

LEARNING - POLICIES & PROCEDURES

Policy Title	Student Code of Conduct Policy
Date	May 2026
Review Date	May 2028
Authority & Responsibility	Head of Learning
Standards	Outcome Standards 2.3, 2.4, 2.5, 2.6, 2.7 and 2.8; Compliance Standards: Information and transparency; Records management
Version	4.0

PURPOSE:

ASFA is committed to providing a safe, inclusive, respectful and supportive learning environment for all students. This policy sets out the standards of behaviour expected of students undertaking ASFA Learning products and describes how ASFA will respond to behaviour that may impact student safety, wellbeing, learning, assessment integrity or the rights of others.

This policy supports ASFA's obligations under the 2025 Standards for RTOs by promoting student wellbeing, inclusion, fair treatment, accessible support, and clear processes for raising concerns, complaints or appeals.

SCOPE:

This policy applies to all ASFA students enrolled in nationally recognised training, workshops, online courses, short courses and Continuing Professional Development (CPD) products with ASFA Learning.

It applies to student conduct in all ASFA learning environments, including face-to-face workshops, virtual classrooms, the ASFA Learning Hub, assessment activities, email and other written communications, online discussion spaces, and any interaction with ASFA staff, trainers, assessors, presenters or other students.

DEFINITIONS:

Term	Meaning
Academic misconduct	Behaviour that compromises the integrity of learning or assessment, including plagiarism, collusion, cheating, falsification of evidence, impersonation or unauthorised use of artificial intelligence tools.
Bullying or harassment	Repeated or unreasonable behaviour, or any conduct directed at a person or group that creates a risk to health, safety, wellbeing or dignity.
Reasonable adjustment	A change to training, assessment or

	support arrangements that enables a student with individual needs to participate on an equitable basis while maintaining the integrity of the training product and assessment requirements.
Student wellbeing concern	A concern that a student may be experiencing distress, risk, vulnerability or other circumstances that may affect their participation, safety or ability to progress in training.

POLICY:

1. Expected student conduct

ASFA expects students to take responsibility for their learning and to contribute to a respectful learning environment. Students are expected to:

- prepare appropriately for workshops, online learning activities and assessment tasks
- participate in learning activities in a respectful, safe and constructive manner
- treat ASFA staff, trainers, assessors, presenters and other students with courtesy and respect
- be mindful of different perspectives, experiences, roles and backgrounds
- complete all learning activities and assessment tasks honestly and submit their own work
- meet assessment due dates and contact ASFA as early as possible if difficulties arise
- pay all required fees in accordance with ASFA's Fees and Refunds Policy and Procedure
- notify ASFA if their contact details, employer details or other relevant enrolment details change
- comply with ASFA's policies, procedures, student handbook, course requirements and reasonable directions from ASFA staff
- use ASFA systems, resources and online platforms lawfully, safely and respectfully.

2. Inclusive and respectful learning environment

ASFA supports an inclusive learning environment that is free from unlawful discrimination, bullying, harassment, victimisation and vilification. Students must not treat another person unfavourably because of a protected attribute or personal characteristic, including age, disability, race, religion or belief, sex, sexual orientation, gender identity, marital or family status, pregnancy, carer responsibilities, employment status or any other attribute protected by law.

Students are encouraged to advise ASFA as early as possible if they require support or reasonable adjustment to participate in learning or assessment. Requests will be considered in line with ASFA's Access, Equity and Support Policy and Procedure.

3. Academic integrity

Students must complete all assessment tasks honestly and in accordance with assessment instructions. Students must not engage in academic misconduct, including:

- copying another person's work or allowing another person to copy their work
- submitting work that is not their own

- using unauthorised materials or assistance in an assessment
- falsifying workplace evidence, supervisor verification or assessment records
- impersonating another student or allowing another person to complete training or assessment on their behalf
- using artificial intelligence tools in a way that is inconsistent with assessment instructions or without appropriate acknowledgement where required.

Suspected academic misconduct will be managed in accordance with ASFA's Academic Misconduct Policy and Procedure.

4. Unacceptable behaviour

Unacceptable behaviour may include, but is not limited to:

- bullying, harassment, intimidation, discrimination, vilification or threatening conduct
- offensive, abusive, aggressive or sexually inappropriate language or behaviour
- repeated disruptive behaviour that interferes with the learning of others
- behaviour that creates a risk to the safety or wellbeing of any person
- sharing explicit, offensive, defamatory, misleading or unlawful content
- promoting or encouraging violence, harassment, hatred, harmful misinformation or intentionally deceptive disinformation
- excessive or inappropriate private messages, meeting requests or contact with staff, trainers, presenters or students
- sharing login details, course access, event registration, assessment materials or learning content with unauthorised people
- recording, copying, distributing or publishing ASFA learning materials, workshop content or participant contributions without permission
- infringing ASFA's or another party's intellectual property rights
- using ASFA systems or online platforms for unlawful, unsafe or unauthorised purposes.

5. Online learning and digital conduct

Students using ASFA's online learning systems and virtual classrooms must:

- use their own login credentials and keep them secure
- not attempt to access another person's account, records or learning materials
- not upload or transmit malicious, offensive, unlawful or inappropriate material
- respect the confidentiality and privacy of other students and presenters
- not record virtual workshops or sessions unless ASFA has provided written permission
- follow the trainer, assessor or facilitator's reasonable instructions during online sessions.

6. Student wellbeing, safety and support

Where ASFA becomes aware of a student wellbeing or safety concern, ASFA will take reasonable steps to respond in a timely, sensitive and proportionate way. This may include contacting the student, referring the student to available support options, making reasonable adjustments, escalating the matter internally, or taking steps to protect the safety and wellbeing of others.

ASFA is not a crisis support service. Where there is an immediate risk to safety, emergency services or appropriate external support services should be contacted.

7. Consequences of unacceptable behaviour

ASFA will respond to unacceptable behaviour fairly and proportionately, taking into account the seriousness of the behaviour, risk to others, impact on learning, previous incidents, and any relevant circumstances. Actions may include:

- informal guidance, reminder or warning
- temporary removal from a workshop, virtual session or online platform
- restriction of access to ASFA systems or learning activities while a matter is reviewed
- requirement to meet behavioural expectations before continuing training
- referral to ASFA's Academic Misconduct Policy and Procedure, Complaints and Appeals Policy and Procedure, or other relevant policy
- cancellation of enrolment or expulsion from a course or event, with refund consequences managed under ASFA's Fees and Refunds Policy and Procedure
- reporting the matter to an employer, client organisation, regulator, law enforcement or other external body where required or permitted by law.

Where immediate action is required to manage a safety or wellbeing risk, ASFA may take interim action before a final decision is made. Students will be advised of the reason for the action as soon as practicable, unless doing so would create a risk to another person or compromise an investigation.

8. Privacy and confidentiality

ASFA will handle student conduct concerns, wellbeing concerns, complaints and appeals confidentially and in accordance with applicable privacy obligations. Information will only be shared with staff, trainers, assessors, employers or external parties where there is a legitimate need to know, where the student has consented, or where disclosure is required or permitted by law.

9. Complaints and appeals

Students who are the subject of, or witness to, behaviour that may breach this policy are encouraged to raise the matter with ASFA as soon as possible. Concerns may be raised with the trainer, assessor, facilitator, Student Support team, or Head of Learning.

Students may lodge a complaint or appeal a decision made under this policy in accordance with ASFA's Complaints and Appeals Policy and Procedure. ASFA will manage complaints and appeals fairly, transparently and in accordance with the 2025 Standards for RTOs.

PROCEDURE:

1. Communicating expectations

- ASFA will make this policy available to students through the Student Handbook, ASFA Learning Hub and/or other appropriate student information channels.
- Students will be advised of expected conduct and relevant course requirements before or at the commencement of training.
- Trainers, assessors and facilitators may remind students of behavioural expectations at the beginning of workshops or online sessions where appropriate.

2. Managing conduct concerns

- Where a potential breach is identified, the staff member, trainer, assessor or facilitator will respond to any immediate safety or disruption concerns.
- The matter will be referred to the Head of Learning where further review is required.
- Relevant information will be gathered, which may include speaking with the student, staff, trainer, assessor, facilitator or other affected persons.
- The student will be given a reasonable opportunity to respond to the concern before a final decision is made, unless immediate interim action is required to manage risk.
- The Head of Learning will determine an appropriate outcome, taking into account the circumstances, evidence, student wellbeing and procedural fairness.
- The student will be notified in writing of any formal outcome, reasons for the decision, any conditions or consequences, and their right to make a complaint or appeal.

3. Managing serious or immediate risks

- Where conduct presents an immediate risk to safety, wellbeing, learning integrity or the rights of others, ASFA may remove the student from a workshop, virtual session or online platform immediately.
- ASFA may suspend access to learning systems or activities while the matter is reviewed.
- Where required, ASFA may contact emergency services, law enforcement, the student’s employer, or other relevant parties.
- A record of the incident, action taken and rationale for the decision will be saved in the appropriate ASFA record-keeping system.

4. Recording and evidence

- Records of formal conduct concerns, warnings, decisions, complaints, appeals and outcomes will be maintained securely in ASFA’s CRM, Learning team SharePoint or other approved record-keeping system.
- Records must include the nature of the concern, relevant evidence, decision-maker, outcome, student notification and any follow-up actions.
- Records will be retained in accordance with ASFA’s records management requirements and applicable regulatory obligations.

VERSION CONTROL:

Version	Date	Approved by	Summary of changes
4.0	15/05/2026	Head of Learning	Updated to align with the Standards for RTOs 2025.