

## Facilities, Resources and Equipment Policy & Procedure

### 1. Purpose

To ensure ACBI (the College) provides sufficient, fit-for-purpose, safe, accessible and current facilities, equipment, learning resources and staffing to support quality delivery of each training product on its scope of registration.

### 2. Rationale

Facilities and resources are critical to enabling students to acquire the skills, knowledge and competencies required to meet the vocational outcomes of each training product. This policy ensures compliance with Standard 1.8 of the Standards for RTOs 2025 and provides a framework for managing the sufficiency, suitability, accessibility, safety and currency of facilities, equipment and learning resources.

### 3. Policy Statement

ACBI ensures that all training and assessment facilities, equipment and learning resources are adequate, accessible to students regardless of delivery mode, compliant with WHS and building regulations, and reviewed regularly for relevance to industry standards and emerging technologies.

### 4. Requirements.

Standards for RTOs 2025 – Outcome Standard 1.3 and Standard 1.8

#### Standard 1.3

The assessment system is fit-for-purpose and consistent with the training product.

#### Standard 1.8

1. Facilities, resources and equipment for each training product are fit-for-purpose, safe, accessible and sufficient.
2. An NVR registered training organisation demonstrates:
  - a. how it identifies the facilities, resources and equipment required to deliver the training product, including how it identifies which facilities, resources and equipment will be provided by third parties, instead of the organisation;
  - b. where facilities, resources and equipment are provided by the organisation or third parties – how the organisation ensures:
    - i. that the facilities, resources and equipment are, and will continue to be suitable and safe for use by VET students; and
    - ii. that VET students have access to the facilities, resources and equipment they need to participate in the training and assessment relevant to the training product; and
  - c. it has documented strategies and procedures in place to identify and manage risks associated with VET students using facilities, resources and equipment when undertaking work-integrated learning, work placements, or other community-based learning as part of their training.
    - Work Health and Safety Act 2011 (Cth)
    - Disability Standards for Education 2005 (for access and equity)

### 5. Scope

This policy applies to all training delivery locations, facilities, digital platforms, equipment and learning resources used in training and assessment.

## 6. Definitions

**Facilities:** The physical or virtual premises where training and assessment occur.

**Equipment:** Tools, machines, materials or technology used in training and assessment.

**Resources:** Learning materials, including books, workbooks, digital content, and assessment tools.

**Fit-for-purpose:** Adequate and appropriate for its intended use, and compliant with relevant regulations

**Third-party:** An external provider engaged to deliver training, assessment or support services.

## 7. Responsibilities

**CEO:** Ensures adequate infrastructure and compliance with facility-related requirements.

**Director of Studies:** Identifies required resources when creating the TAS for each training product.

**Facilities Coordinator:** Oversees facility checks, equipment reviews, the management of third-party resources, and oversees access and maintenance of physical resources and some digital resources (i.e. WiFi)

**Trainers/Assessors:** Identify needs, verify use of resources and report gaps.

**E-learning Manager:** Supports logistics, access and maintenance of digital resources (i.e. Moodle & Thinkific)

## 8. Procedure

ACBI follows a structured process to ensure that facilities, equipment, and learning resources are adequate, safe, current, and accessible to all students, regardless of delivery mode or location. These procedures support the implementation of Standard 1.8 and are designed to maintain consistent quality across all training and assessment environments.

### 1. Identify Required Resources

For every training product on the College's scope of registration, the Training and Assessment Strategy (TAS) specifies the required facilities, equipment, and learning and assessment resources.

This includes identifying any third-party provision or special requirements for workplace delivery. The Director of Studies coordinates with the Trainers and Facilities Coordinator to work collaboratively to ensure that the TAS reflects the actual delivery context and student cohort.

### 2. Verify Facilities and Equipment

All training locations must be verified for suitability using the WHS Facilities Checklist. This includes checks for WHS compliance, accessibility for students, equipment condition, space adequacy, and alignment with unit level training requirements. Facilities must also meet relevant building codes and safety regulations. These checks are completed prior to first use and reviewed annually.

### 3. Review Learning and Assessment Resources

All learning and assessment resources used by the College including print, digital, and simulation materials are reviewed annually to ensure they are current, industry-aligned, and meet the requirements of the training product. These reviews are documented in the Learning Resource Currency Review Log and form part of the continuous improvement process. Resources must be mapped to the unit of competency and updated when training package changes occur.

### 4. Ensure Student Access

Students are provided with timely and equitable access to all required facilities, equipment, and learning resources to support their participation in training and assessment. For remote or online delivery, this includes access to digital learning platforms, simulations, and e-books. Any additional costs related to essential

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resources are disclosed to students before enrolment and clearly outlined in the Schedule of Administrative Fees available in the Letter of Offer and Enrolment Acceptance Agreement and ACBI website. Where required, reasonable adjustments are made to accommodate individual needs without compromising competency outcomes.

## Procedure Summary Table

Step	Action	Responsibility	Timing
<b>Identify Required Resources</b>	Document facility, equipment and resource needs in the TAS for each training product.	Director of Studies	During TAS development and annual review
<b>Verify Facilities and Equipment</b>	Use WHS Facilities Checklist to confirm WHS compliance, accessibility, and capacity.	Facilities Coordinator	Before use and annually
<b>Review Learning Resources</b>	Confirm resource alignment with training product requirements and student needs.	Director of Studies and E-Learning Manager	Annually or when training products are updated
<b>Ensure Student Access</b>	Provide equitable access to resources in physical or digital form and advise on costs upfront.	Admissions Team and Student Support	At enrolment and throughout delivery

## 9. Policy Implementation

This policy is distributed to all staff via the document management system and included in onboarding materials for relevant roles. Trainers and assessors are briefed on resource adequacy expectations during induction.

## 10. Review and Continuous Improvement

The Facilities Coordinator works with the Director of Studies to oversee continuous review of facilities, resources and equipment. Feedback from students, trainers, and third-party partners is collected and analysed quarterly. Any required actions are documented in the Continuous Improvement Register and addressed.

## Document Control

Version number:	V1.0	Approved by:	CEO
Approval date:	16 December 2025	Review date:	16 December 2027
Standards: 1.3, 1.8			

## Version History:

Version	Date	Author	Reason	Sections
1.0	16/12/2025	Sam Hartley	Consolidation of	All

			former <i>Learning Resources Policy</i> into new overarching policy which also covers management of training facilities and other key resources and equipment.	
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