

THE LEARNING TEAM



**STUDENT
HANDBOOK**



THE LEARNING TEAM

RTO 46386

ABN 14 681 603 958 | ACN 681 603 958

103 Sutton Street, Redcliffe QLD 4020

PO Box 154, Woody Point QLD 4019

Phone: 1300 963 698 | Email: info@tlt.net.au | Web: www.tlt.net.au

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Overview

Regulatory Framework

As a Registered Training Organisation, The Learning Team is subject to the regulatory framework that governs the Australian Vocational Education and Training sector and protects both RTOs and students. The legislative framework established by the National Vocational Education and Training Regulator Act 2011 and related legislation empowers the Australian Skills Quality Authority (ASQA) as the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers according to the Standards for Registered Training Organisations 2025 to ensure nationally approved quality standards for training are met.

The VET Quality Framework comprises: Outcome Standards | Compliance Requirements | Credential Policy | Australian Qualifications Framework (AQF)

Overview of The Learning Team

The Learning Team recognises the importance and benefits of combining industry experience with tertiary education when striving to deliver programs of the highest quality and relevance. All trainers and assessors employed or contracted by The Learning Team have demonstrated significant industry experience in addition to obtaining tertiary qualifications, allowing them to provide a professional, well-rounded learning environment for participants.

The CEO recognises that opportunities for improvement arise in every aspect of business and has developed an organisational culture that capitalises on these opportunities. The Learning Team provides access to feedback forms to all students, as participant feedback is an important and valuable factor in monitoring and developing business practices and quality training.

Student feedback is critical to our continuous improvement policy. Along with formal feedback, students are encouraged to provide feedback throughout their enrolment. The Learning Team has developed a continuous improvement register which includes a written record of all improvement strategies.

The Student's Journey

The Learning Team CEO has identified ASQA's audit approach which focuses on the student's experience and RTO's practices and behaviours. Key phases of the student experience include:

- Marketing and recruitment
- Enrolment
- Fee protection and arrangements
- Support and progression
- Training and assessment
- Completion

Throughout The Learning Team's Student Handbook and Quality Management Framework, each of the policies, systems, and procedures support ASQA's audit model. Every staff member — and in particular every trainer and assessor — will ensure the student's experience provides the best opportunity for a positive vocational outcome.

We sincerely hope your journey as a student with The Learning Team will be most enjoyable.

Training and Assessment

STANDARD

Standards for RTOs 2025 — Standard 1.1 - 1.5 and Credential Policy Sections 1 & 2

Training

The Learning Team is dedicated to delivering training and assessment practices that are fully aligned with the latest standards for vocational education and training. We are committed to providing an engaging, structured, and supportive learning experience, enabling VET students to attain the skills and knowledge required by their chosen training products.

Engaging and Structured Training for Skill Attainment

The Learning Team has developed training strategies that are meticulously structured to support students in achieving competencies consistent with the requirements of each qualification. Every training program is carefully aligned with the outcomes of its training product, ensuring that our methods, materials, and assessment practices contribute directly to the intended learning goals.

Our training is paced to give students ample time for each essential component, including instruction, hands-on practice, feedback, and assessment. The Learning Team is committed to making the learning process engaging, utilising interactive resources, activities, and case studies that actively involve students and foster a deeper understanding of the material.

Responsive Training and Assessment Strategies

The Learning Team provides training and assessment strategies tailored to meet the demands of both the industry and our students. We acknowledge our responsibility to stakeholders at large, as they will ultimately benefit from the skills and knowledge acquired by students trained by The Learning Team.

A key aspect of our approach is the development of comprehensive training and assessment strategies that incorporate opportunities for students to apply their learning in real workplace-style settings. The Learning Team also places significant emphasis on assessment validation to ensure the reliability and fairness of assessment outcomes.

Assessment

Assessment System Compliance

The Learning Team is dedicated to ensuring its assessment systems are robust, comprehensive, and fully aligned with the latest standards, ensuring all assessments are consistent, reliable, and directly linked to the requirements of each training product.

Principles of Assessment: Fairness, Flexibility, Validity, and Reliability

Fairness is a cornerstone of our approach. We recognise that each student's needs and circumstances are unique, and we are committed to making reasonable adjustments that support equitable assessment outcomes. This may include providing alternative assessment options or modifying tasks to meet specific needs without compromising the assessment's rigour.

Flexibility in our assessments enables us to cater to a diverse student body with varied experiences and learning backgrounds. We respect that competencies can be gained through different pathways, and our assessments are designed to recognise skills and knowledge irrespective of where or how they were acquired.

Validity is ensured by aligning our assessments with the specific competencies outlined in each training package. Every assessment task is carefully designed to measure what it is intended to, encompassing the full range of skills and knowledge required for competent performance.

Reliability is maintained through regular validation sessions where assessors align their interpretations of assessment requirements to minimise variability and ensure consistent outcomes for all students.

Rules of Evidence

The Learning Team strictly adheres to the Rules of Evidence, which mandate that evidence collected during assessment is valid, sufficient, authentic, and current. Each piece of evidence must demonstrate that the student has the required skills and knowledge, with authenticity strictly upheld — particularly in distance or online assessments.

Supporting Students through Feedback and Reassessment

Following each assessment, students receive detailed feedback on their performance, identifying both strengths and areas for improvement. If a student wishes to appeal their assessment outcome, they have access to a structured reassessment process, ensuring that every student has a fair opportunity to demonstrate their competency.

Industry-Relevant Training and Assessment

The Learning Team is committed to active industry engagement, ensuring our training programs are continually informed by insights and feedback from employers, industry bodies, and community representatives. We have established a structured consultation program where industry stakeholders are engaged at multiple points throughout the training cycle.

To accurately record industry consultation, The Learning Team has developed an Industry Consultation Tool — a series of questions designed to identify stakeholder needs including skills development areas, preferred delivery modes, assessment methods, and required competencies.

Trainers and Assessors

The Learning Team places great importance on effective staff management, implementing policies aimed at attracting, developing, and retaining the highest quality staff and trainers. Principles of fairness and merit guide all staff management decisions, ensuring equitable treatment for everyone.

Prior to commencing delivery and/or assessment, all trainers and assessors must meet the credentialing requirements of the relevant training package, qualification, or accredited course.

Assessor Credentials

Assessors at The Learning Team are required to hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment (or predecessor TAE40116 / TAE40110)
- TAESS00019 Assessor Skill Set (or predecessor TAESS00011 / TAESS00001)
- A secondary teaching qualification plus TAESS00011, TAESS00019, or TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set
- A diploma or higher-level qualification in adult education or vocational education and training

The Learning Team CEO ensures that all trainers and assessors undertake professional development in the fields of vocational training, learning and assessment, including competency-based training and assessment.

Facilities, Resources and Equipment

STANDARD

Standards for RTOs 2025 — Outcome Standard 1.8

Policy and Procedure for Facilities, Resources, and Equipment

The Learning Team is committed to providing facilities, resources, and equipment that are fit-for-purpose, safe, accessible, and sufficient for the delivery of each training product. The quality of these resources is fundamental to student success, as they directly support the training and assessment process.

Identifying Required Resources

For each training program, The Learning Team conducts a thorough review of the physical, digital, and instructional resources needed. This includes evaluating the suitability of learning spaces, tools, and materials required to meet both instructional and safety standards.

Ensuring Ongoing Suitability and Safety

The Learning Team is committed to the safety and accessibility of all resources and facilities. Regular inspections and maintenance are conducted to ensure they remain safe, functional, and accessible to all students. Our staff are trained to identify potential hazards and make timely adjustments to maintain a secure learning environment.

Each piece of equipment is selected based on its relevance to industry standards, and we periodically review our facilities to ensure they accommodate students with diverse needs, including adjusting for accessibility wherever required.

Student Access to Necessary Resources

The Learning Team ensures that each student has access to all necessary resources throughout their training, whether in a classroom, simulated workplace, or virtual environment. We provide detailed information about the resources available and how students can access them, and our trainers are available to address any resource-related concerns.

The Learning Team Courses

STANDARD

Standards for RTOs 2025 — Outcome Standard 2.1 -

What Courses Can I Study with The Learning Team?

All programs offered by The Learning Team are aligned to the CPP Property Services training package for quality assurance and best practice. The Learning Team is based in Brisbane and provides services to clients across Queensland.

CPP41419 Certificate IV in Real Estate Practice — Full Qualification

- CPPREP4001 Prepare for professional practice in real estate
- CPPREP4002 Access and interpret ethical practice in real estate
- CPPREP4003 Access and interpret legislation in real estate
- CPPREP4004 Establish marketing and communication profiles in real estate
- CPPREP4005 Prepare to work with real estate trust accounts
- CPPREP4101 Appraise property for sale or lease
- CPPREP4102 Market property
- CPPREP4103 Establish vendor relationships
- CPPREP4104 Establish buyer relationships
- CPPREP4105 Sell property
- CPPREP4121 Establish landlord relationships
- CPPREP4122 Manage tenant relationships
- CPPREP4123 Manage tenancy
- CPPREP4124 End tenancy
- CPPREP4125 Transact in trust accounts
- CPPREP4503 Present at hearings in real estate
- CPPREP4506 Manage off-site and lone worker safety in real estate
- CPPREP5006 Manage operational finances in the property industry
- CPPREP5010 Manage customer service activities in the property industry

Sales Associate Registration Course

- CPPREP4001 Prepare for professional practice in real estate
- CPPREP4002 Access and interpret ethical practice in real estate
- CPPREP4003 Access and interpret legislation in real estate
- CPPREP4004 Establish marketing and communication profiles in real estate
- CPPREP4005 Prepare to work with real estate trust accounts
- CPPREP4101 Appraise property for sale or lease
- CPPREP4102 Market property
- CPPREP4103 Establish vendor relationships
- CPPREP4104 Establish buyer relationships
- CPPREP4105 Sell property
- CPPREP4121 Establish landlord relationships
- CPPREP4123 Manage tenancy

Upgrade to Full CPP41419 Certificate IV in Real Estate Practice Licence Course

- CPPREP4122 Manage tenant relationships
- CPPREP4124 End tenancy
- CPPREP4125 Transact in trust accounts
- CPPREP4503 Present at hearings in real estate
- CPPREP4506 Manage off-site and lone worker safety in real estate
- CPPREP5006 Manage operational finances in the property industry
- CPPREP5010 Manage customer service activities in the property industry

Buyer's Agent Skill Set

- CPPREP4101 Appraise property for sale or lease
- CPPREP4171 Represent buyer in sales process
- CPPREP4172 Develop and promote property industry knowledge — buyer's agent
- CPPREP4173 Complete purchase of property as buyer's agent

Individual Unit of Competency

- CPPREP5010 Manage operational finances in the property industry

Required by the Office of Fair Trading to be eligible for licencing.

Continuing Professional Development (CPD)

- Units of Competency from CPP41419 package to align with Office of Fair Trading Type 1 sessions for ongoing CPD compliance

What Certification Will I Receive?

Course	Certification Issued
CPP41419 Certificate IV in Real Estate Practice (full qualification)	AQF Qualification
CPPREP5010 Manage operational finances in the property industry	Statement of Attainment
Sales Associate Licence Course (skill set)	Statement of Attainment
Upgrade to Full Real Estate Licence Course	Statement of Attainment
Buyer's Agent Skill Set	Statement of Attainment
CPD Individual units of competency	Statement of Attainment

After you have met the requirements of your course, you will be issued the relevant Certificate with an academic transcript or a Statement of Attainment listing all units of competency you have achieved. If you do not complete all requirements but have completed one or more units, you will be issued an AQF Statement of Attainment for those units.

How is Training Delivered?

- Online Portal

- Online seminars and discussion boards
- Small group learning

Prerequisites and Entry Requirements

There are no pre-requisites for the units of competency listed on The Learning Team's current scope of registration. Please refer to our website at www.tlt.net.au for detailed course information and any entry requirements.

Enrolment

STANDARD

Standards for RTOs 2025 — Outcome Standard 2.2 & 2.3

Student Information and Enrolment Policy

The Learning Team provides clear, accurate, and comprehensive information to prospective students, ensuring they make well-informed decisions regarding their training programs. Through a structured selection and enrolment process, we support students in understanding their responsibilities, the resources available, and any prerequisites associated with their chosen training products.

Selection and Prerequisite Conditions

Our student selection process ensures that individuals meet any specific prerequisites and entry requirements for each course. The Learning Team provides detailed information on prerequisites in all course documentation before enrolment. If a potential student does not meet the prerequisite conditions, our staff will guide them through available options to fulfil these standards or explore alternative training pathways.

Enrolment Procedure

Expressing Interest and Initial Contact

When a prospective student expresses interest in one of The Learning Team's training programs, our staff respond promptly by providing the enrolment form, student handbook, links to the licensing body and relevant program literature.

Assessment of Enrolment Applications

All enrolment applications are thoroughly assessed to verify that students meet the entry requirements. Students who meet the requirements receive a confirmation of successful enrolment along with information on their induction. Students who do not meet requirements are notified and invited to contact The Learning Team for assistance and guidance on alternative pathways.

Pre-Enrolment Questionnaire and Support Services

To support a tailored learning experience, The Learning Team provides a pre-enrolment questionnaire to each prospective student. This questionnaire gathers information on the student's background, learning preferences, wellbeing needs, disability or accessibility requirements, and any specific support they may need. Responses are reviewed by our staff to identify potential support needs and establish tailored services.

NOTE

The pre-enrolment questionnaire includes optional questions about wellbeing, mental health support needs, and disability. Disclosure is voluntary and treated with strict confidentiality.

Additional Support Services Available

Based on the assessment of individual needs, The Learning Team offers a variety of support services:

- Study Support Programs — assistance with study skills to improve learning efficiency
- Language, Literacy, and Numeracy (LLN) Support — LLN programs or referrals to support providers as needed
- Flexible Scheduling — options for flexible delivery to accommodate individual circumstances
- Counselling and Wellbeing Referrals — support for personal or academic issues
- Information Technology Support — technical assistance to facilitate online learning
- Disability and Accessibility Support — reasonable adjustments for students with disability (see Disability Access & Inclusion section)

Policy on Student Suitability and Pre-Enrolment Advice

The Learning Team is committed to helping prospective students determine the suitability of their chosen training product before enrolment. This process ensures that each student's skills, competencies, and readiness align with the program requirements, promoting successful outcomes.

LLN and Digital Literacy Review

As part of the enrolment process, each student completes an LLN and digital literacy assessment. This review provides insight into the student's readiness for the training product and helps identify areas where additional support may be required. Where additional support is identified, The Learning Team utilises the Australian Core Skills Framework to tailor learning and assessment strategies accordingly.

Welcome Letter

Upon successful enrolment, each student receives a welcome email letter from The Learning Team. This letter includes: training commencement date location if relevant; required resources; units of competency overview; and training access video demonstration

Comprehensive Student Induction

The Learning Team's induction program introduces new students to the training environment, available resources, and support services. The induction covers:

- Introduction to staff, trainers, assessors, and support contacts
- Orientation to facilities and online learning platforms
- Program outline and units of competency
- Training and assessment methods and expectations
- Student support services — including wellbeing, disability, cultural safety, and mental health
- Acknowledgement of Country and cultural safety overview
- Appeals, complaints, and disciplinary processes
- Career pathways and AQF options

Discipline and Academic Integrity

Discipline Policy

Practising cooperation and mutual respect in all interactions is integral to The Learning Team's training business. This ethos of disciplined behaviour is expected from students as a contribution to a functional learning environment and as a demonstration of respect toward staff and fellow students.

Professional Behaviour

The Learning Team's management emphasises that all individuals engaged with the organisation, including students, should uphold a professional demeanour. Trainers and staff members are authorised by TLT Management to address any dissatisfaction with a student's behaviour or performance. They have the authority to:

- Issue a warning to the student regarding unsuitable behaviour
- Ask a student to leave the classroom (virtual or in person), with no refund or option to enrol in another course
- In extreme cases, immediately cancel the class

Appeal Process for Disciplinary Action

If a student wishes to appeal against any disciplinary action taken, they have the right and opportunity to follow The Learning Team's complaint procedure, outlined in the Complaints and Appeals section of this handbook.

Plagiarism

Definition and Policy

Plagiarism is defined as the act of wrongfully appropriating or presenting another author's language, thoughts, ideas, or expressions as one's own original work. The Learning Team considers plagiarism as an act of academic dishonesty subject to severe penalties, including the possibility of expulsion from the educational program. While conducting research during assessments is acceptable, all sources used must be appropriately and clearly cited.

Use of Artificial Intelligence

Students may not utilise artificial intelligence (AI) chatbots to augment their assessment responses. The Learning Team's assessment system is specifically designed to assess students' own understanding and knowledge of the required competencies. Assessment responses should reflect the transfer of learning achieved through the training program.

The Learning Team has implemented measures to identify responses generated by AI. In cases where a questionable response is detected, the Plagiarism Policy may be applied. Repeated incidents may lead to the application of the Discipline Policy. AI chatbots include but are not limited to: ChatGPT, Bing Chat, Bard, Gemini, Claude, Jasper Chat, Perplexity, and similar tools.

Assessment Policy

Policy and Procedure for Fair, Flexible, and Reliable Assessment

The Learning Team is dedicated to delivering assessments that are both fair and appropriate, ensuring that they accurately judge each student's competency in a manner aligned with the standards of vocational education and training. Our assessment practices reflect a commitment to equity, consistency, and transparency.

No Guarantees of Qualification or Employment

No Guarantees of Qualification

The Learning Team does not guarantee that a student will obtain a qualification or statement of attainment solely by enrolling or studying at The Learning Team. Students must comply with the required standards for training and successfully meet all assessment requirements to complete the course and receive certification.

Completion and Employment

Students will receive the full scope of training they have paid for. However, there is no guarantee of successful course completion, as students must meet all training and assessment standards. The Learning Team also does not guarantee that a student will obtain a particular employment outcome, as job outcomes are influenced by external factors including market conditions, employer preferences, and individual circumstances.

Student Support and Alternatives

The Learning Team is committed to working with students to support their educational journey. While we cannot guarantee qualification outcomes, we will assist students in cases of unforeseen circumstances — including offering pro-rata refunds or facilitating transfer of studies to another suitable RTO.

Student Support

STANDARD

Standards for RTOs 2025 — Outcome Standard 2.2 & 2.3

Student Training Support Policy

The Learning Team is committed to providing each VET student with timely and reasonable access to training support services, qualified trainers, assessors, and dedicated staff throughout their training. Recognising that individual support needs vary, The Learning Team tailors its support services to help students progress smoothly through their learning journey.

Support Services Available

- Access to trainers and assessors for guidance on academic content and assessment requirements
- Personalised study assistance, including help with study skills and time management
- Language, Literacy, and Numeracy (LLN) support where required
- Information technology support for online learning resources
- Counselling referrals for personal difficulties impacting study progress

Access to Trainers, Assessors, and Support Staff

All students are informed of regular contact methods and expected response times for inquiries. Students can reach out via email, phone, or scheduled meetings. The Learning Team is committed to responding to all student queries within 24 hours on weekdays. In cases where students experience personal challenges, confidential support is available through the Training Manager.

Referral to External Support Agencies

Where a student's needs extend beyond The Learning Team's available support services, they will be referred to suitable external agencies. This may include mental health counselling, financial assistance, or additional LLN support. See the Wellbeing and Mental Health section for a full list of referral contacts.

Anti-Discrimination Policy

STANDARD

Standards for RTOs 2025 — Outcome Standards 2.5 and 2.6 | *Anti-Discrimination Act 1991 (Qld)* | *Human Rights Act 2019 (Qld)*

Policy Statement

The Learning Team is committed to providing a learning and working environment that is free from all forms of discrimination, harassment, and victimisation. This commitment applies to all students, staff, contractors, and visitors engaged with The Learning Team in any capacity.

The Learning Team recognises that discrimination and harassment are harmful — not only to the individuals directly affected, but to the quality and integrity of the learning environment as a whole. All persons associated with The Learning Team have the right to be treated with dignity and respect, free from unlawful conduct.

Protected Attributes

The Learning Team prohibits discrimination or harassment on the basis of any protected attribute, including:

- Age
- Gender identity or expression
- Sex or sexual characteristics
- Sexual orientation
- Race, ethnicity, or national origin
- Cultural background, including Aboriginal and Torres Strait Islander identity
- Disability (physical, intellectual, psychiatric, sensory, or neurological)
- Pregnancy or parental status
- Religion or religious belief
- Marital or relationship status
- Irrelevant criminal record
- Socioeconomic background

NOTE

The Learning Team acknowledges that discrimination may occur at the intersection of multiple attributes — for example, a person who is both Aboriginal and has a disability. Our commitment extends to recognising and responding to intersectional disadvantage.

Scope

This policy applies to all interactions within The Learning Team's learning environment including online platforms, face-to-face delivery, workplace-based training, and all communication channels including email and social media used for study purposes.

Responsibilities

- All students are expected to treat fellow students, trainers, and staff with respect and to comply with this policy.
- All staff and trainers are expected to model inclusive behaviour and to respond promptly when discrimination or harassment is witnessed or reported.
- The CEO is responsible for ensuring this policy is implemented, reviewed, and that all staff receive appropriate training.
- The Learning Team acknowledges its vicarious liability for discriminatory conduct by employees and will take appropriate preventative and responsive action.

Complaint Process

Students or staff who experience or witness discrimination or harassment may:

1. Raise the matter informally with their trainer or the Education Manager.
2. Lodge a formal written complaint with the CEO. A written acknowledgement will be provided within 2 business days.

3. Where internal resolution is not satisfactory, complainants may refer the matter to the Australian Human Rights Commission (AHRC) at humanrights.gov.au, or to the Queensland Human Rights Commission (QHRC) at qhrc.qld.gov.au.

All complaints will be handled confidentially, investigated impartially, and resolved within 20 business days where possible. No person will be victimised for making a genuine complaint.

Legislative Framework

- Age Discrimination Act 2004 (Cth)
- Disability Discrimination Act 1992 (Cth)
- Racial Discrimination Act 1975 (Cth)
- Sex Discrimination Act 1984 (Cth)
- Anti-Discrimination Act 1991 (Qld)
- Human Rights Act 2019 (Qld)
- Standards for RTOs 2015 — Outcome Standards 2.5 and 2.6

Access, Equity, Disability, Inclusion, Welfare, Wellbeing & Student Support Policy

STANDARD

Standards for RTOs 2025 — Outcome Standards 2.5 and 2.6 | Disability Discrimination Act 1992 (Cth) | Disability Services Act 2006 (Qld)

Unified Policy Statement

The Learning Team is committed to ensuring that all students have equitable access to, and meaningful participation in, their training and assessment — regardless of their background, personal characteristics, or individual circumstances. This policy encompasses our commitments to access and equity, disability inclusion, student welfare, and ongoing wellbeing support.

We recognise that equitable access is not simply about removing formal barriers — it means actively identifying and responding to the diverse needs of our student cohort, and adjusting our practices accordingly.

Access & Equity

- All students who meet published entry requirements are entitled to enrol without prejudice or undue barriers.
- Pre-enrolment questionnaires identify individual support needs early and establish tailored support plans.
- Language, Literacy, and Numeracy (LLN) needs are assessed for all students using the Australian Core Skills Framework (ACSF).
- Students from equity groups — including Aboriginal and Torres Strait Islander peoples, people from culturally and linguistically diverse backgrounds, people with disability, and those experiencing socioeconomic disadvantage — are supported through targeted adjustments and referrals.

- All The Learning Team staff are briefed annually on access and equity obligations and culturally responsive practice.

Disability Inclusion & Reasonable Adjustments

The Learning Team is committed to providing reasonable adjustments to ensure that students with disability can access, participate in, and demonstrate competency in their training on the same basis as other students.

What Are Reasonable Adjustments?

Reasonable adjustments are modifications to the way learning and assessment activities are conducted, enabling students with disabilities to perform to the best of their ability. These may include:

- Alternative formats of assessment (e.g., verbal responses, extended time, use of assistive technology)
- Physical adjustments to the training environment (e.g., accessible seating, quieter settings)
- Additional support such as having a trainer read assessment questions aloud

Importantly, reasonable adjustments modify the means of evidence collection but do not alter the assessment criteria or competency standards. All students are assessed against the same standards, preserving the validity and reliability of assessment outcomes.

Adjustment Request Procedure

4. Students are invited to disclose a disability or support need at enrolment, during induction, or at any time during their training.
5. Disclosure will be treated with strict confidentiality. Information will only be shared with staff directly involved in delivering support, with the student's consent.
6. The Training Manager will consult with the student within 5 business days of disclosure to discuss appropriate adjustments.
7. A written Adjustment Plan will be confirmed and implemented within 10 business days.
8. Where an adjustment cannot be made without compromising assessment integrity, The Learning Team will explain this in writing and explore all reasonable alternatives.

IMPORTANT

Interim support will be provided from the date of disclosure while a formal Adjustment Plan is being developed, so that no student is disadvantaged during the assessment period.

Student Welfare & Wellbeing

The Learning Team recognises that personal circumstances, mental health, financial stress, and life events can significantly impact a student's ability to engage with training. Our welfare approach is proactive, not reactive.

- Wellbeing needs are assessed at enrolment and monitored throughout the training program.
- Students experiencing personal difficulties may request a course deferral, extension, or adjusted study plan without academic penalty, subject to reasonable grounds.

- Trainers and staff are trained to identify signs of distress and to respond in a supportive, non-judgemental manner.
- Students are provided with a clear list of internal support contacts and external referral agencies.
- In emergency situations, staff will connect students with immediate crisis support services.

Cultural Safety Policy

STANDARD

Standards for RTOs 2025 — Outcome Standards 2.5 and 2.6 | Anti-Discrimination Act 1991 (Qld) | National Agreement on Closing the Gap 2020

Acknowledgement of Country

ACKNOWLEDGEMENT

The Learning Team acknowledges the Traditional Custodians of Country throughout Queensland and pays respect to Elders past, present, and emerging. We acknowledge the ongoing connection Aboriginal and Torres Strait Islander peoples have to land, sea, and community.

Policy Statement

The Learning Team is committed to providing a culturally safe learning environment for all students, with particular commitment to the safety, inclusion, and success of Aboriginal and Torres Strait Islander students.

Cultural safety goes beyond cultural awareness. It means creating an environment where Aboriginal and Torres Strait Islander peoples, and students from all cultural backgrounds, do not experience racism, discrimination, or the denial of their cultural identity. A culturally safe environment is one where individuals feel respected, heard, and empowered to engage authentically.

Key Definitions

Term	Meaning
Cultural Safety	An environment that is safe for people: where there is no assault, challenge, or denial of their cultural identity — where a person's culture, identity, language, and customs are valued and respected.
Cultural Awareness	Recognition that cultural differences exist and may affect communication, learning, and participation.
Cultural Competency	The ability to interact effectively with people of different cultures — including skills, knowledge, and attitudes that support respectful cross-cultural engagement.
Acknowledgement of Country	Recognition of the Traditional Custodians of the land on which an event or activity takes place.

Welcome to Country

A ceremony performed by Traditional Custodians or Elders to welcome visitors to their Country.

Our Commitments

- An Acknowledgement of Country will be conducted at the commencement of all face-to-face training sessions and significant events.
- Training content, language, and imagery will be reviewed for cultural appropriateness and will not include images or representations that may cause distress to Aboriginal and Torres Strait Islander peoples.
- The Learning Team will engage with local Aboriginal and Torres Strait Islander community representatives when developing or reviewing content and practices that affect this community.
- All staff will complete cultural awareness training as part of their induction, with refresher training offered annually.
- Students who identify as Aboriginal and/or Torres Strait Islander will be asked (but not required) to share whether there are cultural considerations the team should be aware of to support their participation.
- For significant events, The Learning Team may arrange a Welcome to Country ceremony, inviting local Elders and providing appropriate remuneration.

Staff Responsibilities

- Trainers and staff must not make assumptions about students based on cultural background.
- Staff must respond respectfully and constructively to cultural safety concerns raised by students.
- The CEO is responsible for ensuring all staff receive adequate cultural competency training and that cultural safety is embedded in organisational practice.

Closing the Gap Alignment

This policy contributes to the Australian Government's Closing the Gap framework, which aims to reduce inequalities between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians, including in education and training outcomes.

Student Wellbeing Policy and Strategy

STANDARD

Standards for RTOs 2025 — Outcome Standards 2.6 | DEWR Diversity, Inclusion and Wellbeing Framework

Commitment to Student Wellbeing

The Learning Team is committed to fostering an environment that prioritises the wellbeing of its VET students, recognising that a supportive learning atmosphere contributes significantly to student success and engagement. We take a proactive approach — identifying and addressing wellbeing needs early, before they become barriers to participation or completion.

Guiding Principles

- Proactive identification — we identify wellbeing needs early, before they become barriers
- Proportionate response — our response is personalised and practical
- Non-judgement — students are never made to feel stigmatised for disclosing a need
- Confidentiality — disclosures are handled with the utmost discretion
- Referral — where needs exceed our capacity, we connect students with appropriate external services
- Continuous improvement — we review our wellbeing practices annually using data and feedback

Identification of Wellbeing Needs

During the enrolment and induction process, information is gathered to identify any specific wellbeing concerns that may impact a student's ability to participate fully. By engaging with students early, The Learning Team creates a responsive support framework that anticipates and addresses wellbeing challenges before they affect student progress.

Roles and Responsibilities

- Trainers and assessors are responsible for maintaining open communication with students and monitoring engagement and wellbeing throughout the program.
- The Training Manager is the first point of contact for students experiencing personal challenges. They will provide confidential, personalised assistance and referrals as required.
- The CEO is responsible for overseeing the Student Wellbeing Strategy and ensuring it is reviewed annually.

Student Wellbeing Support Contacts

Service	Contact Details
Lifeline — 24/7 crisis support	13 11 14 lifeline.org.au
Beyond Blue — anxiety and depression support	1300 22 4636 beyondblue.org.au
Head to Health — digital mental health hub	headtohealth.gov.au
Headspace — youth mental health (12–25 years)	1800 650 890 headspace.org.au
1800RESPECT — family violence support	1800 737 732 1800respect.org.au
Financial Counselling Australia	1800 007 007 moneysmart.gov.au
Reading and Writing Hotline	1300 655 506 readingwritinghotline.edu.au
NDIS — disability support	1800 800 110 ndis.gov.au
Local TAFE Colleges — LLN support courses	Search via Google for local providers
Internal — Training Manager (The Learning Team)	Contact details provided at enrolment

Continuous Improvement in Wellbeing Support

The Learning Team values feedback as a critical tool for enhancing its wellbeing support strategies. Feedback is actively sought from students through surveys, feedback forms, and one-on-one discussions at the conclusion of each training program. Insights from complaints and other feedback mechanisms are analysed to identify opportunities for improvement and documented in The Learning Team's Continuous Improvement Register.

Mental Health Action Plan

STANDARD

Standards for RTOs 2025 — Outcome Standard 2.6 | DEWR Diversity, Inclusion and Wellbeing Framework

Context and Principles

Mental health challenges are among the most significant barriers to student participation and completion in the VET sector. For The Learning Team, our role is not to provide clinical services — it is to identify, support, and refer appropriately. A non-judgemental, trauma-informed approach is the baseline for all student interactions.

- Mental health is a normal part of the human experience, not a sign of weakness.
- Students will never be penalised academically for disclosing a mental health concern.
- The Learning Team is not a clinical service — our role is to identify, support, and refer.
- Confidentiality is maintained in all disclosures, subject to legal obligations.

Internal Referral Pathway

9. Student discloses a concern or trainer observes signs of distress.
10. Trainer responds with empathy, acknowledges the concern, and asks how they can help.
11. Training Manager is notified (with student's consent where possible).
12. Student is provided with appropriate internal support and/or referred to external services.
13. Disclosure and action taken is recorded confidentially in student file.

CRISIS

If a student presents in acute distress or expresses suicidal ideation: remain calm, listen, do not leave them alone, and immediately connect them with Lifeline (13 11 14) or emergency services (000).

Mental Health Support Resources

Service	Contact
Lifeline — 24/7 crisis support	13 11 14
Beyond Blue — anxiety and depression	1300 22 4636
Head to Health — digital mental health resources	headtohealth.gov.au
Headspace — youth mental health (12–25)	1800 650 890
SANE Australia — mental illness support	1800 187 263 sane.org

1800RESPECT — trauma and family violence	1800 737 732
Emergency Services	000

Disability Access & Inclusion Plan

STANDARD

Disability Discrimination Act 1992 (Cth) | Disability Services Act 2006 (Qld) | Standards for RTOs 2015 — Outcome Standard 2.5

Commitment Statement

The Learning Team is committed to ensuring its training and assessment environments, materials, and services are accessible to people with disability. We recognise that disability includes physical, intellectual, psychiatric, sensory, neurological, and learning differences, and that many students may have non-visible disabilities.

Our approach is guided by the social model of disability — recognising that barriers are often created by environments and systems, not by the person. Our aim is to proactively remove those barriers.

Outcome Goals

- Students with disability can access, participate in, and complete training on an equitable basis.
- Reasonable adjustment processes are clear, timely, and student-centred.
- Training materials and delivery modes are designed with accessibility in mind (Universal Design for Learning principles).
- Staff have the knowledge and confidence to support students with diverse needs.

DAIP Action Plan

Action	Detail / How
1. Accessibility audit of digital learning materials	Review LMS, learner guides, assessment tools, and video content for accessibility: alt text, captions, colour contrast, font size, and plain language.
2. Reasonable adjustment procedure with timelines	Confirmed procedure: consultation within 2 business days, written Adjustment Plan within 10 business days, interim support from day of disclosure.
3. Staff training on disability inclusion	All staff to complete NDIS Quality and Safeguarding Commission or equivalent awareness module, with focus on non-visible disabilities and learning differences.
4. Universal Design for Learning (UDL) review	Apply UDL principles to training materials annually: multiple means of representation, engagement, and expression.
5. Disability disclosure support in induction	Induction includes a clear, welcoming, optional invitation to disclose. Explains confidentiality, the adjustment process, and the benefits of early disclosure.

6. NDIS referral pathway	Document referral process for students who may benefit from NDIS supports. NDIS contact details included in student support resources.
7. Annual DAIP review	Review progress against actions. Update plan. Document in Continuous Improvement Register. Seek feedback from students who used the adjustment process.

NDIS Contact

NDIS	<i>National Disability Insurance Scheme: 1800 800 110 ndis.gov.au — for students who may be eligible for disability supports funded under the NDIS.</i>
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Complaints and Appeals

STANDARD

Standards for RTOs 2025 — Outcome Standard 2.7& 2.8

Feedback, Complaints and Appeals

The Learning Team places a strong emphasis on ensuring that every student's learning experience and outcomes meet their satisfaction. The organisation anticipates that any issues can be resolved through meaningful and respectful communication. In the rare event that resolution isn't achieved, all students are provided access to comprehensive, fair, and prompt complaint and appeal processes.

Complaint Policy

The Learning Team has established a comprehensive complaint procedure open to all individuals who wish to raise a complaint, appeal, or express objections concerning the conduct of The Learning Team or any third party (including other students, subcontractors, staff, trainers, and assessors).

Formal and Informal Complaints

Formal complaints must be submitted in writing to TLT management via the online portal. Upon receiving a formal complaint, The Learning Team will acknowledge receipt and provide a response within five (5) working days. The Learning Team's management will maintain a complaint register to document the process and resolution of all formal complaints.

Appeal Policy

Appeal Against Assessment Decisions

If a student wishes to appeal against specific assessment decisions, the initial step is to discuss the decision with the relevant trainer or assessor and request a re-evaluation. If the student remains dissatisfied, they have the right to escalate the appeal to the management team by submitting a written notice of appeal within five (5) days of receiving notification of the trainer's re-evaluation decision.

Complaint and Appeal Procedure

Informal Complaint or Appeal

An initial complaint or appeal is preferably addressed through direct communication between the student and The Learning Team, either verbally or in writing. TLT management will review the situation, discuss their assessment with the student, and document the outcome. If the student remains dissatisfied, they may initiate the formal complaint procedure.

Formal Complaint or Appeal

A formal complaint must be submitted in writing via the online portal. The CEO will convene a complaint committee consisting of:

- A representative of TLT management
- A staff member from TLT
- An independent person unaffiliated with The Learning Team

The committee will communicate their decision in writing within five (5) working days of reaching a decision. The complainant may be accompanied by a support person or representative.

Unresolved Complaints

If a complainant remains unsatisfied after exhausting internal processes, they may lodge a complaint with the Australian Skills Quality Authority (ASQA) via their online complaints form, or seek resolution through:

- An independent VET sector consultant
- The Office of Fair Trading (consumer protection issues)
- The National Training Complaints Hotline: 133 873
- For discrimination complaints: Australian Human Rights Commission (humanrights.gov.au) or Queensland Human Rights Commission (qhrc.qld.gov.au)

Delayed Processes

Where the complaint or appeal process requires more than sixty (60) calendar days to complete, The Learning Team will inform the complainant in writing within five (5) days of recognising the delay, and will provide regular updates on progress and reasons for the extended timeframe.

Record and Review

All complaints and appeals will be subject to review during The Learning Team's monthly management meetings. Outcomes are documented in the Continuous Improvement Register, and where the root cause indicates a problem with existing policies and procedures, the continuous improvement process will facilitate the necessary changes.

Course Fees

STANDARD

Standards for RTOs 2025 — Outcome Standard 2.1

Transparent Information on Fees and Financial Responsibilities

Financial transparency is central to The Learning Team's commitment to student trust and security. Prior to enrolment, each student is provided with a comprehensive breakdown of fees, payment terms, refund policies, and any available government training subsidies. All fees are presented in clear language.

Course Fee Schedule

Course	Fee
CPP41419 Certificate IV in Real Estate Practice (12 months)	\$1,495.00
Sales Associate Licence Course (6 months)	\$995.00
Upgrade to Full Real Estate Licence Course (4 months)	\$595.00
Buyer's Agent Skill Set (2 months)	\$445.00
CPPREP4101 Appraise property (standalone)	\$95.00 (credit transfer: \$0.00)
Recognition of Prior Learning (RPL) (up to 12 months)	\$750.00

Other Fees

Fee Type	Amount / Detail
Enrolment administration fee (non-refundable, part of total course fee)	\$150.00
Withdrawal fee	No fee applicable
Re-submit fee (up to 3 submissions)	No fee applicable
Re-assessment fee (up to 3 submissions)	No fee applicable
Partial completion Statement of Attainment	No fee applicable
Re-print certification — digital	No fee — digital copy provided
Re-print certification — hard copy posted via Registered Post	\$75.00 (within 2 weeks of payment)
Extension fee	Fair fee determined upon request based on student requirements
Credit Transfer	No fee applicable

Payment Options

Students may pay upfront in full or via a payment schedule. Payment schedules extend across the training program. The Learning team will review any special circumstances requests for

amendments to payment plans and advise the student accordingly of the decision. Certificates will not be issued until the course is paid in full.

Course	Payment Schedule
CPP41419 Certificate IV (full)	6 payments over 24 weeks — e.g., \$150 deposit + 6 x ~\$180 + final instalment of \$85
Sales Associate Licence Course	3 payments — e.g., \$150 deposit + 3 x ~\$180 + final instalment of \$125
Upgrade to Full Licence Course	2 payments — e.g., \$250 deposit + 2 x \$172.50
Buyer's Agent Skill Set	2 payments — e.g., \$250 deposit + 2 x \$97.50
RPL	Staged: \$250 at enrolment \$250 at evidence submission \$250 at assessment completion

Methods of Payment

- Credit or Debit Card via the online payment portal (MasterCard and VISA only)
- Direct Deposit — request bank details from The Learning Team support staff at enrolment

Refund Policy

The Learning Team places great importance on protecting fees paid in advance. All refund requests must be submitted in writing to info@tlt.net.au, outlining the reasons for the request. Once the student has accessed the online learning portal, it is confirmed the course has commenced.

Qualifications — Refund Before Training Commences

Notice Given	Refund Entitlement
14 or more days prior — student has NOT logged into portal	100% refund minus \$150 non-refundable enrolment fee
13–7 days prior — student has NOT logged into portal	75% refund minus \$150 enrolment fee
6 days to commencement — student has NOT logged into portal	50% refund minus \$150 enrolment fee

Qualifications — Refund After Training Commences

Once training has commenced (portal accessed), a review will be made on each case based on units of competency accessed in the online portal and the time period left in the course duration. Any approved refund will be minus the non-refundable \$150 enrolment fee and will be paid within 48 hours of approval. The Learning Team may offer a course duration extension in lieu of a monetary refund.

Short Courses — Refund Policy

- 14 or more days prior to commencement (student has NOT logged in): 100% refund minus \$150 enrolment fee

- No refund once the student has accessed the online learning portal (course commenced)
- Students may discuss the option to return to the same course at a future date

Corporate Clients

Any refund of course fees for corporate clients will be negotiated between The Learning Team and the corporate client. A fair and equitable refund policy will apply.

Student Protection

Prepaid Fee Protection Measures

The CEO of The Learning Team is committed to ensuring that all students receive the full range of training services. Through continuous improvement and quality management practices, the CEO and staff proactively identify and address any potential issues that could lead to business interruption or training failure.

The Learning Team limits the collection of advance fees to \$1,500. This approach aligns with the requirement that no more than \$1,500 can be collected in advance from a student. In the event of a training interruption, the organisation is committed to supporting affected students by offering pro-rata refunds or facilitating transfer of studies to another suitable Registered Training Organisation.

Policy for Student Information Access and Awareness

The Learning Team is committed to ensuring that students have access to clear, accurate, and timely information, empowering them to make informed decisions throughout their training journey. This includes clear details on course code, title, duration, delivery modes, training locations, and any specific entry requirements. Information is disseminated through the RTO website, printed materials, and this student handbook.

Recognition of Prior Learning and Credit Transfer

STANDARD

Standards for RTOs 2025 — Outcome Standard 1.6 & 1.7

Policy and Procedure for Recognition of Prior Learning (RPL)

The Learning Team is committed to providing a pathway for students to gain formal recognition for skills and knowledge acquired through various experiences. RPL acknowledges the value of learning that has occurred outside formal education settings, allowing students with prior skills and knowledge to progress more efficiently through their training program.

Supporting Student Access to RPL

The Learning Team offers all VET students the opportunity to seek recognition for prior learning. Students are informed of this option during enrolment and throughout their studies. The RPL process is designed to be transparent, fair, and accessible, with clear guidance on the types of evidence required — including certifications, employer references, work samples, and testimonials.

RPL Assessment Process

The RPL assessment process is conducted by credentialed assessors who evaluate diverse types of evidence against the requirements of validity, sufficiency, authenticity, and currency. Where necessary, gap training may be recommended to address any areas requiring further competency development.

The Learning Team utilises the online RPL assessment platform RPL Assess (rplassess.com.au). Applicants will be provided with access to the platform and clear instructions on uploading evidence.

RPL Fees

The student will be charged 50% of the scheduled course fee, including the initial application, consultation with a qualified assessor, the RPL assessment, and (if successful) certification. Where gap training is required, a training plan and costing structure will be mutually agreed upon on a pro-rata, unit-by-unit basis.

Policy and Procedure for Credit Transfer

The Learning Team recognises the importance of acknowledging students' previous achievements. Through our Credit Transfer policy, we provide students with an opportunity to have their prior training and qualifications recognised, eliminating unnecessary duplication of learning.

Credit Transfer Eligibility

Credit transfer is granted when a student provides evidence of an equivalent qualification or unit of competency completed with another Registered Training Organisation (RTO). Acceptable evidence includes AQF certification documentation such as a Certificate or Statement of Attainment, or an authenticated VET transcript.

Credit transfer is only granted for whole units of competency. There are no fees for credit transfer. Students may apply at any time, but it is recommended to apply before starting their program.

Student Records and Privacy

STANDARD

Standards for RTOs 2025 — Compliance Standard Part 2

Student Access to Records

Students have the right to request information about or access to their individual records at any time. Trainers, assessors, or administration staff will provide the requested information or access. Students can request a hardcopy of their individual file, which can be printed from records within the data management system.

Unique Student Identifier (USI)

The Unique Student Identifier (USI) scheme, established under the Student Identifiers Act 2014, provides students with a permanent online record of their vocational education and training achievements. The Learning Team will issue AQF certification documentation only after verifying the student's USI with the Registrar.

If a student does not have a USI, The Learning Team will assist them in applying for one. Strict security measures protect USI-related information from loss, damage, or unauthorised access, with physical records stored in locked cabinets and digital records backed up securely on a cloud-based system.

Privacy Policy

The Learning Team is committed to protecting the privacy of all individuals we engage with, including students, prospective learners, and marketing contacts. We handle all personal information in accordance with the Privacy Act 1988 (Cth), including the Australian Privacy Principles (APPs), and applicable state and federal laws.

Collection and Use of Personal Information

We collect personal information for two primary purposes:

- Lead generation and marketing — names, contact details, and course interest information
- Student enrolment and compliance — detailed personal, contact, and identification information to fulfil our obligations under the Standards for RTOs 2025, AVETMISS reporting requirements, and other government education and training regulations

Storage

- Marketing and lead data is securely stored in Student Convert, a cloud-based marketing platform that complies with adequate data protection standards.
- Student enrolment and training records are stored securely within our student management system (SMS) operated by eSkilled, which complies with Australian government reporting standards.

Disclosure of Student Information

We only use and disclose personal information for the purpose it was collected, or where the individual has given consent. Student information may be disclosed to government bodies

(NCVER, ASQA, Department of Education), external auditors bound by confidentiality agreements, parents or guardians of students under 18, and our trusted IT providers. We do not sell or rent personal data to third parties.

Direct Marketing

We may use personal information to send updates and promotional content related to our training services, in accordance with Australian Privacy Principle 7 (Direct Marketing), the Spam Act 2003, and the Do Not Call Register Act 2006. Recipients can opt out at any time via the unsubscribe link in emails or by contacting us directly.

Overseas Disclosure

Where personal information is stored or processed offshore, we take reasonable steps to ensure that the overseas recipient complies with the Australian Privacy Principles or is subject to laws that offer comparable protections.

Privacy Contact

For privacy questions, concerns, or complaints: Email: info@tlt.net.au | Phone: 1300 963 698. We will respond within a reasonable timeframe.

Record Retention

Training records, taxation records, and business records are retained for at least seven (7) years. The CEO is the sole authorised person to approve the destruction of records. If The Learning Team ceases operations, records will be transferred to ASQA as per the Department's specifications.

Compliance and Governance

Compliance with Legislation

The Learning Team will comply with relevant Commonwealth, State, and Territory legislation and regulatory requirements relevant to its operations. All staff are encouraged to view current legislation online via the Australian Legal Information Institute (austlii.edu.au).

Commonwealth Legislation

- Copyright Act 1968
- Privacy Act 1988 / Privacy Amendment Act 2012 / Privacy Regulation 2013
- Commonwealth Sex Discrimination Act 1984
- Commonwealth Racial Discrimination Act 1975
- Commonwealth Age Discrimination Act 2004
- Commonwealth Disability Discrimination Act 1992
- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations 2025
- Work Health and Safety Act 2011
- Competition and Consumer Act 2010

Queensland Legislation

- Anti-Discrimination Act 1991
- Human Rights Act 2019
- Child Protection Reform Amendment Act 2014
- Disability Services Act 2006
- Fair Trading Act 1989
- Further Education and Training Act 2014
- Work Health and Safety Act 2011

Work Health and Safety Policy

The Work Health and Safety Act 2011 outlines requirements to: secure the health, safety, and welfare of employees and other persons at work; eliminate risks at their source; ensure the health and safety of members of the public is not placed at risk; and provide for the involvement of employees and employers in formulating health, safety and welfare standards.

The Learning Team has established procedures, policies, guidelines, and work instructions to prioritise workplace health and safety. Safety procedures include emergency evacuation plans, accident/incident reporting, risk identification, manual handling, waste disposal, equipment maintenance, and fire hazard prevention.

Harassment and Discrimination Policy

Under Australian law it is a requirement of every workplace to ensure it provides an environment free from all forms of harassment and discrimination, including victimisation and bullying. All staff and students are treated fairly and can feel safe, valued, and respected.

Please refer to the Anti-Discrimination Policy section of this handbook for the full policy statement, definitions, protected attributes, and complaint process. The Learning Team's approach to harassment and discrimination is aligned with both the Anti-Discrimination Act 1991 (Qld) and the Human Rights Act 2019 (Qld).

Working with Persons Under 18 Years of Age

All staff interacting with students under 18 must hold a current Working with Children Check and undergo appropriate pre-employment screening. The Learning Team will ensure students are protected from harm including bullying, harassment, discrimination, and intimidation, and will report to relevant agencies if harm is suspected.

The Copyright Act 1968

Provisions under Part VB of the Copyright Act 1968 allow educational institutions to copy and communicate third party material to distribute to students, within the limitations of the Statutory Education Licence. The Copyright Agency Ltd (CAL) administers this licence. RTOs holding the Statutory Education Licence are legally allowed to use a wide range of materials in both hardcopy and digital formats within their training environments.

Consumer Rights

On 1 January 2011, the Australian Consumer Law commenced, and the Competition and Consumer Act 2010 came into effect. An enrolment by a student in a course with The Learning Team constitutes a contractual agreement. The Learning Team is committed to clear and understandable documentation, transparency, honesty, and voluntary agreements. No misleading, deceptive, or coercive practices will be used in agreements.

AVETMISS Reporting

Under the VET Quality Framework, The Learning Team must obtain and submit AVETMISS-compliant data as per the specifications outlined in the National VET Provider Collection Data Requirements Policy. All nationally recognised training records reported by The Learning Team to the National Centre for Vocational Education Research (NCVER) are linked to the verified USI of the student. The data collection period spans 12 months of the calendar year, with the report submitted to NCVER in February of the following year.

Staff Communication and Legislative Updates

Staff will be informed about legislative requirements during their induction. Updates to legislation will be communicated through monthly management meetings and written correspondence. Policies, procedures, tools, and templates will be promptly updated to reflect changes in legislation.

Diversity, Inclusion & Wellbeing — Action Plans

CEO DECLARATION

The following action plans document The Learning Team's active commitment to Diversity, Inclusion and Wellbeing (DIW) as required by the ASQA Annual Declaration and DEWR DIW Framework. These plans are reviewed annually and documented in the Continuous Improvement Register.

Cultural Safety Action Plan 2026–2027

Action	How / Detail	Timeline
Embed Acknowledgement of Country	Add standard AoC statement to all course commencement materials, virtual classroom introductions, and event openings.	March 2026
Cultural awareness training for all staff	Minimum: AIATSIS online module or equivalent. Documented in staff training register.	June 2026 (then annually)
Review training materials for cultural appropriateness	Audit all learner guides, assessment tools, and video content for inappropriate language, assumptions, or imagery.	June 2026
Update ATSI referral resources	Identify and document QLD-specific ATSI support services. Add to student handbook.	April 2026
Student cultural support disclosure process	Induction includes optional, confidential question about cultural support needs. Response protocol documented.	April 2026
Welcome to Country for significant events	Engage local Elder. Provide appropriate remuneration. Document engagement.	Ongoing from July 2026
Annual review of Cultural Safety Action Plan	Review outcomes, update actions, seek student feedback. Document in CIR.	January 2027 (then annually)

Mental Health Action Plan 2026–2027

Action	How / Detail	Timeline
Mental health awareness in induction	Induction includes: normalising mental health conversations, how to self-refer to support, and how to raise concerns with TLT staff.	April 2026
Staff mental health first aid awareness	All trainers/staff to complete Mental Health First Aid (MHFA) or equivalent online awareness module.	June 2026 (then every 2 years)
Documented internal referral pathway	Step-by-step pathway: student discloses → trainer responds → Training Manager notified → external referral as required.	April 2026

Crisis response protocol	Documented protocol for acute distress situations. Staff aware of and trained in the protocol.	April 2026
Reduce stigma in communications	Review all student-facing language to use mental health-positive framing throughout handbook, emails, and LMS.	June 2026
Annual review of Mental Health Action Plan	Record (de-identified) referrals and adjustments in CIR. Annual analysis and plan update.	January 2027 (then annually)

Disability Access & Inclusion Plan 2026–2027

Action	How / Detail	Timeline
Accessibility audit of digital materials	Review LMS, learner guides, video content for accessibility: alt text, captions, colour contrast, plain language.	June 2026
Publish adjustment procedure with timelines	Confirm in handbook: 5 days to consult, 10 days to written plan, interim support from day of disclosure.	April 2026
Staff disability inclusion training	All staff to complete NDIS Quality and Safeguarding Commission awareness module.	June 2026 (then every 2 years)
Universal Design for Learning review	Apply UDL principles to at least one new or revised course per year.	Ongoing from July 2026
Disability disclosure welcome in induction	Clear, optional, welcoming invitation to disclose in induction. Explains confidentiality and benefits.	April 2026
Annual DAIP review	Review progress, update actions, seek student feedback. Document in CIR.	January 2027 (then annually)

Contact The Learning Team

103 Sutton Street, Redcliffe QLD 4020

PO Box 154, Woody Point QLD 4019

Phone: 1300 963 698

Email: info@tlt.net.au

Web: www.tlt.net.au