist behaviour and its commitment to eliminate racism in its organisational structure through the provision of training programs that are equitable, accessible and culturally inclusive.

Privacy

Australian College of Health and Community staff and contractors collect, store, use and disclose personal information in accordance with the thirteen (13) Australian Privacy Principles of the Privacy Act 1988, thereby safeguarding confidential information in accordance with the Standards for Registered Training Organisations (RTOs) 2025. Please refer Privacy Policy for more information.

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Open and Transparent Management of Personal Information	• Australian college of Health and Community will manage personal information in an open and transparent way. This includes having a clearly expressed up to date Australian Privacy Principles Privacy Policy.
Anonymity and Pseudonymity	• The APPs give individuals the option of not identifying themselves, or of using a pseudonym. Limited exceptions apply.
Collection of Solicited Personal Information	• Australian Privacy Principles 3, outlines when an APP entity can collect personal information that is solicited. It applies higher standards to the collection of 'sensitive' information.
Dealing with Unsolicited Personal Information	• How Australian college of Health and Community deals with unsolicited personal Information is covered by APP4.
Notification of the Collection of Personal Information	• Outlines when and in what circumstances an APP entity that collects personal information must notify an individual of certain matters.
Use or Disclosure of Personal Information	• Outlines the circumstances in which Australian college of Health and Community may use or disclose personal information that it holds.
Integrity of Personal Information	• An organisation may only use or disclose personal information for direct marketing purposes if certain conditions are met.
Cross-border Disclosure of Information	• Outlines the steps Australian college of Health and Community must take to protect personal information before it is disclosed overseas.
Adoption, use or disclosure of Government related identifiers	• Outlines the limited circumstances when an organisation may adopt a government related identifier of an individual as its own identifier, or use or disclose a government related identifier of an individual.
Quality of Personal Information	• Australian college of Health and Community must take reasonable steps to ensure the personal information it collects is accurate, up to date and complete. The organisation must also take reasonable steps to ensure the personal information it uses or discloses is accurate, up to date, complete and relevant, having regard to the purpose of the use or disclosure.
Security of Personal Information	• Australian college of Health and Community must take reasonable steps to protect personal information it holds from misuse, interference and loss, and from unauthorised access, modification or disclosure. Australian college of Health and Community has obligations to destroy or de-identify personal information in certain circumstances.
Access to Personal Information	• Outlines Australian college of Health and Community's obligations when an individual requests to be given access to personal information held about them by the organisation. This includes a requirement to provide access unless a specific exception applies.
Correction of Personal Information	• Australian Privacy Principle 13 outlines the obligations in relation to correcting the personal information it holds about individuals.

Disability

Australian College of Health and Community Staff and learners should be mindful of the following principles:

- ✚ Persons with a disability have the same rights and responsibilities as other members of the community and should be empowered to exercise those rights and responsibilities.
- ✚ Persons with a disability have the same right as other members of the community to:
 - Respect for their human worth and dignity as individuals
 - Live free from abuse, neglect or exploitation
 - Realise their individual capacity for physical, social, emotional and intellectual development
 - Exercise control over their own lives
 - Participate actively in the decisions that affect their lives and have information and be supported where necessary, to enable this to occur
 - Access information and communicate in a manner appropriate to their communication and cultural needs
 - Services that support their quality of life

Charter of Human Rights and Responsibilities Act 2006

The following rights need to be protected and can be implied into staff responsibilities:

✚ Privacy and reputation

A person has the right:

- Not to have his or her privacy, family, home or correspondence unlawfully or arbitrarily interfered with; and
- Not to have his or her reputation unlawfully attacked.

✚ Freedom of thought, conscience, religion and belief

Every person has the right to freedom of thought, conscience, religion and belief, including:

- The freedom to have or to adopt a religion or belief of his or her choice; and
- The freedom to demonstrate his or her religion or belief in worship, observance, practice and teaching, either individually or as part of a community, in public or in private.

A person must not be coerced or restrained in a way that limits his or her freedom to have or adopt a religion or belief in worship, observance, practice or teaching.

✚ Freedom of expression

- I. Every person has the right to hold an opinion without interference.
- II. Every person has the right to freedom of expression which includes the freedom to seek, receive and impart information and ideas of all kinds, whether within or outside Victoria and New South Wales whether:
 - Orally; or

- In writing; or
 - In print; or
 - By way of art; or
 - In another medium chosen by him or her.
- III. Special duties and responsibilities are attached to the right of freedom of expression, and the right may be subject to lawful restrictions reasonably necessary:
- To respect the rights and reputation of other persons; or
 - For the protection of national security, public order, public health or public morality.
 - Peaceful assembly and freedom of association
 - Every person has the right to peaceful assembly.

Consumer Rights and Consumer protection

On 1 January 2011, the Australian Consumer Law commenced, and the Trade Practices Act 1974 was repealed and replaced by the Competition and Consumer Act 2010. The Australian Consumer Law provides for:

- ✚ National consumer protection and fair-trading laws
- ✚ Enhanced enforcement powers and redress mechanisms
- ✚ A national unfair contract terms law
- ✚ A new national product safety regime
- ✚ A new national consumer guarantees law

Training Evaluation/ Feedback – Quality Indicators

As part of our commitment to continuous improvement, Australian College of Health and Community collects and reviews feedback each year through national Quality Indicators. These indicators help us understand how well we are supporting our students and where we can improve.

Learner engagement: Learner Engagement is one of the key quality indicators we use to understand how students feel about their training experience. This includes your feedback on:

- ✚ The quality of teaching – Are your trainers knowledgeable, supportive, and engaging?
- ✚ Learning materials and resources – Are they clear, up-to-date, and useful for your learning?
- ✚ Assessment processes – Are they fair, well-explained, and linked to real skills?
- ✚ Support services – Did you feel supported during your course (academic help, wellbeing, language support, etc.)?
- ✚ The learning environment – Was the classroom, online space, or workplace setting safe, inclusive, and effective for learning?
- ✚ Opportunities to participate – Were you encouraged to ask questions, contribute, and get involved?

The 'Student Questionnaire' form [ACER – Learner Questionnaire.pdf](#) is completed by all students upon completion of their course of study. Student Administration will issue a copy of the survey to each student

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when issuing a Statement of Attainment or Qualification.

All completed and returned surveys will be reviewed by the Compliance and Quality Assurance Department. The results of these surveys will be collated into reports with a summary of all responses. These reports are to be reviewed during Management Meetings and recommendations arising from discussions regarding the survey will be acted upon as required.

At the completion of each calendar year the Compliance and Quality Assurance Department is required to collate all data for the year using the [Quality indicator annual summary report | Australian Skills Quality Authority \(ASQA\)](#) web form.

A copy of all completed Student Engagement surveys will be maintained for a period of 24 months as evidence of the data collection process.

Individual Rights to Access Personal Information

Individuals may access their personal information by contacting Australian College of Health and Community in writing. Access is generally granted within 30 days of receiving the written request.

Storage and Security of Personal Information

Australian College of Health and Community stores personal information in both hard copy and electronic form.

Hard copy information is kept under locked security. Personal Information stored on computers is, where practical, password protected.

Australian College of Health and Community's policy is to dispose of personal records that are no longer in use unless they are required to be stored for accountability, liability or other policy reasons. Where this is the case, such records are stored separately from the operational information.

Updating Personal Information

Australian College of Health and Community monitors the quality and accuracy of personal information that it maintains and where practical, updates that information on a regular basis.

Individuals can update their personal information at any time by contacting Australian College of Health and Community.

Marketing

Australian College of Health and Community will market its Vocational Education and Training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons will be drawn with any other provider or Training Program.

Australian College of Health and Community will not state or imply that the nationally accredited Training Programs other than those on their scope of registration are recognised by the Australian Skills Quality Authority

Australian College of Health and Community has in place policies and procedures to ensure that advertising and marketing meet both the Australian College of Health and Community Guidelines, as well as the national guidelines and protocols for Advertising and Marketing, as required by the Australian Quality Training Framework.

This ensures that all advertising and marketing strategies are:

 True and honest

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- ✚ Accurate
- ✚ A part of the approved scope of registration
- ✚ Approved by the Compliance team

Critical Incident

A critical incident is a sudden, serious event that can affect a student's wellbeing or safety, such as a medical emergency, serious injury, natural disaster, or death of a close family member. If a critical incident occurs, Australian College of Health and Community will take immediate action to ensure student safety and provide support, including counselling and communication with relevant authorities and family members where needed.

Australian College of Health and Community will take all reasonable steps to:

- ✚ Provide a safe environment for students and staff.
- ✚ Identify and assess risks to student wellbeing.
- ✚ Respond effectively to any critical incidents.
- ✚ Ensure students are supported during and after any incident.
- ✚ Comply with national and state reporting and response obligations

Refer Critical Incident Management Policy for more information.

Workplace Health and Safety

Australian College of Health and Community has in place policies and procedures to ensure that staff, visitors and guests are provided with a safe environment in accordance with the Work Health and Safety Act 2011. Refer Workplace Health and Safety Policy for more information.

Feedback, Complaint and Appeal Policy

1. Purpose

Australian College of Health and Community is committed to providing a fair, transparent, accessible and timely process for receiving feedback, managing complaints and handling appeals.

This policy ensures that students, prospective students, former students, staff and relevant third parties can raise concerns or seek review of decisions in a safe and respectful way, without fear of disadvantage, victimisation or retaliation.

This policy supports compliance with:

- ✚ Standards for RTOs 2025 – Outcome Standards 2.7 and 2.8
- ✚ National Vocational Education and Training Regulator Act 2011
- ✚ Privacy Act 1988 (Cth), including the Australian Privacy Principles

Australian College of Health and Community uses feedback, complaints and appeals outcomes to support **continuous improvement** of training, assessment, student support, administration, marketing and other services.

2. Scope

This policy applies to all current, prospective, and former students, as well as Australian College of Health and Community staff and third-party providers. It relates to:

- ✚ Informal and formal feedback
- ✚ Formal complaints
- ✚ Appeals of academic and non-academic decisions
- ✚ Course progress
- ✚ Australian College of Health and Community, its trainers, assessors or other staff;
- ✚ Education agent
- ✚ Any third-party providing services on Australian College of Health and Community's behalf, its trainers, assessors or other staff;
- ✚ Assessment/RPL outcome;
- ✚ Fees and refunds/re-crediting
- ✚ Other operational related matters

3. Definitions

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Term	Definition
Feedback	Informal input (positive or negative) regarding Australian College of Health and Community services or experiences
Complaint	A formal expression of dissatisfaction about a decision, service, behaviour, or policy
Appeal	A formal request to review a decision that affects the student
Procedural Fairness	Ensures decisions are unbiased, evidence-based, and all parties are heard
Support Person	A nominated person who may accompany a student to any complaint or appeal meeting
Independent Reviewer	A third party not involved in the original decision who may review the appeal
CI Register	Continuous Improvement Register used to log and follow up systemic issues

4. Legislative References

- ✚ Standards for RTOs 2025 – Outcome Standards 2.7 & 2.8
- ✚ National Vocational Education and Training Regulator Act 2011
- ✚ Australian Privacy Principles (Privacy Act 1988)

5. Policy Statement

This policy ensures domestic VET students can raise and resolve issues in a safe, respectful environment, free from disadvantage or retaliation. It is a core part of Australian College of Health and Community's commitment to student welfare, quality assurance, and continuous improvement.

Australian College of Health and Community values feedback and takes complaints and appeals seriously.

Australian College of Health and Community:

- ✚ Encourages informal feedback and early resolution where appropriate
- ✚ Provides a transparent, fair and timely complaints and appeals process
- ✚ Ensures all decisions are made with procedural fairness
- ✚ Respects student privacy and protects students from victimisation or retaliation
- ✚ Maintains appropriate records of all feedback, complaints and appeals
- ✚ Ensures domestic students are informed of their right to internal and external appeal pathways at no cost or minimal cost

Australian College of Health and Community acknowledges that students may raise concerns or be dissatisfied with decisions, services, behaviours or policies affecting their study or welfare. To uphold the principles of natural justice and procedural fairness, Australian College of Health and Community provides a

structured complaints and appeals process that includes informal resolution, internal review and external review options where required.

Specifically, Australian College of Health and Community ensures that:

- ✚ All domestic students have access to a documented, free and easily accessible internal complaints and appeals process, which is outlined in the Student Handbook, on the website and during orientation.
- ✚ If a matter cannot be resolved informally, students may formally submit a complaint or appeal using the appropriate form, with assistance from staff if required
- ✚ Respond to any complaint or appeal the domestic student makes regarding their dealings with Australian College of Health and Community or any approved third party involved in training, assessment, support or placement services.
- ✚ Receipt of any formal complaint or appeal will be acknowledged in writing within 2 working days
- ✚ Assessment of any formal complaint or appeal will commence within 10 working days of lodgement and will be finalised as soon as practicable
- ✚ Students are provided with an opportunity to formally present their case and may be accompanied and assisted by a support person of their choice at no cost during any meeting or hearing
- ✚ All complaints and appeals are handled in a professional, fair and transparent manner by appropriately trained and impartial staff
- ✚ Students are issued with a written statement of the outcome, including detailed reasons for the decision, at the conclusion of the internal process
- ✚ A written record of each complaint or appeal, including the outcome and reasons, is maintained securely and retained for a minimum of two years after the student ceases to be an accepted student, or longer where required by Australian College of Health and Community's records management requirements
- ✚ If the internal process does not resolve the matter to the student's satisfaction, Australian College of Health and Community will advise the student within 10 working days of concluding the internal review of their right to access an appropriate external complaints or appeals process at minimal or no cost and provide the contact details of the relevant body.
- ✚ If any internal or external process results in a decision or recommendation in favour of the student, Australian College of Health and Community will immediately implement the outcome and advise the student of the corrective or preventive action taken
- ✚ Domestic students may be referred to appropriate external support, mediation, consumer affairs, legal or regulatory complaint pathways where required.

6. Step-by-Step Procedure

Feedback Procedure

Step	Action	Responsible
1	Provide access to Feedback Form via website, orientation, and PTR	Compliance Manager/ Admin Officer

2	Encourage students to submit feedback informally through class discussions or surveys	Trainers/ Student Support Officer
3	Collect and review all feedback submissions (positive or constructive)	Compliance Manager
4	Record feedback in the Feedback, Complaint and Appeal Register	Compliance Manager
5	Use feedback insights to inform the Continuous Improvement Register and adjust services or operations	Compliance Manager/ CEO

Complaint Procedure

Step	Action	Responsible
1	Make the Complaints and Appeals Form accessible through the website, orientation, Student Handbook and administration office	Compliance Manager / Admin Officer
2	Encourage informal resolution of concerns before a formal complaint is lodged, where appropriate	Trainer / Student Support Officer
3	If unresolved, the student completes and submits the Complaints and Appeals Form, or receives assistance from staff to do so	Student/ Staff support if required
4	Acknowledge receipt of the complaint in writing within 2 working days	Compliance Manager
5	Commence assessment of the complaint within 10 working days of lodgement	Compliance Manager
6	Register the complaint in the Feedback, Complaints and Appeals Register	Compliance Manager
7	Investigate the complaint fairly and transparently, including consultation with relevant staff or third parties where required	Compliance Manager
8	Offer the student the opportunity to formally present their case and to be accompanied by a support person	Compliance Manager
9	Issue a written outcome as soon as practicable, including the decision, reasons and any corrective action	Compliance Manager
10	Record the outcome and any systemic issues in the CI Register	Compliance Manager
11	Inform the student of appeal rights and any available external options if the matter is not resolved to their satisfaction	Compliance Manager

Appeal Procedure

Step	Action	Responsible
1	The student completes and submits the Complaints and Appeals Form within 20 working days of the original decision, unless exceptional circumstances apply	Student

2	Acknowledge receipt of the appeal in writing within 2 working days	Compliance Manager
3	Commence assessment of the appeal within 10 working days of lodgement	Compliance Manager
4	Record the appeal in the Feedback, Complaints and Appeals Register	Compliance Manager
5	Review the appeal impartially, considering all evidence and consulting relevant parties as needed	Compliance Manager/ CEO
6	Provide the student with an opportunity to formally present their case and be supported by a support person	Compliance Manager
7	Appoint an independent reviewer where appropriate, including where the matter is complex or requires external review	CEO
8	Issue a formal written outcome as soon as practicable, including detailed reasons for the decision	Compliance Manager/ CEO
9	If the appeal is unsuccessful, inform the student of their right to access an external complaints or appeals process and provide contact details	Compliance Manager
10	If an internal or external appeal favours the student, implement the decision immediately and advise the student in writing of the action taken	Compliance Manager
11	Record all appeal actions, outcomes and systemic issues for review and continuous improvement	Compliance Manager

External Appeals:

For domestic students, Australian College of Health and Community will ensure students are advised of available external review options where they are not satisfied with the outcome of the internal complaints and appeals process.

Australian College of Health and Community must advise the student of this right within 10 working days of concluding the internal review and provide the contact details of the appropriate external complaints and appeals body.

The external appeal bodies available are:

1. **ASQA** – for complaints about Australian College of Health and Community’s compliance with the Standards for RTOs
 - Website: www.asqa.gov.au
 - ASQA accepts complaints about providers but is not generally an external merits review body for individual student decisions
2. **Resolution Institute or another appropriate alternative dispute resolution service**
 - Website: www.resolution.institute
 - This may be used where mediation or independent dispute resolution is appropriate

3. Legal Aid or community legal services in the relevant State or Territory

- Students may seek independent legal advice or advocacy support if needed

Cost of Mediation or External Review

- + Internal complaints and appeals processes are free of charge to the student
- + Where an external body provides a free service, Australian College of Health and Community will advise the student accordingly
- + Where an external mediation or review service charges a fee, Australian College of Health and Community will inform the student in advance
- + For domestic students, Australian College of Health and Community will ensure that access to external complaints and appeals processes is available at no cost or minimal cost as per the legislations

Implementation of External Review Recommendations

- + Australian College of Health and Community will immediately implement any decision or recommendation arising from an internal or external review in favour of the student
- + Australian College of Health and Community will advise the student in writing of the action taken

7. Related Documents

- + Feedback Form
- + Complaint and Appeal Form
- + Feedback, Complaint and Appeal Register
- + Continuous Improvement (CI) Register
- + Student Handbook

Fees and Charges Policy

The proposed fees and charges for the delivery of nationally accredited training and assessment services are checked for compliance with the relevant performance agreement. Australian College of Health and Community is committed to being transparent and fair in how we manage student fees, refunds, and financial protection.

Fee Transparency

Before you enrol, we will provide you with clear written information about:

-  The course code and title
-  Delivery mode and duration
-  All fees, including enrolment, tuition, materials, and any additional charges (e.g. uniforms or placement)
-  Payment terms and refund conditions

This information is available in your Student Handbook, on our website, and during your Pre-Training Review (PTR).

All applicable fees and charges

Fee Type	Amount	Notes
Tuition Fees	Varies per course	Refer website
Learning Material Fee	Course specific	Refer Website
Enrolment Fee	\$500	Non-refundable
RPL Assessment	\$250 per unit	On application
Credit Transfer	No charge	Verified transcript required
Reassessment Fee	\$250 per assessment	After second failed attempt
Unit Repeat Fee	\$1500 per unit	If full unit must be redelivered
Certificate Reissue	\$50	Applies to lost or damaged
Late Payment	\$50	After 7-day grace period
Withdrawal Fee	\$0	Admin processing fee
Course fee's structure	Course specific	Refer Website

Note: Where the student is not able to achieve the full qualification through RPL and gap training is required, a training plan and costing structure will be mutually agreed upon. The basis of the cost structure will be pro-rata on a unit by unit basis based on the scheduled course fee.

Fee for Service

All qualifications and courses offered by Australian College of Health and Community are available on a Fee for Service (FFS) basis. Details of the cost of each course are available on Australian College of Health and Community' website.

FFS qualifications must be paid for in accordance with the payment plan arranged, if any, prior to the commencement of the qualification. Payment can be made by Cheque, Credit Card or EFT. Enrolments will not be processed without payment of an enrolment fee or notification of an agreed payment plan. Please note that learners are not officially enrolled until they have paid their fees or received written documentation stating they are exempt from payment or a payment plan has been entered into.

Payment by Instalments

Where a Learner enrolls for a Fee for Service course or qualification, an initial payment for tuition fees not exceeding \$1,500.00 shall be paid on enrolment. Australian College of Health and Community will not accept any payment more than \$1500 at any time. The balance of the fee will be paid in accordance with a payment plan negotiated and agreed upon between Australian College of Health and Community and the learner.

The amount and frequency of payments will depend on the amount payable for the course and the length of the course and shall reflect the value of training delivered within a specified period. At no time shall the learner be required to make any payment more than statutory guidelines which regulate the amount Australian College of Health and Community is permitted to require a learner to pay, at any time.

Where a learner faces financial hardship, Australian College of Health and Community shall make every effort to propose a payment plan, acceptable to the learner that reflects the individual learner's circumstances.

As with all relationships between Australian College of Health and Community and its learners, all discussions and arrangements entered remain strictly confidential.

Paying by instalments must be arranged with Australian College of Health and Community office within two weeks of being notified of acceptance into the qualification.

Re-Issue of Statement of Attainments and or Certificates

If you request that a qualification Testamur or Statement of Attainment be re-issued, then Australian College of Health and Community may charge a re-issue fee as per Fee Management and Refund Policy. This charge may be waived at the discretion of the PEO. If levied, the fee must be paid prior to the re-issue.

Material Fee

The material fees and charges are subject to change from time to time. For the most recent information, please refer to Australian College of Health and Community's website or contact Australian College of Health and Community's office.

Refunds

Refunds will be paid directly to the learner. To claim a refund, the learner must complete a refund application form available from Australian College of Health and Community administration.

The refund process is as below:

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Circumstance	Refund Entitlement
Student withdraws 28 days or more before course start	Full refund of tuition fees and material fees (excluding enrolment fee)
Student withdraws less than 28 days before course start	50% of tuition fees refunded (excluding enrolment fee) and 100% material fees
Withdrawal after course start	No refund (unless compassionate or compelling circumstances approved)
Australian College of Health and Community cancels course before commencement	Full refund including enrolment fee
Australian College of Health and Community unable to deliver full course	Refund of unused portion or transfer to equivalent course
RPL/Credit Transfer granted after enrolment	Adjustment or refund of related unit tuition fees (if prepaid)

Refund Process:

-  Submit a Refund Request Form in writing
-  Processing within 20 business days
-  Refunds are made to the original payer
-  Bank charges for refunds are covered by the student (unless Australian College of Health and Community is at fault)

Cooling-off period

If you enrolled through unsolicited contact (like a phone call or door-to-door), under Australian Consumer Law:

-  You can cancel your enrolment within 10 business days without penalty
-  We won't accept payment or start training during this time unless you choose to waive your right in writing

Refer Fee Management and Refund Policy for more information.

Unique Learner Identifier (USI)

A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of all qualifications gained regardless of the provider. This system was implemented by the Australian Government in 2015, so it will show student achievements from 1 January 2015 onwards.

Australian College of Health and Community cannot issue Certificates or Statements of Attainment without a USI. Therefore, it is mandatory that all students supply their USI upon enrolment.

If you do not have a USI, please visit <https://www.usi.gov.au/students/create-your-usi> for more information, and instructions on how to apply.

Your USI will help keep your training records and results together in an online account controlled by you. Each time you enrol to study with a new training organisation, your USI will be used to store your training records and results.

By having a USI you will be able to access your training records and results (or transcript) whenever you need them. For example, for a new employer or when you enrol to study at a new training organisation. Your USI can be accessed online from your computer, tablet or smartphone and gives you access to your training records and results at your fingertips. For further information about the USI can be found at:

<http://www.usi.gov.au/Pages/default.aspx>

Should a USI exemption apply, the student is made aware before enrolment or training that their training results will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar

USI Exemptions apply according to the following criteria:

Exemption categories are:

-  Students who complete all requirements for their VET qualification or VET statement of attainment outside Australia.
-  An individual who has completed all the requirements for the VET qualification or VET statement of attainment before 1 January 2015.
-  Students who demonstrate a genuine personal objection to being assigned a USI. This exemption can only be granted by the Student Identifiers Registrar.

General Information – Learner Rights, Obligations and Responsibilities

Australian College of Health and Community learners have the following responsibilities:

- ✚ To become familiar with relevant policies and the Student Handbook and comply with any learner requirements contained therein including relevant legislated requirements.
- ✚ To respect the working environment of others at organisation and to follow related policies and procedures.
- ✚ To conduct themselves in a responsible, polite and safe manner and refrain from abuse towards Australian College of Health and Community employees or other learners.
- ✚ To follow all reasonable instructions provided by Australian College of Health and Community employees.
- ✚ To respect the right of Australian College of Health and Community to express the opinions of their trainer/assessor.
- ✚ To conduct themselves in a courteous, polite and ethical manner and in a manner which demonstrates tolerance and respect for others and supports the principles of equal opportunity, anti-discrimination and occupational health safety and environment.
- ✚ To undertake their studies to the best of their abilities.
- ✚ To meet deadlines for work to be submitted.
- ✚ To submit authentic documentation (note: where the authenticity of the evidence submitted is in question, Australian College of Health and Community reserves the right to conduct further investigation by way of interview and other appropriate means as required);
- ✚ To submit work without plagiarising or cheating.
- ✚ To consult with Australian College of Health and Community promptly if problems/issues arise.
- ✚ To accept joint responsibility for their own learning.
- ✚ To provide feedback to Australian College of Health and Community on its courses and services.
- ✚ Undertake all study in the manner and formats required and in the specified course timeframes;
- ✚ To adhere to Australian College of Health and Community's code of practice.
- ✚ To seek approval from authorised Australian college of Health and Community employees for the use of Australian College of Health and Community IT equipment, assets, stationery, etc.
- ✚ To encourage equal opportunity.
- ✚ To promote an effective learning environment through good personal behaviour.
- ✚ To respect the rights of others; and

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- To cooperate with Australian College of Health and Community with requests for further evidence including reasonable adjustments made to the assessment process, confirmation of the authenticity of documentation submitted for assessment and overall confirmation of competency.

Referencing

Assessments must be your own original work. If you use another person's ideas, writing or work and do not acknowledge the original source, you are committing plagiarism. Referencing is a way of showing that you are engaging with the literature in your subject area without plagiarising.

Referencing serves several important purposes:

- Acknowledges sources of information, so you are not accused of plagiarism
- Demonstrates the depth and quality of the research you have done
- Allows others to locate sources you have used if they wish to know more

A guide to referencing

Source Of Information	Should You Provide a Reference?
Books, newspapers, journals, magazines, theses, conference papers, reports, pamphlets (published or online)	Yes
Case law, legislation, parliamentary debates, treaties	Yes
The internet	Yes. It is a common misunderstanding that information on the internet does not need acknowledgement. You should use material found on the internet with caution, as it may be unreliable or out of date.
TV, radio, scripts	Yes. While you are listening, you should note the program name and the date of broadcast. Sometimes it is possible to obtain a transcript to check that you have heard correctly.
Videos, films, DVDs	Yes. There are specific conventions for referencing visual media.
Lectures	It depends. There are three possibilities: - If the lecturer mentions something which is general knowledge, there is no need for the lecturer, or you, to provide a reference. - If the lecturer presents her/his own idea, you should reference this as the lecturer's idea. - If the lecturer presents another author's idea, you should refer to both sources: the original author, and the lecturer who presents the idea. <i>However, in most cases, instead of</i>

	<i>relying upon your lecturer's reference, it would be more valuable for you to read the original author yourself.</i>
Illustrations, images, artwork, tables, graphs, programming codes	Yes. You need to acknowledge the source of drawings, photographs, graphs, designs, tables, programming codes and all other examples of non-verbal information that you use in your work.
Quotations	Yes. In referencing quotes, be careful to use quotation marks, and be careful not to change any words.
Paraphrases, summaries	Yes. When expressing the information or ideas of someone else in different words or in a briefer form, you must still acknowledge the source of the information or ideas.
Common knowledge	You don't need to provide a reference for common knowledge - that is, information shared by many people. It is sometimes difficult to know what is and what is not common knowledge in your field of study. If you read or hear the same information many times from different sources, it is probably common knowledge. Common knowledge usually includes major historical events, famous people and geographic areas that are known about by educated people throughout the world, not just in the country in which they occurred. If the information is not common knowledge, you should provide a reference. This shows your reader that the idea is held by an expert in the field. It also demonstrates to your lecturer that you have been reading academic texts.

Plagiarism

Plagiarism is taking the words, theories, creations or ideas of another person and passing them off as your own.

Plagiarism can be deliberate – copying a passage from a book or journal or pasting something from the internet into an assignment without referencing the original source.

You can also commit inadvertent plagiarism which is where you unintentionally repeat some of the information you have read in the course of your research. You must ensure you do reference all material that comes from another source so question yourself as to whether you have read the information elsewhere and go back to your sources to locate the reference.

Plagiarism can also result from not referencing correctly. You must ensure you know how to reference your work using the style advised by your trainer/assessor.

Consequences of Plagiarism

All forms of plagiarism will be taken seriously - deliberate or not!

Plagiarism is a serious issue that can result in failing an assignment, or even having to leave the course.

Refer Academic Integrity and Plagiarism Policy (Including AI) for more information.

Learner Code of Conduct

The Learner Code of Conduct outlines the rights and responsibilities of all learners. The Code of Conduct is in place to ensure an atmosphere of respect, understanding, and professionalism for all learners. Australian College of Health and Community celebrates diversity and embraces equal opportunity and promotes a supportive adult learning environment.

Learner Rights

All learners have the right to:

-  Feel safe and welcome at Australian College of Health and Community;
-  Be treated with respect and dignity;
-  Privacy (as per the Privacy Act and Australian Privacy Principles): only information necessary to the core functions of Australian College of Health and Community can be shared without the learner's prior consent;
-  Be free from bullying and harassment (including sexual harassment) online or during any Australian College of Health and Community training activity;
-  Receive fair and equitable training and assessment;
-  Receive services without discrimination;
-  Complain without fear or recrimination;
-  Be provided with, and have access to, Australian College of Health and Community policies, procedures and learner rights.

Responsibilities

In general, it is expected that as a learner you will:

-  Be responsible for your own study program;
-  Treat staff and fellow learners respectfully, courteously and with consideration at all times, while respecting their privacy and safety;
-  Respect Australian College of Health and Community equipment, resources and facilities;
-  Actively participate in the learning process;
-  Respect the rights of other learners and staff to have their own opinions;
-  Be open to, and welcoming of, the diversity of learners in your course.

Sanctions, such as suspension or expulsion from the Institute, may be applied where learners fail to conduct themselves appropriately.

For more information, please contact Compliance and Quality Assurance Team via email to axisinternationalcollege@gmail.com

Unacceptable and Inappropriate behaviours

Australian College of Health and Community is committed to promoting an atmosphere of respect, understanding, professionalism, equity and access for all learners.

Harassment

is any form of behaviour that:

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- ✚ Is not asked for
- ✚ Is not wanted
- ✚ Is not returned and is likely to create a hostile or uncomfortable place to be
- ✚ Is humiliating, intimidating or offending.

Sexual harassment is illegal and will not be tolerated by Australian College of Health and Community.

Bullying

Includes:

- ✚ Intimidation
- ✚ Physical harm, emotional distress
- ✚ Threats/name calling/derogatory comments regarding age, gender, race, religion or sexual orientation
- ✚ Failure to acknowledge good work
- ✚ Deliberate isolation from groups/information/opportunities
- ✚ Undue pressure and impossible deadlines
- ✚ Emotional hurt to another person through electronic devices such as email, phone, and text message.

Discrimination and Harassment

Australian College of Health and Community has zero tolerance for any form of discrimination or harassment. We foster an environment where:

- ✚ All VET students feel safe and valued regardless of background, disability, gender, or beliefs.
- ✚ First Nations learners are supported through culturally appropriate and inclusive training practices.
- ✚ All students are provided with equitable access to support and complaint resolution processes.
- ✚ Reports of discrimination or harassment are addressed swiftly, fairly, and confidentially.

General Information – Qualifications

Certificates and Statements of Attainment

Learners who complete all the requirements of their training program will receive a Nationally Accredited Certificate or learner who does not complete the full requirements of the training program will be issued a Statement of Attainment.

Australian College of Health and Community will only issue AQF certification documentation to individuals who:

- ✚ Have been formally assessed as competent in accordance with the training package rules;
- ✚ Have completed either:
 - A full AQF qualification, or
 - One or more units of competency from an AQF qualification and subsequently withdrawn from the qualification;
- ✚ Have met all agreed fee payment requirements;
- ✚ Have had their student and assessment records verified for compliance;
- ✚ Will receive their certification within 30 calendar days of completion of assessment, subject to the above conditions.

Qualification Completion Timeframe and Exit Points

Australian College of Health and Community sets clear timeframes for completing each qualification. These timeframes are designed to help you stay on track and ensure your learning outcomes are met within a reasonable period.

Completion Guidelines

- ✚ Each course has an allocated completion timeframe, which will be discussed during your enrolment and outlined in your training plan.
- ✚ If you do not complete your qualification (or individual units) within the allowed timeframe, Australian College of Health and Community may cancel your enrolment without further notice.
- ✚ If you have partially completed your course, you will receive a Statement of Attainment (SOA) for any units where you have been assessed as competent.
- ✚ Your learner file and records in the Student Management System (SMS) will be updated to reflect any changes to your course status.

Work-Based Training (WBT) and Completion

- ✚ If your course includes Work-Based Training (WBT) or a work placement component attached to certain units:
- ✚ You must complete the full required hours and all tasks at your assigned workplace.
- ✚ You will only be marked Competent for the related unit(s) after successful completion of both the WBT and required assessment tasks.

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- ✚ A Statement of Attainment (SOA) will only be issued for those units once the placement is complete and all competency criteria are met.

Exit Point and Certification

- ✚ You may exit your course at any time. Depending on your progress:
- ✚ If you have been assessed as Competent in one or more units, you can request a Statement of Attainment (SOA) at any time before completing the full qualification.
- ✚ Upon successful completion of the entire qualification, you will receive:
 - A **Certificate** for the qualification, and
 - A **Record of Results** listing all units achieved

If you need help understanding your completion timeframe or your current progress, please contact your Student Support Officer or Trainer.

General Information - The Australian Qualifications Framework and lifelong learning

The purpose of Australian Qualifications Framework (AQF) is to provide a comprehensive, consistent framework for all qualifications offered on a national basis in post-compulsory education and training. The framework aims to encourage lifelong learning.

The Australian Qualifications Framework (AQF) attempts to do so by providing individuals with better scope to progress through the levels of education and training by improving access to qualifications, by more clearly defining avenues for achievement and by promoting national and international recognition of qualifications offered in Australia.

AQF Commitment

Flexible

Transparent

Systematic learning
pathways

Removal of
boundaries between
educational sectors

The AQF makes a specific commitment to flexible, transparent and systematic learning pathways and to the removal of boundaries between educational sectors.

Lifelong learning implies a dynamic view of education and training, building strong linkages between learning at different stages of life and in a wide range of settings and partnerships rather than just looking at various forms of education and training provision in isolation from each other. The departures from existing views of education and learning are substantial. They involve recognition of a wide range of learning modes, strengthening the motivation to learn (wide range of learning opportunities, opportunity to combine classroom learning with learning in work settings etc.), and providing a wide variety of pathways not constrained by rigid notions of formal education and training.

Many of the goals of the AQF support such an alternative view of education and learning needed to promote lifelong learning. These goals include:

-  Bringing together the qualifications issued by the schools, VET and higher education sectors into a single comprehensive system of titles and standards
-  Supporting flexible education and training pathways between sectors and lifelong learning
-  Encouraging parity of esteem between academic and vocational qualifications
-  Offering flexibility to suit the diversity of purposes of education and training and provide for the differences in the constitution of the sectors
-  Encouraging cross-sectoral partnerships
-  Underpinning national policies, in particular on quality assurance and articulation and credit transfer.

Graduating from Australian college of Health and Community or another Australian Qualification Framework (AQF) provider can qualify you for entry to University.

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Benefits of obtaining an AQF Nationally Accredited Training Qualification

-  Obtaining a qualification is the first step to a rewarding career or advancement in your existing career or workplace;
-  Learners receive a nationally recognised industry qualification;
-  Learners are provided with knowledge and skills enabling them to develop a career path;
-  Each training program is tailored to your training and personal development requirements;
-  Learners have a personal Training Plan which reflects their skill development needs.