



Student Handbook

2025–2026

Career Training Institute of Australia (CTIA)

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This handbook should be read together with CTIA enrolment information, course-specific information, training plans where applicable, and workplace or placement documents relevant to the student’s course.

Glossary of VET Terms & Acronyms

To help you navigate your training journey, we have defined the most common terms and acronyms used in the Australian Vocational Education and Training (VET) sector.

- **AQF (Australian Qualifications Framework):** The national policy for regulated qualifications in Australian education and training.
- **ASQA (Australian Skills Quality Authority):** The national regulator for Australia’s VET sector. ASQA ensures that RTOs meet the required standards.
- **Assessment:** The process of collecting evidence and making judgements on whether you have achieved the required skills and knowledge (competency).
- **AVETMISS:** The national data standard that ensures consistent capture and reporting of VET information.
- **Competency:** The consistent application of knowledge and skill to the standard of performance required in the workplace.
- **Credit Transfer (CT):** Exemption from a unit of study because you have already completed the exact same unit (or an equivalent one) at another RTO.
- **DTET (Department of Trade, Employment and Training):** The Queensland Government department responsible for managing and funding vocational training in the state.
- **Elements:** The basic building blocks of a Unit of Competency. They describe the tasks that make up a specific work activity.
- **NRT (Nationally Recognised Training):** Training that leads to a vocational qualification or Statement of Attainment that is recognised across all of Australia. *
- **RPL (Recognition of Prior Learning):** An assessment process that involves assessment of an individual’s relevant prior learning (including formal, informal, and non-formal learning) to determine if they meet the requirements of a unit.
- **RTO (Registered Training Organisation):** A provider (like CTIA) registered by ASQA to deliver nationally recognised training and issue qualifications.
- **SAS (Skills Assure Supplier):** An RTO that is approved and contracted by the Queensland Government (DTET) to deliver subsidised training.
- **Skill Set:** A single unit of competency or a combination of units of competency from a Training Package which link to a licence or a defined industry need.
- **Statement of Attainment:** A record of results issued to a student who has successfully completed one or more units of competency, but not a full qualification.
- **Training Package:** A set of nationally endorsed standards and qualifications used to recognise and assess the skills and knowledge people need to perform effectively in the workplace.
- **Unit of Competency:** The smallest component of a Training Package that can be assessed and recognised. It specifies the knowledge and skills needed for a specific job function.
- **USI (Unique Student Identifier):** A reference number made up of ten numbers and letters that creates a lifetime record of your nationally recognised training and results.
- **VET (Vocational Education and Training):** Education and training that provides people with workplace skills and technical knowledge.
- **VETiS (VET in Schools):** Vocational training undertaken by school students (Years 10, 11, or 12) as part of their school studies. Under DTET 2025-2026 standards, this is **fee-free** for eligible students.

1. Introduction

Career Training Institute of Australia (CTIA) has provided vocational education and training services since 1998 and delivers training in hospitality, tourism, travel and related service industries. CTIA’s approach is built around practical learning, industry relevance and strong student support.

CTIA may deliver training in classrooms, simulated workplaces, real workplaces, online environments, on excursions and during practical consolidation activities, depending on the training product and the needs of the learner cohort. This handbook explains the key policies, processes and support arrangements that apply to students studying with CTIA.

Students should read this handbook together with course-specific information, enrolment documentation, training plans where relevant, and any workplace or placement requirements that apply to their course.

2. Student Rights

Students studying with CTIA have the right to receive accurate and current information before enrolment, to be enrolled in training that is suitable for their goals and circumstances, and to receive training and assessment that is fair, valid, reliable and appropriately supported.

Students also have the right to study in a safe, respectful and inclusive environment, to raise complaints or appeals without fear of disadvantage, to have their personal information handled appropriately, and to request access to their own records in accordance with CTIA procedures.

3. Correct Information Disclaimer

CTIA makes every effort to ensure that the information contained in this handbook is accurate at the time of publication.

Policies, procedures, course information, fees, funding arrangements, work placement requirements and regulatory obligations may change because of legislative, contractual, operational or compliance requirements. Where changes occur, CTIA will use the most current approved version of its information, forms and course materials.

Where a material change affects an enrolled student after enrolment, CTIA will advise the affected student or students as soon as practicable in writing.

4. Aims, Philosophy and Objectives

CTIA aims to deliver training that is practical, contemporary and aligned to real industry needs. The institute seeks to support students to build confidence, capability and job readiness while maintaining high expectations for professional conduct, safety and participation.

CTIA’s educational philosophy is that vocational learning should connect directly to the industries students are entering. Practical and theoretical components are designed to complement one another so students can understand not only what to do, but why they are doing it and how those skills are applied in the workplace.

CTIA aims to provide continuity in the progressive development of knowledge, skills, attitudes and values; to help students take responsibility for their own learning and success; and to create learning experiences that support both immediate job readiness and longer-term career development.

5. Regulatory Framework

CTIA operates within the Australian vocational education and training (VET) framework and complies with the Standards for Registered Training Organisations (RTOs) 2025, the Australian Qualifications Framework (AQF), the National Vocational Education and Training Regulator framework, national VET data reporting requirements, and relevant workplace, privacy, discrimination and child safety obligations.

Where CTIA delivers subsidised training in Queensland, it must also comply with the requirements of the Department of Trade, Employment and Training (DTET) and, where applicable, the Skills Assure Supplier framework and funded program rules.

Students should understand that CTIA's policies and procedures are designed to support compliance with these requirements while also supporting quality student experiences and outcomes.

6. Code of Practice

As a Registered Training Organisation, CTIA is committed to operating ethically, fairly and transparently. CTIA will provide accurate and current information before enrolment, deliver training and assessment within its scope of registration, provide access to support where appropriate, protect student information, maintain clear complaints and appeals processes and participate in continuous improvement and external review processes.

CTIA will treat students respectfully and fairly and expects students to meet their own responsibilities in relation to participation, conduct, academic integrity, safety and communication.

If a student believes CTIA is not meeting its obligations, the student should raise the matter through CTIA's complaints and appeals process.

7. Access and Equity

CTIA is committed to ensuring that all students have fair opportunity to access, participate in and achieve outcomes from vocational education and training. CTIA recognises that participation and success may be influenced by factors such as disability, health conditions, language and literacy, age, cultural identity, family circumstances, location and access to transport or technology.

CTIA seeks to identify and reduce avoidable barriers to participation wherever possible. Students are encouraged to discuss any support needs or barriers with CTIA before or during enrolment so that appropriate strategies can be considered.

8. Our Commitment

CTIA is committed to delivering quality training and assessment services that are relevant, practical and student-focused. This includes using suitably qualified and industry-current trainers and assessors, providing appropriate facilities and resources, and maintaining systems that support quality training, fair assessment and effective student administration.

CTIA also commits to making available information about support, fees, refunds, complaints and appeals, certification, recognition options and student rights and responsibilities.

9. Our Service Commitment

CTIA aims to provide responsive student service and clear communication. This includes responding to student enquiries as promptly as practicable, maintaining current student records, providing progress feedback, issuing AQF certification within required timeframes once all conditions are met, and supporting orderly transition or teach-out arrangements if a course or delivery arrangement changes.

Students are expected to communicate with CTIA in a timely way if issues arise that may affect enrolment, attendance, progression, assessment, safety or wellbeing.

10. Student Journey

CTIA aims to make the student journey clear, transparent and well-supported. The standard student lifecycle at CTIA is: Enquiry → Pre-Enrolment Information → Enrolment → Orientation → Training and Learning Activities → Assessment → Completion → Certification.

At each stage CTIA provides information and support to help students understand requirements, make informed decisions, participate successfully and complete their course.

Enquiry	Pre-enrolment	Enrolment	Orientation	Training	Assessment	Completion	Certification
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11. Choosing the Right Course

Before enrolling, students should carefully consider whether a course matches their goals, interests, previous experience, support needs and likely career pathway. CTIA will provide information to assist students to decide whether a course and delivery mode are suitable.

This may include information about likely job outcomes, entry requirements, duration, training and assessment arrangements, practical or work placement requirements, attendance expectations, fees and additional costs.

12. Pre-Enrolment Information

Prior to enrolment, CTIA will provide students with clear information about the proposed training. This may include the course outline, relevant units of competency, delivery arrangements, assessment methods, support services, fees and refund information, work placement expectations, recognition options and any eligibility requirements for funded training.

Students are encouraged to ask questions before enrolment. Enrolment is not complete until the required documentation has been completed and relevant information has been provided.

CTIA will provide information about Credit Transfer and Recognition of Prior Learning (RPL), including how to apply, the evidence that may be required, any applicable fees and the possible outcomes.

13. Enrolment

To enrol, students may be required to complete enrolment documentation, provide proof of identity, provide a valid Unique Student Identifier (USI), provide eligibility evidence for subsidised training where applicable, and disclose relevant support needs or circumstances that may affect participation.

CTIA may also require students to confirm that they understand course expectations, policies and procedures, fees and refund conditions, and any work placement or vocational placement requirements.

Where applicable, students may also indicate at enrolment that they wish to apply for Credit Transfer or Recognition of Prior Learning (RPL).

If there is a material change to agreed services after enrolment that affects a student, CTIA will provide updated information to the affected student as soon as practicable. This may include changes to delivery mode, timetable, location, workplace or placement requirements, trainer arrangements, or other changes affecting how training or support is provided.

14. Orientation and Induction

All students must participate in orientation and induction relevant to their course. Orientation may include a general CTIA induction as well as course-specific induction undertaken by the trainer or assessor.

Orientation and induction may cover course expectations, training and assessment processes, support services, workplace health and safety requirements, emergency procedures, use of resources and student systems, conduct expectations and key administrative arrangements.

15. Competency Based Training and Assessment

CTIA delivers competency-based training and assessment. In nationally recognised training, students must demonstrate the skills and knowledge required by the relevant training product. Students are not graded by percentages in the way common in school or university systems; instead, they are assessed as Competent or Not Yet Competent against the requirements of each unit of competency or module.

Competency may be demonstrated over time and through multiple forms of evidence including written work, practical tasks, workplace observation, projects, simulations and third-party reports.

16. Flexible Learning

CTIA may use flexible learning strategies to meet industry and learner needs. Flexible delivery may include face-to-face learning, blended learning, online components, self-paced learning, workplace learning, simulated activities, practical consolidations, excursions and one-to-one support where appropriate.

Flexible learning does not reduce assessment standards. Students are still required to demonstrate competency to the required standard.

17. Vocational Placement / Work Placement

Some qualifications require vocational placement, work placement or structured workplace learning. Placement provides students with the opportunity to apply their learning in a real workplace, demonstrate competency in industry contexts and build work readiness and professional confidence.

Where placement applies, students must comply with workplace policies, professional expectations, safety requirements and any documentation or attendance expectations attached to the placement.

18. Unique Student Identifier (USI)

Students enrolled in nationally recognised training are required to have a valid Unique Student Identifier (USI). The USI is a national reference number that records VET undertaken in Australia and is required before AQF certification can be issued.

Students who do not already have a USI must create one through the official USI service. CTIA can provide guidance on this process.

19. Attendance and Progress

Students are expected to attend scheduled classes, practical sessions, workplace visits, excursions, placements and assessment activities relevant to their course. CTIA monitors attendance, engagement and progression and may contact students identified as being at risk of not successfully completing their course.

Where a student cannot attend, the student should notify CTIA as soon as possible and provide supporting evidence where required. Where practical training, placement or mandatory activities are missed, make-up arrangements may be required if available.

Attendance alone does not determine competency. However, insufficient participation may affect a student's ability to complete training and demonstrate the required competencies.

20. Trainers and Assessors

CTIA engages trainers and assessors with the qualifications, vocational competence and current industry skills required for the courses they deliver. Trainers and assessors are responsible for delivering training, assessing evidence, providing learning materials and feedback, monitoring student progress and referring students to support where appropriate.

Students should understand their trainer’s communication arrangements and should raise learning or assessment concerns as early as possible.

21. Assessment Procedures

Assessment activities may include written or oral questions, projects, practical demonstrations, workplace observation, third-party verification, case studies, role plays, tasks completed in real or simulated workplaces, portfolios of evidence and other methods appropriate to the course and unit requirements.

Students will receive instructions about assessment requirements, due dates, evidence standards and the basis on which decisions are made. Where competency has not yet been demonstrated, reassessment opportunities may be provided in accordance with CTIA procedures and the requirements of the training product.

Reasonable adjustment may be made where appropriate, provided the integrity of the training product is maintained.

22. Academic Integrity, Plagiarism, Copyright and Use of AI

Students must ensure that all work submitted is their own. Academic misconduct includes plagiarism, copying another student’s work, presenting another person’s work as one’s own, inappropriate collaboration, and using AI or digital tools in a way that misrepresents the student’s own knowledge or skill.

Students may use study tools where permitted, but submitted work must still reflect the student’s own understanding and must comply with the assessment instructions. Where outside sources are used, they must be properly acknowledged.

Copyright obligations apply to books, websites, images, music, films and other materials. Students must not reproduce or distribute copyright material in breach of the law.

CTIA expectations

- students may use digital tools to support learning only where that use does not misrepresent their own competence
- AI-generated content cannot be submitted as though it were the student’s own work
- students must still understand, verify and be able to explain any work submitted

23. Course Costs

Course fees are identified in CTIA promotional materials, enrolment information and fee documentation. Costs may include tuition fees, administration fees, materials, uniforms, tools, equipment or other course-related charges depending on the course.

CTIA will provide students with clear fee information before enrolment, including any additional costs known at that time.

24. Refund Policy

CTIA maintains a refund policy that is fair, reasonable and communicated before enrolment. Refund requests must usually be made in writing using the required CTIA form and submitted to the relevant CTIA officer.

Refund outcomes may depend on factors such as when the student withdraws, whether the course has commenced, whether non-refundable administrative components apply, and whether CTIA or the student initiated the cancellation.

Nothing in CTIA’s refund policy removes a student’s rights under Australian Consumer Law.

25. Complaints and Appeals

CTIA is committed to providing a fair and transparent process for resolving complaints and appeals. We view feedback as an opportunity for continuous improvement. All matters will be handled with strict confidentiality and in accordance with the principles of **Natural Justice and Procedural Fairness**.

CTIA is committed to applying the principles of procedural fairness and natural justice when managing complaints, appeals, student misconduct matters, disciplinary decisions and other formal student matters.

This means CTIA will ensure that:

- students are informed of the issue or decision affecting them
- students are given a reasonable opportunity to respond and provide relevant information
- decisions are made by a person who is impartial and, wherever possible, was not involved in the original matter
- decisions are based on relevant evidence and information
- students are advised in writing of the outcome and any further review options available

CTIA will manage complaints and appeals in a timely, objective and transparent way. Where a matter cannot be resolved internally, students will be advised of available independent external review options.

For Queensland funded students, independent external assistance may also be available through the Queensland Training Ombudsman, which provides a free and confidential service and can be contacted through its online form or by calling **1800 773 048**.

25.1 Definitions

- **Complaint:** An expression of dissatisfaction with any aspect of CTIA’s services, staff, other students, or third-party providers.
- **Appeal:** A request to review a formal decision made by CTIA, most commonly regarding an assessment result or a disciplinary outcome.

25.2 The Resolution Workflow

CTIA follows a four-stage process to ensure your concerns are heard and resolved.

Stage 1: Informal Resolution (Early Intervention)

We encourage you to first discuss the issue directly with the person involved (e.g., your trainer). Most concerns can be resolved quickly through open communication.

Stage 2: Formal Internal Process

If the matter is not resolved informally, you may lodge a formal complaint or appeal in writing using the **Complaints and Appeals Form** (available on our website or from student services).

- **Acknowledgement:** CTIA will acknowledge your submission in writing within **5 business days**.
- **Investigation:** The Director or a delegated manager (who was not involved in the original matter) will investigate the claim fairly and impartially.
- **Support:** You have the right to be accompanied by a support person at any meeting.
- **Timeline:** We aim to provide a written response, including the reasons for the decision, within **20 business days**. If the process will take longer than 20 days, we will inform you in writing explaining why.

Stage 3: Internal Appeal

If you are dissatisfied with the outcome of a formal complaint, you may request an internal review by a senior CTIA manager not previously involved in the case.

Stage 4: Independent External Review (Mandatory Requirement)

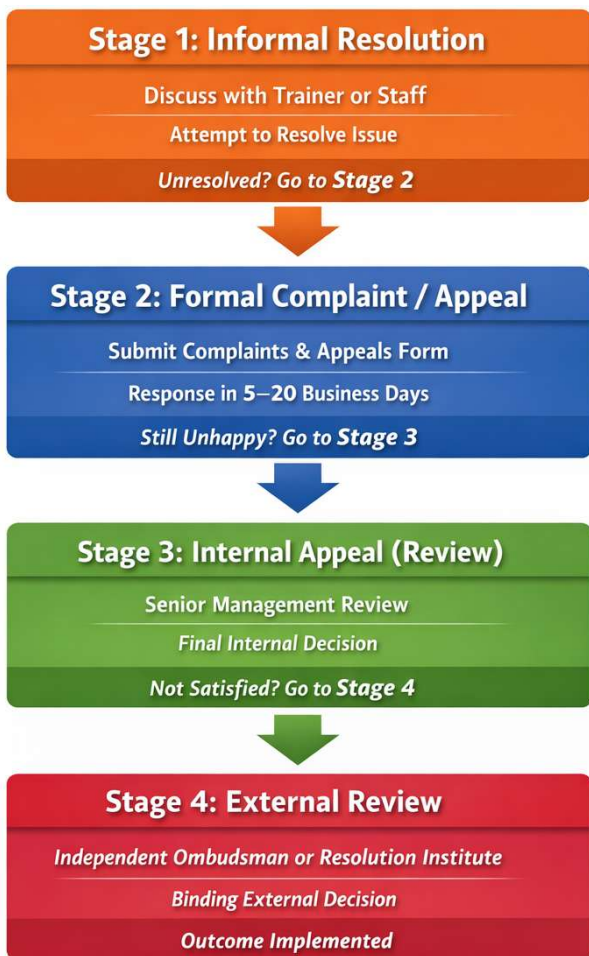
If you remain dissatisfied after the internal processes are exhausted, you have the right to seek an independent review by an external party.

- **The Reviewer:** CTIA utilizes the **Resolution Institute** or a similar independent body to conduct external reviews.
- **Cost:** CTIA will cover the application cost for the external review; however, if the student chooses to engage their own legal representation, they must do so at their own expense.
- **Queensland Students (DTET):** Students in government-funded programs can also contact the **Queensland Training Ombudsman** (1800 773 048) for free, confidential advice and mediation services.

25.3 Implementation of Outcomes

If the internal or external process results in a decision in favor of the student, CTIA will **immediately** implement any required corrective or preventive actions and notify the student in writing.

Complaint and appeal pathway



If CTIA anticipates that the process will take more than 20 business days, we will write to you explaining why and provide regular progress updates.

For students in government-funded programs, accessing this process does not affect your future entitlement to training until a final decision is reached.

Students are entitled to be accompanied by a support person at any stage of this process.

26. Credit Transfer

Credit transfer allows students to receive recognition for equivalent units already completed through another Registered Training Organisation. To apply, students may need to provide original or certified copies of a statement of attainment, qualification or relevant transcript.

CTIA will review whether the completed unit is the same, equivalent or otherwise eligible for credit under current national VET requirements.

27. Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is an assessment process used by CTIA to assess the skills and knowledge a student has already gained through previous formal learning, work experience, life experience, non-formal learning or informal learning. RPL may reduce the amount of training required if a student can demonstrate that they already meet the requirements of a unit of competency or qualification.

Students may apply for RPL at enrolment or during their course; however, students are encouraged to discuss RPL with CTIA as early as possible. Before the RPL assessment begins, CTIA will advise the student of the RPL process, the evidence required, any applicable fees and the possible outcomes.

Evidence used for RPL may include, but is not limited to, resumes, job descriptions, references, third-party reports, workplace documents, licences, certificates, work samples, interviews, competency conversations, practical demonstrations and challenge tasks. CTIA may request additional evidence where the information provided is not sufficient, current, authentic or relevant.

RPL assessments are conducted by appropriately qualified trainers and assessors. The assessor will review the evidence against the requirements of the relevant unit(s) of competency and determine whether competency can be granted through RPL. The outcome will be recorded and advised to the student. Where the evidence is not sufficient for full RPL, CTIA may offer gap training and/or further assessment.

Where a student is enrolled in a Queensland Government funded program, CTIA will retain the evidence required under the relevant funding contract and audit evidence requirements. Students may be asked to provide additional evidence or participate in a competency conversation, third-party verification, challenge task or practical observation to support the RPL assessment.

Students who wish to apply for RPL should contact CTIA and complete the CTIA RPL Application process.

28. Access to Student Records

Students may request access to their own records for legitimate purposes such as checking enrolment details, results, progress or copies of completed assessment evidence where appropriate. Requests should be made through CTIA's normal administrative channels.

Other parties will not be granted access without the student's written consent unless access is authorised or required by law.

29. Change of Personal Details

Students must advise CTIA promptly if personal details change, including name, address, phone number or email address. Accurate details are important for communication, certification, record keeping and emergency contact purposes.

30. Student Conduct and Code of Conduct

At CTIA, we are committed to providing a learning environment that is safe, respectful, and conducive to academic success. This Code of Conduct outlines the behavioral expectations for all students, whether learning on-campus, in the workplace, or via digital platforms.

30.1 Student Rights

Every student at CTIA has the right to:

- Be treated fairly and with respect, regardless of background, religion, gender, or disability.
- Learn in an environment free from harassment, discrimination, and bullying.
- Receive timely and constructive feedback on their academic progress.
- Access clear information regarding course requirements, fees, and CTIA policies.
- Have their privacy and personal records managed in accordance with the *Privacy Act 1988*.

30.2 Student Responsibilities

By enrolling at CTIA, students agree to:

- **Academic Integrity:** Submit work that is their own. Plagiarism, cheating, or the unauthorized use of Artificial Intelligence (AI) to generate assessment answers is strictly prohibited.
- **Respectful Communication:** Treat trainers, staff, and fellow students with courtesy. Use professional language in all emails, forums, and face-to-face interactions.
- **Attendance and Participation:** Attend scheduled classes and vocational placements on time. If unable to attend, students must notify CTIA or their workplace supervisor as soon as possible.
- **Safety:** Adhere to all Workplace Health and Safety (WHS) instructions, especially when handling equipment in hospitality environments.
- **Property:** Respect CTIA facilities and the property of others. Any intentional damage may lead to disciplinary action and costs for repair.
- **Alcohol and Drugs:** Not attend training or placement under the influence of alcohol or prohibited drugs.

30.3 Digital Conduct

In online learning environments, students must:

- Not record or distribute screenshots/videos of classes without express permission.
- Ensure their "digital footprint" remains professional and does not harass or disparage CTIA, its staff, or other students on social media.

30.4 Misconduct and Disciplinary Procedures

"Misconduct" is defined as any behavior that breaches this Code, disrupts the learning of others, or brings the reputation of CTIA into disrepute.

Disciplinary Steps:

1. **Informal Warning:** A trainer or manager will discuss the behavior with the student.
2. **Formal Written Warning:** Issued for repeated or more serious breaches.
3. **Suspension or Cancellation:** CTIA reserves the right to suspend or cancel the enrolment of any student involved in "Serious Misconduct" (e.g., violence, theft, or severe academic fraud).

Note: For students in DTET-funded programs (VETiS, Career Start), a cancellation of enrolment due to misconduct may impact your future funding eligibility.

30.5 Zero Tolerance for Discrimination

CTIA is committed to a learning environment free from all forms of prejudice. In accordance with **Section 39 (Antisemitism and Religious Discrimination)**, any student found engaging in behavior that targets individuals or groups based on their religious beliefs or ethnic origin—including speech, symbols, or digital content—will be subject to immediate disciplinary action under the Serious Misconduct provisions of this Code.

31. Expectations of Students

Students are expected to comply with CTIA policies and procedures, follow academic integrity requirements, comply with workplace health and safety requirements, behave respectfully, complete required learning and assessment activities, communicate difficulties early, notify CTIA of absences, and disclose medical or other circumstances that may affect safety or participation where relevant.

32. Students from Non-English Speaking Backgrounds

CTIA welcomes students from non-English speaking backgrounds. Where a student requires additional language support or communication assistance, the student should discuss this with CTIA before or during training.

CTIA may provide support directly where appropriate or help the student access external support services.

33. Privacy Notice

CTIA collects personal information so that it can process enrolment, deliver training and assessment, support student administration, issue certification and meet national and state reporting requirements. CTIA handles personal information in accordance with privacy laws and national VET requirements.

CTIA may be required by law to disclose student information to authorised agencies for reporting and regulatory purposes. Students may contact CTIA to request access to their information, update their details, ask questions about privacy or raise a privacy concern.

CTIA manages personal information in accordance with its Privacy Policy, the Privacy Act 1988 (Cth), applicable privacy requirements and national VET data reporting obligations. Personal information may be collected, used, stored and disclosed for enrolment, training, assessment, certification, student support, government reporting and other authorised education and compliance purposes. Students may request access to, or correction of, their personal information in accordance with CTIA procedures.

34. Results and Certification

Students will receive assessment results and feedback within CTIA's published or course-specific timeframes. Once all requirements are successfully completed and administrative conditions are met, CTIA will issue a qualification and record of results for full completion or a Statement of Attainment for partial completion where applicable.

A valid USI is required before AQF certification can be issued.

35. Learning Support

CTIA provides learning support to help students succeed in their course. Support may include help with understanding training materials, additional explanation or practice, support with language, literacy or numeracy, study planning, digital literacy support and clarification of assessment expectations.

Students are encouraged to identify support needs early so that support can be planned effectively.

36. Student Support

CTIA aims to provide a high standard of student service and support throughout the student lifecycle. Students may contact trainers or CTIA staff by approved communication methods during office hours for assistance with enrolment, assessment, progress, administration and general support.

Where support needs extend beyond CTIA's internal capability, CTIA may help the student identify suitable external services.

37. Counselling and Welfare Services

CTIA staff may provide information and referral to relevant services for personal difficulties, educational stress, course and career guidance, financial hardship, health and disability concerns, harassment or safety concerns and other matters affecting study.

This may include mental health, social and emotional wellbeing concerns, distress, anxiety, personal crisis or other circumstances affecting a student's ability to participate and succeed in training.

Where appropriate, CTIA may refer students to external counselling, crisis, health, wellbeing or community support services.

38. Student Welfare, Wellbeing and Safety

CTIA is committed to providing a safe, respectful and supportive learning environment. Student welfare includes physical safety, psychological wellbeing, respectful treatment, inclusion, access to support and clear pathways for raising concerns.

Students experiencing difficulties that affect their study are encouraged to seek support from CTIA as early as possible.

39. Antisemitism and Religious Discrimination

CTIA maintains a zero-tolerance approach to antisemitism and any form of religious discrimination. This includes harassment or intimidation based on religion, hateful language or symbols, exclusion or threats based on religious identity and other conduct that undermines safety or inclusion.

Reports of antisemitism, Islamophobia or other religious harassment will be taken seriously and managed through CTIA's complaints, welfare and incident processes.

Examples of unacceptable behaviour

- harassment or intimidation based on religion or cultural identity
- hateful language, symbols or conduct
- threats, exclusion or repeated offensive comments
- targeting a student because they are Jewish, Muslim or from another faith background

Breaches of this policy are considered a violation of the Student Code of Conduct (Section 30) and may result in the cancellation of enrolment.

40. Safety

CTIA is committed to observing workplace health and safety requirements and expects all students to contribute to a safe training environment. Students must follow instructions, wear required personal protective equipment, use equipment correctly, avoid unsafe behaviour and report hazards or safety concerns promptly.

41. Health and Safety

Students must not smoke or vape in prohibited areas, attend training under the influence of alcohol or illegal drugs, or behave in ways that place themselves or others at risk. Students should advise CTIA of any medical condition or medication that may affect participation or safety where relevant.

42. Evacuation and Emergency Procedures

Students will be shown relevant evacuation procedures, assembly points and emergency arrangements at the commencement of training or at the relevant training site. During an evacuation, students must follow staff instructions, move promptly and calmly, and avoid actions that put themselves or others at risk.

Students who may need assistance during evacuation should advise CTIA so that appropriate planning can occur.

43. Critical Incidents and Student Safety

A critical incident is a serious event that affects or may affect the safety, health or wellbeing of students or staff. Examples include serious injury, violence or threats, major workplace accidents during training or placement, mental health crises and major emergencies.

Students should notify CTIA immediately if a critical incident occurs. CTIA will take appropriate action, which may include contacting emergency services, securing safety, notifying relevant parties and providing follow-up support.

44. Child Safety

CTIA is committed to safeguarding children and young people under 18 years of age. Child safety requires active measures to protect children from harm and to create safe, respectful learning environments.

This includes CTIA's commitment to the protection of minors through child-safe practices, appropriate professional boundaries, reporting and escalation pathways, and prompt action where a child safety concern is raised.

CTIA expects staff, trainers and students to maintain appropriate professional boundaries and to report any concern about the safety of a child or young person immediately.

Students under 18, and where relevant parents/guardians, schools and employers, may raise child safety concerns with CTIA management at any time.

45. Sexual Harassment

Sexual harassment is unacceptable and unlawful. It may include unwanted physical contact, inappropriate comments or jokes, repeated unwelcome invitations, inappropriate questions or other unwanted sexual conduct or attention.

Students who experience sexual harassment should speak with a trainer or CTIA management. Matters involving students under 18 will be managed with additional safeguarding and appropriate escalation.

46. Social Justice

CTIA supports principles of social justice and inclusion. Students should be treated fairly and respectfully and should be given reasonable opportunity to participate and succeed in their training.

47. Digital Learning and Online Participation

Where training includes online or blended delivery, students must use approved CTIA systems and platforms, communicate respectfully online, protect login details and personal information, comply with academic integrity requirements and submit assessments as instructed.

Students must not distribute CTIA learning materials without permission.

48. Traineeships and Apprenticeships

CTIA may deliver training as part of traineeships and apprenticeships. These arrangements combine employment with structured training and usually involve a training contract, employer participation & workplace-based learning.

Students and employers should ensure they understand the obligations attached to the training contract and the training plan.

49. Queensland Government Funded Training

CTIA delivers Queensland Government subsidised training as an approved Skills Assure Supplier. Funded program availability, eligibility, and fee arrangements are determined by current DTET settings and may change over time.

Current Queensland funded programs include Career Start, Career Boost, VET in Schools (VETiS), and apprenticeship or traineeship related funding arrangements. CTIA will provide current funded-program information before enrolment.

Current funded-program names include Career Start, Career Boost, VET in Schools (VETiS), and apprenticeship or traineeship related funded arrangements.

Eligibility rules, student contribution fees and funded place availability may change over time. CTIA will provide current information before enrolment.

Student Contribution Fees

- For subsidised programs, students are generally required to pay a **Student Contribution Fee**, which is a student's contribution to the cost of tuition.
- These fees are calculated at a set rate per nominal hour for each unit of competency.
- Concessional rates may apply for eligible students, such as those holding a valid Health Care Card or Pensioner Concession Card.
- CTIA will provide a detailed quote and fee breakdown prior to enrolment to ensure you are fully informed of all costs.

Impact on Future Funding

- **Entitlement Disclosure:** Participation in Queensland Government funded programs (such as Career Start or Career Boost) is often subject to a "one-time" or "limited" entitlement.
- **Completion Impact:** Successfully completing a funded qualification may exhaust your entitlement for further subsidised training at that same level or lower.
- **Withdrawal Impact:** Withdrawing from a course after the census date or after funding has been claimed may still count as using your entitlement for that program.
- **Guidance:** Students are strongly encouraged to discuss their long-term career goals with a CTIA representative to ensure they are choosing the most appropriate funded pathway.

VET in Schools (VETiS) – Fee-Free Training

For secondary school students (typically in Years 10, 11, or 12) undertaking a Certificate I or II qualification through the VETiS program, the following rules apply:

- **No Costs to Students:** Eligible VETiS students are **not** required to pay any student contribution fees or co-contribution fees. The training and assessment costs are fully subsidised by the Queensland Government.
- **One Entitlement:** VETiS funding is available for **one** Certificate I or II level qualification only. It is critical that students choose their course carefully, as completing or withdrawing from a VETiS-funded course may exhaust their entitlement for any further subsidised VETiS training.
- **Eligibility:** To be eligible for fee-free VETiS, the student must:
 - Be currently enrolled in a Queensland secondary school in Year 10, 11, or 12.
 - Not have previously completed a VETiS-funded qualification.
 - Be an Australian or New Zealand citizen, an Australian permanent resident, or hold an eligible visa.
- **Post-School Funding:** Completing a VETiS qualification at school generally **does not** exhaust a student's post-school entitlement to a subsidised Certificate III under the *Career Start* program, allowing for a clear progression pathway.

50. Course Evaluation

CTIA values feedback from students, employers and industry. Students may be asked to complete surveys or other feedback processes to help CTIA improve training, assessment, support services and student information.

51. Course Completion

To complete a course successfully, students must meet all requirements of the training product and any related administrative requirements. Students who withdraw before full completion may still be eligible for a Statement of Attainment for completed units where applicable.

52. Re-Issue of Certificates and Statements of Attainment

If a certificate or Statement of Attainment needs to be re-issued because of loss, damage or updated personal details, CTIA may charge a re-issue fee in accordance with its administrative arrangements.

53. Workers Compensation and Insurance

Where training involves workplace activities or placements, applicable insurance and workers compensation arrangements will depend on the course, workplace and training context. Students should comply with workplace requirements and ask questions if they are unsure how insurance or workers compensation applies in their circumstances.

54. Legislative and Regulatory Requirements

CTIA operates in accordance with relevant legislation and regulatory requirements. This includes legislation and rules relating to registered training organisations, workplace health and safety, privacy, anti-discrimination, copyright, consumer protection, child safety, disability access, fair work and vocational education and training regulation.

CTIA will update this handbook and related procedures as requirements change.

55. Continuous Improvement

CTIA has a commitment to quality and continuous improvement. Feedback from students, staff, employers and industry is used to improve training materials, delivery and assessment methods, support services, student information and policies and procedures.

56. Contacting CTIA

Students can contact CTIA for assistance with course enquiries, enrolment questions, learner support, assessment questions, complaints or appeals, and privacy or records requests.

Contact details: 07 5564 9044 | contact@ctia.edu.au | PO Box 8651, Gold Coast MC QLD 9726 | RTO 6517.