



HBTA Student Handbook

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Welcome to Healthy Business Training Academy! This manual is a comprehensive guide providing essential information about your course, support services, policies, and more. Please read it thoroughly and keep it for future reference.

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Introduction

At Healthy Business Training Academy, our focus is on providing a student-centred approach to learning, leveraging technology for primarily distance education. Our flexible delivery, mentoring, and workplace training have successfully supported numerous individuals in achieving qualifications. This manual is designed to offer guidance and support during your educational journey.

HBTA Training Code of Practice

HBTA is committed to operating within the Principles and Standards of the Australian Quality Training Framework (AQTF).

HBTA staff will treat all participants with courtesy, respect and dignity in an ethical and professional manner.

HBTA adopts policies and management practices that maintain high professional standards in delivering vocational education and training services.

HBTA will market its vocational education and training services and products with integrity, accuracy, and professionalism by using accurate, relevant, and up-to-date information and resources.

HBTA's Compliance with Key Legislative Requirements

HBTA is committed to full compliance with all applicable Commonwealth and state legislation as it relates to its operations as a Registered Training Organisation (RTO). The organisation embeds these legal requirements across governance, training and assessment, human resource management, student support, and workplace health and safety systems. Below is an outline of how HBTA aligns its practices with each specific Act:

1. [National Vocational Education and Training Regulator Act 2011 \(NVR Act\)](#)

HBTA operates under the NVR Act and implements the Standards for Registered Training Organisations (RTOs) 2015 (and revised Standards 2025). Compliance is demonstrated through documented policies, training and assessment systems, staff credentialing, student support mechanisms, and robust self-assurance and continuous improvement practices. HBTA regularly reviews its compliance using internal audits, validation, and quality review schedules.

2. [Australian Human Rights Commission Act 1986](#)

HBTA upholds the principles of equality, respect, and dignity. Discrimination, harassment, or victimisation based on human rights grounds is prohibited. Staff and students are educated on their rights and responsibilities through induction, handbooks, and codes of conduct.

3. [Age Discrimination Act 2004](#)

HBTA ensures no individual is treated less favourably on the basis of age in any aspect of its operations, including enrolment, employment, or assessment. Flexible delivery and support models are in place to accommodate learners of all ages.

4. [Disability Discrimination Act 1992](#)

HBTA provides reasonable adjustments for students and staff with disability, ensuring equal access to education, training, and employment opportunities. Disability disclosure is voluntary and confidential, and adjustments are documented in individualised support plans in compliance with the Act. 5. [Racial Discrimination Act 1975](#)

All students and staff at HBTA are treated with fairness regardless of their race, colour, descent, or ethnic origin. Cultural competence is embedded in trainer practice, and the organisation actively promotes inclusivity in marketing, delivery, and support services.

6. [Sex Discrimination Act 1984](#)

HBTA ensures a gender-equitable and harassment-free learning and working environment. Policies are in place to prevent sexual harassment and gender discrimination, with clear complaint mechanisms and staff training.

7. [Work Health and Safety Act 2011](#)

HBTA is committed to providing a safe workplace and learning environment. WHS policies, risk assessments, induction processes, and incident reporting systems are in place. Staff and students are regularly reminded of safety responsibilities and emergency procedures.

8. [Privacy Act 1988 \(Cth\)](#)

HBTA collects, stores, and manages personal information in line with privacy legislation. Students are informed of data use through the Privacy Notice at enrolment. All records are securely stored, access-controlled, and retained per the recordkeeping schedule. Staff receive training in information security and confidentiality.

9. [Copyright Act 1968](#)

HBTA ensures all learning and assessment materials comply with copyright laws. Content creators, trainers, and assessors are required to use licensed or original materials, and the organisation maintains a Copyright Use and Fair Dealing Guideline to support staff in lawful resource development.

10. [Spam Act 2003](#)

HBTA ensures that all electronic communications—particularly marketing emails and promotional updates—comply with the Spam Act. The organisation only sends messages to individuals who have provided express or inferred consent. All bulk messages include clear identification of HBTA as the sender and provide an easy opt-out mechanism. Marketing practices are reviewed regularly to ensure ongoing compliance, and student and contact databases are managed with strict consent protocols.

The VET Quality Framework

The VET Quality Framework (VQF) is the foundation for delivering high-quality, compliant vocational education and training in Australia. HBTA maintains full alignment with all five components of the VQF through documented systems, regular review processes, and evidencebased assurance practices. Below is a breakdown of how HBTA meets each component: [1. Standards for RTOs](#) and [National Vocational Education and Training Regulator Act 2011](#)

HBTA fully implements the National Vocational Education and Training Regulator Act 2011 and the Standards for Registered Training Organisations (RTOs) both originally with the 2015, and in its transition to the 2025 revised Standards. HBTA's operations are mapped clause-by-clause to ensure each Outcome standard is addressed through:

- Policies, procedures, and templates aligned to outcomes and compliance requirements
- Practices in place to support the attainment of the outcome.

Regular internal audits, trainer meetings, and compliance reviews ensure the Standards are embedded in daily operations and strategic planning.

[2. Australian Qualifications Framework \(AQF\)](#)

HBTA ensures all qualifications, units, and skill sets it delivers are consistent with the levels and specifications of the Australian Qualifications Framework (AQF). This includes:

- Clear identification of AQF levels in all training and assessment strategies

- Contextualisation of assessment to ensure volume of learning, complexity, and performance align with AQF outcomes
- Ongoing PD for staff to maintain knowledge of AQF principles and how they apply to competency-based training
- Qualification issuance policies and practices that reflect AQF requirements

HBTA also ensures students receive correct Statements of Attainment and testamur that conform to AQF and RTO standards, including logos, codes, and credential details.

[3. Fit and Proper Person Requirements](#)

HBTA's Director meets the Fit and Proper Person Requirements as set out by the National Vocational Education and Training Regulator Act. This is demonstrated through:

- Full disclosure of relevant information at registration and audit
- Maintenance of a professional history free of criminal or regulatory disqualification
- Adherence to ethical, legal, and financial conduct expected of a registered provider
- Oversight of training quality, student support, and compliance assurance by the Director in a hands-on governance role

Declarations are provided during any registration amendments or re-registration processes.

[4. Financial Viability Risk Assessment Requirements](#)

HBTA maintains compliance with the Financial Viability Risk Assessment Requirements (FVRAR) through:

- Regular financial reporting and forecasting
- Engagement of a registered accountant to conduct assessments as required by ASQA
- Maintenance of financial reserves and budgeting practices that ensure sustainability
- Clear separation of financial management and academic operations for transparency

HBTA prepares financial viability documentation as required when adding scope, re-registering, or undergoing audit, and retains the ability to demonstrate viability at any time.

[5. Data Provision Requirements](#)

HBTA meets the Data Provision Requirements 2020 by:

- Collecting and submitting full AVETMISS-compliant data to NCVER as per mandated reporting cycles
- Submitting Total VET Activity (TVA) data on time
- Managing data integrity through quality checks and secure record systems
- Providing data to ASQA and NCVER upon request, including student completions, enrolments, complaints, and other compliance data
- Ensuring all privacy and data security obligations are met under the Privacy Act and student consent is obtained

Data systems are reviewed for accuracy, and staff are trained in the use of reporting platforms and student management systems.

Important Queensland-Specific State Legislation which affects HBTA includes:

- Work Health and Safety Act 2011 (QLD)
- Queensland Anti-Discrimination Act 1991
- Education (General Provisions) Act 2006 (QLD)
- Information Privacy Act 2009 (QLD)
- Vocational Education, Training and Employment (Skills Queensland) and Another Act Amendment Act 2013

Important Western Australia - Specific State Legislation which affects HBTA (via Third Party Providers) includes:

- The Work Health and Safety Act 2020 (WHS Act)
- Equal Opportunity Act 1984 (WA)

Staff will be notified of any changes to legislation that impact the operations of the RTO via staff meetings and e-mail correspondence. This information is also made clear to all students in the Student Handbook. Students are expected to adhere to national and state legislation and not behave in any way that may impact on the physical or emotional wellbeing of another. Students will be notified of any changes to legislation that impact upon the operations of the RTO via email correspondence and any other suitable means of communication approved by the RTO Chief Executive Officer.

Workplace Health and Safety

HBTA recognises its responsibility to ensure the safety and health of its students, staff, and visitors, and it realises its obligations under the WH&S Act with regard to its duty of care. To achieve this, HBTA will comply with all relevant Workplace Health and Safety legislative and statutory requirements and provide appropriate training, induction and resources to this effect, including the identification, assessment and control of hazards in the workplace. Health Link Training will nominate at least one staff member as the organisation's Health and Safety Representative and provide the appropriate training for this role. HBTA will also ensure that a number of staff are trained in the application of First Aid.

HBTA believes that Workplace Safety & Health is a shared responsibility, adopting a consultative approach to hazard management and expecting all individuals to be safe at all times. HBTA carries out regular safety inspections of any third party premises to ensure a safe workplace and safe training facility.

WHS Risk Assessment Procedure

- The nominated Health and Safety Representative conducts an audit using the WHS Checklist. This is usually the designated Third-Party Trainer and Assessor who delivers the training on-site.
- Where a hazard has been identified, a Risk Control Plan is to be completed.
- All documents are to be signed off by the parties listed.

- Following the treatment or removal of the risk, all documents are to be filed by the RTO Administration Department.
- Where an incident or injury has occurred, the following procedure is applicable:
 - Nominated Health and Safety Representative/First Aider to attend to the scene of the incident and assist any injured persons, organising trips to Emergency Services as required
 - Any outstanding hazards are to be dealt with by the nominated Health and Safety Representative using the Hierarchy of Control approach
 - Nominated witness or Health and Safety Representative to complete an Incident Log Form. All documents are to be signed off by parties listed
 - Emergency contacts and Next of Kin of the affected individuals to be contacted.
 - Relevant authorities to be contacted, including WorkCover, Australian Police, Department of Immigration and Border Protection as required.
 - Remaining staff to be briefed on incident and any actions/activities to be implemented in the future.
 - Incident is to be recorded on the HBTA WHS Incident Register.

Students are also informed of their responsibilities to behave and act in a safe manner. At the same time, all training and assessments delivered in class or in physical workshops (and especially when using heavy machinery) are carried out to strict, industry-recognised safety standards.

HBTA subscribes to the following regular updates from the relevant authorities concerning Workplace Health and Safety:

- <https://www.worksafe.qld.gov.au/news-and-events/newsletters/esafenewsletters/subscribe-to-enews>
- <https://www.safeworkaustralia.gov.au/subscribe>
- <https://www.oir.qld.gov.au/newsletters-and-alerts>

Digital Cyber Security

HBTA prioritises cyber security by implementing robust systems and protocols to protect student data and records. Core platforms such as ReadyTech, One Drive, Google Drive, and Dropbox are secured using two-factor authentication (2FA), adding an extra layer of protection against unauthorised access. These systems ensure that only authorised personnel can access sensitive student information. All student data, including enrolment details, training records, assessments, and communications, are stored securely with access controls in place. Regular audits, user permissions, and secure backup procedures further support HBTA's commitment to maintaining confidentiality, integrity, and availability of student information in compliance with regulatory and privacy requirements. All student records required to be retained for a period of 30 years are further safeguarded using AES-256 encryption, Multi-Factor Authentication and are stored only in repository systems holding the **ISO/IEC 27001** (Information Security Management). This includes Google Workspace and MS365 For Education and Dropbox folders. Student assessment evidence, is also not retained beyond the mandated two-year retention period, ensuring compliance with data minimisation and privacy obligations. Secure deletion of data past retention periods (e.g., assessment evidence after 2 years) is implemented including:

- Data wiping

- Cryptographic erasure
- Physical destruction (for paper records or storage media)

You may also request **HBTA's Cyber Security Policy** by contacting HBTA.

The Student Journey

Marketing and Information

HBTA ensures that all prospective students seeking to enrol in a HBTA Qualification have access to clear and accurate information before enrolment including to make informed decisions about the training product and the RTO and are made aware of changes that affect them. This information includes

- Where applicable, any Qualifications/Training Products delivered by Third Party Providers including:
 - Access to information about the Third Party Provider
 - Links to the Third Party Providers website
 - Contact information about the Third Party
- The following information is easily accessible to VET students on the HBTA website and includes:
 - All training product codes and titles, course durations, course mode(s) of delivery, course locations, course commencement dates (where not enrolled in an online course with rolling enrolment dates), workshop schedule, assessment requirements, whether any licencing or occupational licence requirements apply, and details of any third party arrangements
 - The training support services, and well-being support services are available both from HBTA and from external service providers (where HBTA cannot supply them) This information also outlines contact details and website links on how to access the listed services
 - Any fees and costs payable by the VET student, including payment terms and conditions, refund policies and the availability of any relevant government training entitlements and subsidy arrangements
 - The VET student's obligations or liabilities, including any obligations relating to work placements, external physical or human resources required within the course, equipment or IT, additional costs and processes associated with VET student withdrawal and obtaining a Unique Student Identifier
 - The Transition Arrangements in place include information about how Training Package changes affect VET students, including the transition of superseded, deleted, or expired training products, and how HBTA informs VET students of these as soon as practicable.

Eligibility Criteria

Unique Student Identifier (USI)

- All students who commence training with HBTA will be asked to obtain a Unique Student Identifier. This can be completed by referring to the USI website:
<https://www.usi.gov.au/students/get-a-usi>
- The USI number is required upon application to enrol, and enrolment cannot progress until the USI has been verified
- Students who feel that they require assistance in applying for a USI may request this assistance from the RTO. HBTA will require students to provide their consent (via the USI Student Portal) prior to assisting them obtain a USI.
- HBTA will not be able to issue any certificates or Statements of Attainment until a student obtains a valid USI (unless an exemption applies under the Student Identifiers Act 2014).
- At all times, staff of the RTO must abide by legislation and guidelines which host and support the implementation of the USI within the VET sector.

Qualification Entry Requirements

The following Qualifications have specific entry requirements that must be met before enrolling

TAE40122 Certificate IV in Training and Assessment

Vocational Competency

Those entering this qualification must be able to demonstrate vocational competence in their proposed training and assessing area. Vocational competence is defined as broad industry knowledge and experience and may include, but is not limited to, holding a relevant unit of competency or qualification.

Access to physical and human resources

This qualification also requires you to deliver practical demonstrations of you conducting training and assessment sessions with groups of learners in person, as well as various other practical tasks where you will need to engage with others. These sessions need to be recorded and submitted as evidence. Please ensure you have the ability to meet this criteria before enrolling in this qualification

TAE50122 Diploma of Vocational Education and Training

Vocational Competency

All candidates must hold the TAE40116 Certificate IV in Training and Assessment (or equivalent). Candidates also need to be working in an RTO to complete the assessments within each unit effectively.

Access to physical and human resources

This qualification also requires you to undertake a number of practical skills within an RTO, so access to RTO personnel (such as managers/learners subject matter experts and stakeholders) and workplace observers is essential. Please ensure you can meet this criteria before enrolling in this qualification

Media Release

By enrolling at Healthy Business Training Academy, you grant permission for the use of your digital images and information related to your experiences with HBTA, its contract trainers, or third-party providers in various printed and digital publications, the media, or other communication channels. We will still seek your explicit consent for each instance of image use prior to publication, if identifiable images are used.

Your agreement to the use of digital images is voluntary, and no expectation of payment or future compensation is associated with this consent. You release HBTA, its employees, officers, and agents from any liability arising from the authorized use of such images wherever it is used.

Initial Course Information + Student Rights and Responsibilities

Before any fees are paid, either digital or written information is provided to the VET student about the agreed training, the amount of any fees to be paid by the VET student, and the cooling off periods, refund policies, withdrawal, deferment and extension policies are the VET student's roles and responsibilities. This information is provided through this Student Handbook accessed from the website and within the Enrolment Form questionnaire.

The information provided will allow students to make informed decisions about The agreed training to be provided including:

- A description of the Qualification
- The Qualification Packaging Rules
- Units of Competency to be completed by the student
- The allocated enrolment timeframe for the course
- The delivery model (online, self-paced, self-directed, blended, face-to-face)
- The assessment methods used during the course
- Any workplace assessment or observation requirements
- Any physical/human resources required to be sourced externally from those provided by HBTA

The amount of any fees to be paid by the VET student including:

- The total amount of fees payable
- Any non-refundable deposit/application/administration fees payable
- The fee structure and payment schedules (including the requirement that no more than \$1500 in fees may be collected upon enrolment)

- The refund policies (including Cooling off periods where refunds are no longer payable)
- Extension terms and costs
- Deferment terms and costs
- Withdrawal terms and costs

The VET student's rights and responsibilities including:

Student Rights

VET students have the right to:

- Quality Education & Training
- Receiving high-quality training and assessment that meets AQF standards.
- Qualified trainers and assessors for the provision of training and assessment
- Receive access to trainers and assessors throughout their online course
- Receive clear information about course fees, refunds, withdrawals, extension options and deferment options before making an informed decision to enrol
- Access fair assessment processes, including the right to appeal assessment decisions.
- Access support services for learning difficulties, disabilities, or personal challenges.
- Request reasonable adjustments to assessments where needed.
- Learn in a safe, respectful, and harassment-free environment.
- Be protected from discrimination and bullying.
- Have personal information protected under privacy laws.
- Access personal records upon request.
- Receive refunds if the RTO changes its agreed services in relation to the training provided or the training does not meet requirements (this relates to changes in course locations, cancellation of workshops)
- Lodge complaints with the RTO or escalate to an external third-party mediator if resolutions cannot be made with the RTO.

Student Responsibilities

VET students are responsible for

- Attending all scheduled training sessions and completing all required learning activities.
- Submitting assessments on time and meeting competency requirements.
- Initiating any appeals for assessment by following the assessment appeals procedure
- Initiating any complaints by following the complaints procedure
- Avoiding plagiarism, collusion, or dishonest behaviour.
- Following AI Guidelines when submitting assessments
- Acting respectfully towards trainers, assessors, and peers.
- Following the RTO's attendance, behaviour, fees, and academic progress policies.
- Adhering to health and safety regulations in practical or workplace training.
- Notifying the RTO of any personal issues affecting training.
- Providing feedback to improve training quality.
- Paying course fees as agreed and understanding financial obligations.
- Following refund and withdrawal/cancellation policies.

By understanding their rights and responsibilities, VET students can make informed decisions and engage in a positive learning experience while ensuring compliance RTO standards.

Pre Enrolment + Enrolment Application



Completing the Pre Enrolment Form and Application Form

- Once a student has reviewed the information that pertains to their chosen path of study, they are to complete the Pre Enrolment Form online. This can be accessed from the our website: <https://hbta.edu.au/>
- The Pre Enrolment Form is a google survey asking several questions designed to ensure the student is making an informed decision before completing enrolment.
- Upon submission for the Pre Enrolment Form, student is then directed (via a confirmation message) to complete the Application Form. This is the mandated AVETMISS from which link to the specific qualification the student is undertaking.
- The enrolment form also outlines the terms and conditions of enrolment, including the [Fees and Invoicing + Refund/Withdrawal/Deferments and Extension policies](#)
- Upon notification that both the pre enrolment and the application form have been completed; the training manager reviews the pre enrolment responses and sends summary of results to the student
- Several actions may be taken based on the responses provided within the enrolment form (See [Learning Needs Support](#) and [Physical and/or Mental Health Support](#)).

Learning Needs/Core Skills Needs/Digital Skill Needs - Support

If self-identifying during enrolment with any of the following foundational skill needs, a diagnostic foundation skill assessment tool (either HBTA Core skill assessment tool for all individual and group enrolments or CSPA assessment SA students only) will be administered. This will identify your current levels against the Australian Core skills Framework (ACSF), The Core skills at work Framework (CSWF) and the digital skills will be mapped against the Digi comp framework. The skills assessed will include:

- Learning
- Reading
- Writing

- Numeracy
- Oral Communication (Speaking)
- Oral Communication (Listening)
- Teamwork
- Self-Management
- Planning & Organising
- Initiative & Enterprise
- Digital Skills (Using Northstar external assessment tools)

Upon review of the results from the core skill assessment tools you will be provided with a summary of results along with any specific support strategies that may be applicable during your enrolment period. These strategies may include but are not limited to

- Scheduling of 1:1 Mentoring Sessions – *One-on-one mentoring sessions provide personalised support to address specific learning needs. These sessions allow students to seek clarification, receive guidance on coursework, and develop strategies to improve their foundational skills. Mentors can help build confidence, reinforce learning concepts, and provide targeted assistance based on individual progress.*
- Reasonable Adjustment of Assessments (such as chunking down of assignment steps) – *Reasonable adjustments are modifications made to assessments to ensure that students with learning challenges or skill gaps have equitable opportunities to demonstrate their knowledge. "Chunking down" refers to breaking larger assignments into smaller, manageable steps with clear instructions and milestones. This approach reduces cognitive overload, enhances comprehension, and supports students in progressively building their skills while meeting assessment requirements.*
- Access to Additional Learning Resources – *Providing supplementary materials such as guided tutorials, study guides, and interactive e-learning tools to support skill development in identified areas.*
- Extended Time for Assessments – *Allowing additional time for completing assignments and assessments where needed to accommodate individual learning needs and ensure a fair opportunity for success.*

Where the issue is one where we feel we are not able to provide you with the specialist help you require, we will refer you to people who can help you.

Physical and/or Mental Health Support

If you disclose any physical or mental health conditions upon enrolment, HBTA will work with you to determine the level of support required.

Available support includes

- Strategies to manage mindset and well-being during your studies.

- Access to external support services via the **Wellbeing Register of Support**

Limitations

- As a small RTO, HBTA has limited capacity for significant physical/mental health support.
- If specialised support is needed, we will assist in connecting you with external services.

Confirmation of Enrolment

- When all reviews have taken place and initial payment of invoice has occurred, [Commencement of Training and Assessment](#) then begins
- Should a student be deemed not eligible to enrol (see [eligibility criteria](#)), the student will be contacted and informed, and the enrolment application will be cancelled.

Fees and Invoicing

Please see **HBTA Fees, Refunds, Extension, Withdrawal and Deferment Policy**. This outlines:

- Fee Policy and Structure
- Fee Structure Guidelines
- Setting up Direct Debits upon enrolment
- Refund Policy
- Extension, Withdrawal and Deferment Policy

Training and Assessment

Commencement of training

Once the initial invoice payment is made, a Student File will be opened, and details will be entered into the Student Management System (SMS). HBTA uses Readytech to store all secure student data and report to AVETMISS

The Enrolments Team will then upload and store all necessary documents and specialist support information collected from the student at enrolment within our dedicated Learner Management System (LMS). This may include email communications, copies of Transcripts and Qualifications, Vocational competency evidence, LLND assessment tool results, health and wellbeing plans. A **Training and Assessment Record** will then be created for the student. This Training and Assessment Record is a living document updated throughout enrolment. The Training and Assessment Record:

- Lists all relevant Unit of Competency enrolments and tracks progression and completion dates of these enrolments
- Includes all relevant contact notes and support strategies (*these notes are added to throughout the students training and assessment journey by the Trainer as applicable*)

The student will then receive a welcome email called “**Welcome to HBTA**”

This email will outline the next steps to commence the self-directed training and assessment.

Students will be given access to their own “Welcome to your Studies” folder containing

- All Learning Materials
- All Assessment materials
- Instructions for use and technical support contact details
- Various support resources
- HBTA policies and procedures, including Fees and Refunds

On the commencement of training, the student will be provided with further information about the college and its operating policies and procedures before proceeding. Once the student and trainer are satisfied that there are no further outstanding queries or information to be covered, training will commence.

The training and assessment journey

Course Information

All necessary materials and resources for completing the course, including exercises, assignments, and reading requirements, are available in the Candidate Guides and Assessment Resources. The trainer may provide copies of additional handouts, case studies and assessment instructions. For AQF5+ qualifications, independent research and accepted referencing tools are essential for submitted work, promoting reflective practice, a crucial skill in adult learning and all students are encouraged to adopt time management methods such as The Pomodoro® Technique to assist them in staying on track and keeping focus.

Amount of training

Healthy Business Training Academy outlines the amount of training for each qualification within its training and assessment strategies and our trainers also follow these steps to determine a suitable amount of training tailored to meet the individual student’s needs:

- Consider the needs and attributes of the student group.
- Examine the requirements and complexity of the training product.
- Evaluate the selected mode(s) of delivery.
- Assess the time necessary for students to be comfortable, prepared, and ready to undertake assessment.
- Ensure that the amount of training allows for knowledge absorption, practice opportunities, and the development of required skills.
- Verify that the resources and equipment necessary for training are accessible within the allocated timeframe.

Credit Recognition (Credit Transfer)

HBTA recognises prior learning by providing appropriate credit to learners for units of competency/modules, as evidenced by relevant documentation provided by the prospective learner via the following methods, where this is supported in the training and assessment strategy:

- For studies completed post-2015 – Access to a copy of the student's USI transcript,
- For studies completed pre-2015, the student can refer to <https://training.gov.au/> to look up the issuing RTO and, ○ if the RTO is current, check the qualification was approved for their scope and within the date range of issuance (select 'Display History', print to PDF and highlight the date range and qualification); or
 - if the RTO is cancelled, via confirmation ASQA using the form available on Student record verification for third parties:
<https://www.asqa.gov.au/students/student-record/student-record-verificationthird-parties>

Recognition of Prior Learning (RPL)

Students may be eligible for RPL based on prior formal or informal training, work experience and life skills if those skills and experience match the criteria of a unit or units within the qualification.

If you wish to apply for RPL, you need to discuss this at the time of enrolment with your trainer / assessor. If, while completing assessments you identify that RPL may be an option, you need to discuss this with your trainer/assessor as soon as practicably possible.

Transition of Training Products

As per Compliance Requirements *"Clause 14 Transition of training products"*

HBTA ensures that no individuals are enrolled in the superseded training product from the period commencing one year from the date the replacement training product was included on the National Register.

HBTA informs students of the Transition of Training Products by broadcasting email notifications and other communications to all enrolled learners as soon as HBTA is notified of the change on the National VET Register. These updates continue at three-month intervals over the following 12 months (or period of transition) to ensure students remain informed throughout the transition period. Where applicable, HBTA offers students the opportunity to transfer to the new qualification, provided they have not yet completed—or are not close to completing—the current superseded qualification. This transfer may involve additional fees and require students to complete reassessments where units have changed significantly or where new packaging rules apply. For students who are unable to transfer or where the new qualification has been deleted, HBTA allows

extensions within the 12-month teach-out period to support course completion under the existing qualification.

Support and Progression

Once you have commenced training, you are encouraged to progress through your qualification at a reasonable rate, which is allocated as one - two months per Unit for Competency.

If you wish to defer commencement of your course, you can do this by completing the **Course Deferment Form**

Our student support team will check in regularly each month with each student to ensure progression is occurring.

Any student who is not progressing and who fails to respond to normal contacts, may have their enrolment suspended, in which case they will be contacted in writing and be given a date before which contact must be resumed.

Any student who is not progressing and who fails to respond to normal contacts for **three** months or more, will have their enrolment withdrawn

Any re-enrolment after suspension or termination may be subject to a study contract.

Mentoring and additional assistance

We provide mentoring to help you with any issues you may have regarding your course work. This can be arranged in person, by telephone, email or video conferencing at any time during business hours. We will respond as soon as possible. We also use video calls to keep in touch with distance students, and you can get practical demonstrations this way. The use of webinars allows us to share 'real-time' discussions, group tutorials and alternatives to workshops for rural and remote students.

Success and Wellbeing Services

Healthy Business Training Academy (HBTA) is committed to supporting your wellbeing and success throughout your learning journey. South Australian students may access Success and Wellbeing Services (SWS), delivered through our partner, Interskills. These services provide personalised support to assist with study challenges, wellbeing, personal circumstances, and engagement in training. Support may include study assistance, wellbeing guidance, referrals to community services, and help to stay on track with your training goals. Students can be referred by their trainer or request support directly. For students not based in South Australia, HBTA continues to provide ongoing guidance, mentoring, and support throughout your studies and can assist with referrals to appropriate external services where required.

Access to your records

Under Freedom of Information legislation, you are entitled to view or access information held on your student files at any time. There is a set procedure for gaining access which is designed to prevent a third party from gaining access to your files. If you would like to view or receive a copy of

any information, please ask the Administration for a copy of the policy and procedures for gaining access to your personal records.

Gathering Student Feedback: Fostering Continuous Improvement

At Healthy Business Training Academy, we highly value your feedback as it serves as a cornerstone for our continuous improvement. Your insights and opinions play a pivotal role in shaping the quality of education and support services we provide. Your feedback helps us understand your experiences, concerns, and suggestions, enabling us to tailor our programs and support services to better meet your needs and expectations.

By actively seeking and listening to your feedback, we aim to:

- **Enhance Learning Experiences:** Your feedback aids in refining our educational approach, making improvements to curriculum, teaching methods, and assessment practices to better align with your learning style and needs.
- **Improve Support Services:** Understanding your experiences enables us to enhance the support services available to you, whether it's in the form of counselling, disability services, or learning assistance.
- **Foster a Supportive Environment:** Your input helps in creating an inclusive and supportive learning environment. This includes addressing any issues, concerns, or barriers that might hinder your educational journey.
- **Drive Academic Development:** Your feedback contributes to the growth and development of our Academy, ensuring that we evolve to meet the changing needs of our students and the educational landscape.

Complaints and Appeals

Please see HBTA Complaints and Appeals Policy. This outlines detailed step by step instructions through the process below.

Complaints Process



Adherence to Ethical and Academic Standards

This section sets forth the guidelines for students undergoing assessments to ensure the quality, validity, and fairness of the assessment process. Our goal is to empower students to reach their educational and career goals through a meaningful and enriching assessment process.

AI Guidelines When Submitting Assessments

In an effort to support and accommodate modern technology, AI Guidelines have been implemented for the submission of assessments. All assessments must adhere to specific AI guidelines to maintain authenticity and quality. These guidelines are aimed at ensuring proper referencing, originality of work, and adherence to ethical standards in academic submissions. For any guidance or further information on the AI guidelines, please contact your course coordinator or trainer. **All final work submitted must be your own.**

Presentation style

The style expected for written work is the same as that used normally in business. In some cases, the length of written assignments will be specified, but in general short paragraphs and summary forms are preferable. These may include bulleted summaries to draw attention to key issues and, where appropriate, material presented as tables, charts and diagrams. Clarity is more important than waffle. In the world of work people are too busy to read lengthy documents.

In your documents, always refer to yourself in the third person; in other words, use your name or third person pronouns (“he” or “she”). A good report format presents information according to a concise plan or argument with the issues clearly stated.

If you are not confident about your writing ability, then the best rule-of-thumb is to use the KISS (keep it short and simple) principle.

Plagiarism

Plagiarism compromises the integrity of learning. If plagiarism is detected, the assignment will be marked ‘Not Yet Competent’ and must be resubmitted. Repeated offences may result in disciplinary action, including possible termination of enrolment. If you are unsure about proper referencing, please seek guidance from your trainer or refer to the academic integrity resources provided.

Collusion

We encourage group collaboration throughout your studies but where we find that a group working together have submitted the same assessment tasks the assignment/task will be marked ‘**Not Yet Competent**’ and must be resubmitted. This relates to ALL members of the group with the same assessment even if they have previously been marked as “**Competent**” Repeated offences may result in disciplinary action, including possible termination of enrolment. If you are unsure about what it means to work collaboratively but within the boundaries of individual assessment, please seek guidance from your trainer or refer to the academic integrity resources provided.

Referencing

It is essential that students reference their source when using quotes and opinions of other authors.

In-line references occur within the body of your text and are limited to (author, date, page). It is important to make the distinction clear between your own ideas and those of another author, particularly when you have summarised or paraphrased a key idea spanning an entire section (or the whole work). The List of References includes the full imprint details in the format:

{author surname, initial}, publication date, title: subtitle where appropriate, publishing firm, place of publication.

Discuss any referencing expectations with your trainer.

Authenticity of Assessment

Any work suspected of plagiarism or Artificial intelligence (AI) use (authentic) will result in a determination of not yet competent. The student can be provided the option to re-enrol at their cost and undertake an alternative assessment.

A Statement of Authenticity must be included with all assessment submissions, signed by the student. All work must be created or validated as belonging to the student, providing evidence of their skills and knowledge.

The identity of the student may be confirmed by the assessor before an assessment activity, such as in a webinar session.

Original files

The student is responsible for the original file and must retain a copy of all work submitted for assessment.

Completion and Graduation

Results of Competency Assessment

The whole purpose of the assignments is to help you build professional standards in relation to the course or program which you enrolled in. All assessors have been selected to help you achieve your goals by offering constructive suggestions for improving your work.

We currently award the following final assessment determinations to all competency-based assessments:

- C = Competent
- NYC = Not yet competent

In order to be issued with a nationally recognised qualification under the Australian Qualifications Framework (AQF), candidates must have:

- been awarded a result of Competent against all nationally endorsed Units of Competency comprising the program or course in which they have enrolled
- satisfactorily completed the essential knowledge and skills components specified in any Unit of Competency listed in the program or course in which they have enrolled.

While we are obliged to issue a qualification within 30 days of being judged competent, this is not when an assessor has marked the work but after the submission evidence has been audited and Healthy Business Training Academy is satisfied of the quality and completeness of the work.

Issuance of Qualifications

HBTA issues AQF qualifications within 30 days of course completion, maintaining accurate student records for accessibility and regulatory reporting. All certification documents meet AQF and NRT requirements, including secure issuance, record retention, and compliance with the Student Identifier scheme.

Replacement of certificates

If you lose your certification, you can request a replacement, and an administrative charge will be levied for this service.

At the current time, all past students who have lost their certificates due to floods, cyclones or other natural disasters are provided with replacement free of charge.

You will be required to provide proof of identity when requesting a replacement certificate.

Change of your contact details

Please contact us immediately if you change your address, contact phone numbers or emails, or your name changes.

If you do not do this, you will not be able to receive mentoring to help you with your studies or will fail to receive your qualification or statements of attainment.

Governance and Compliance

HBTA's Commitment to Compliance and Quality Training

HBTA ensures full compliance with the [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#) and [National Vocational Education and Training Regulator \(Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements\) Instrument 2025](#) by maintaining a qualified leadership team, clear roles and responsibilities, and a strong culture of integrity, fairness, and transparency. Staff are trained in regulatory requirements, and third-party agreements align with compliance obligations.

Risk management is prioritised, with systems in place to identify, manage, and review risks to students, staff, and financial sustainability. Conflicts of interest are monitored, and student safety, including for those under 18, is a key focus.

Continuous improvement is embedded through regular monitoring, data analysis, and stakeholder feedback, ensuring high-quality training and assessment.

HBTA issues AQF qualifications within 30 days of course completion, maintaining accurate student records for accessibility and regulatory reporting. All certification documents meet AQF and NRT requirements, including secure issuance, record retention, and compliance with the Student Identifier scheme.

HBTA follows strict transition policies for training products, ensuring students only enrol in current, nationally recognised courses and are smoothly transitioned when qualifications are updated or replaced.

Conclusion and key staff contact details

We, at Healthy Business Training Academy, are committed to providing a conducive learning environment and supporting your educational journey. Should you have any queries or require further assistance, please don't hesitate to reach out to our staff or administrative team.

Key contact details for Healthy Business Training Academy staff

- Administration: admin@hbta.edu.au phone 1300 704 742
- Training Manager: trainingmanager@hbta.edu.au phone 0432 275 033
- CEO: ceo@hbta.edu.au phone 0432 275 033
- Head Office Postal address: PO Box 804, Helensvale, QLD 4212