



# **Student Handbook (Bachelor of Accounting)**

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## 1. ABOUT BARTON BUSINESS SCHOOL

Barton Business School (BBS) is a registered Institute of Higher Education (subject to TEQSA approval) with a focus on equipping the next generation of professionals, for the world of the future. <sup>1</sup>BBS offers industry-centred programs that provide students with the knowledge and skills they need to succeed in contemporary workplaces.

Programs offered by BBS teach students to become critical thinkers by empowering them to examine all aspects of their working life. Students are encouraged to question the 'norm' and challenge ideas. These approaches enable students to adapt to the ever-changing world of work that they will enter.

BBS promotes diversity, gender equality, and intellectual freedom to encourage educational and personal growth. Courses offered are at the forefront of the global business environment by incorporating experiential learning as an essential part in developing the skills of the next generation of workers.

We strive for excellence and are committed to our students and staff alike. We are constantly pursuing best business practices to prepare our students for the increasingly technical and complex workplace of the 21st century. We strive continually to offer the best business skills and knowledge to our students.

### 1.1. VISION

Barton Business School will become the provider of choice for students seeking to be personally and professionally capable of making a significant contribution and material difference in the careers they undertake.

### 1.2. MISSION

Barton Business School will inspire and develop future professionals and leaders by offering industry-focused, contemporary, and challenging courses. We will strive to give our students the

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<sup>1</sup> This is subject to the approval of BBS's initial provider registration and course accreditation application.

ability to recognise and think critically and creatively about problems and opportunities. We will equip our students to adopt a global mindset to enable them to create a greater impact as global citizens.

### 1.3. CORE VALUES

The following values will inform the ethos of Barton Business School in our daily operations:

- ✓ **Integrity** – in all programs and services offered to our communities.
- ✓ **Excellence** – in teaching and commitment to our students.
- ✓ **Intellectual freedom** – of our staff and students to share and exchange ideas.
- ✓ **Equity** – in acknowledging differences among individuals and treating each other with respect and dignity.
- ✓ **Social responsibility** – in being transparent and ethical in all decisions undertaken for the benefit of our communities.

## 2. BACHELOR OF ACCOUNTING

### 2.1. COURSE SUMMARY

<b>Course Name</b>	Bachelor of Accounting
<b>Course CRICOS Code</b>	Subject to TEQSA Approval
<b>Course Summary</b>	BBS's Bachelor of Accounting course distinguishes itself through a seamless integration of traditional accounting principles with unique course differentiators that respond to contemporary financial demands. Students will benefit from specialised training in Business Data Analytics, enabling data-driven financial decision-making. The curriculum includes a focus on Forensic Accounting to enhance skills in detecting financial irregularities and offers dedicated units that delve into the accounting perspectives of the Not-for-Profit and Public Sectors. Ethical considerations are integrated throughout the course, and a specific focus on sustainability in modern accounting is embedded, ensuring that graduates maintain the highest standards of professional integrity.

	Designed to meet the rigorous academic standards set by CPA Australia and CAANZ, the course places an emphasis on Presentation, Reporting, and Analysis Skills. An elective unit in predictive analytics equips students to anticipate industry trends, positioning them at the cutting edge of the profession. Furthermore, the curriculum includes electives designed to fulfil the educational criteria for registration as a registered tax agent under the Tax Agent Services Act 2009 (Cth), administered by the Tax Practitioners Board. In this way, the Bachelor of Accounting course at BBS aims to produce not just proficient accountants but thought leaders capable of driving ethical, sustainable, and data-driven decision-making in the sector.
<b>Duration</b>	3 years (2 Semesters per year)
<b>Total Units</b>	24
<b>Total Core Units</b>	21
<b>Total Elective Units</b>	6
<b>Total Credit Points</b>	240 (10 Credit points per unit)
<b>Fee (Domestic Students)</b>	\$52,800 (\$2,200 per unit)
<b>Fee (International Students)</b>	\$58,800 (2,450 per unit)
<b>Broad Field of Education</b>	08 - Management and Commerce
<b>Narrow Field of Education</b>	0801 - Accounting
<b>Detailed Field of Education</b>	080101 - Accounting

## 2.2. THE FUTURE IS NOW

Pursuing a career in business starts with BBS. Our future-ready, forward-focused strategies are consistent with industry standards. They incorporate our current knowledge of the employment prospects for future BBS graduates. The alignment of our strategic priorities and commercial partnerships is fundamental to our success. Hence, BBS will launch its first course, a Bachelor of Accounting (BAcc) (subject to approval), with the latest accreditation standards approved by Chartered Accountants Australia and New Zealand (CAANZ) and CPA Australia<sup>2</sup>. This will support

<sup>2</sup> This course is not yet accredited by CPA Australia, Chartered Accountants Australia and New Zealand and the Tax Practitioners Board. BBS will seek to register its course with the relevant professional bodies once approved as an Institute of Higher Education by TEQSA.

BBS graduates to enter the lucrative job market in Australia where, according to recruitment firm, Hays, one of the top five in-demand professions is accounting.

### 2.3. BARTON BUSINESS SCHOOL – FIRST CHOICE IN ACCOUNTING

Accounting is a key ‘language of business.’ BBS understands this language. By offering our Bachelor of Accounting, we place our students at the centre of business and finance, while providing electives within the BAcc to capitalise on skills development compatible with job markets. Our accountancy major, together with the professional accountancy accreditation extension, prepares students for a career in one of the most respected business professions.

Today, the accounting profession in Australia is attracting professional career changers like never before. It is seen as a premier career choice, offering students a variety of career paths in both the private and public sectors, public accounting firms, small business, and self-employment. Qualified accountants are also in global demand, making strategic business decisions in dynamic business environments.

The latest data from Australian Government Agency [Jobs and Skills Australia \(JSA\)](#) indicate why studying accounting gives students a superior edge:

- Growth: Strong growth projection over the next 5 years in Australia.
- Earnings: Full-time workers on an adult wage earn approximately \$1,660 per week, which is higher than the average of \$1,460 in other occupations.
- Full-time work: 80 percent work full-time, compared to an average of 66 percent in other occupations.
- Services-field: Over 49.5 percent work in professional, scientific, and technical services.

[Job and Skills Australia](#) also projects the employment outlook of the accounting profession to yield substantial growth of 9.2 percent from November 2021 to November 2026. This equates to 194,000 positions in 2021 growing to 212,800 positions in 2026.

## 2.4. THE FUTURE OF ACCOUNTING

Accounting has come a long way since the days of time-consuming manual tasks. Traditional accounting cannot meet stakeholder demands in the modern business world. With the rise of technology, accounting is rapidly evolving and leveraging technological advancements to enhance its relevance. Moreover, globalisation has increased the standardisation of digital accounting practices world-wide, creating more opportunities for the profession. Greater use of social media via smart technology also provides more data for analysis while improving engagement with stakeholders and broader communities.

The digital revolution from data analytics to blockchain is improving the effectiveness and efficiency of businesses and shaping the future of accounting. To remain competitive in fast-paced industries, companies must continue to implement new digital technologies in their workplaces. With evolving technologies, ongoing digitalisation of business processes, and shifting worker expectations, accountants must keep up with the pace of change. While technology continues to advance, new challenges will occur. It is through transformations driven by innovation that accounting practices will be revolutionised.

## 2.5. REGULATION

New career pathways are expanding in accounting. To meet stakeholder demands, accountants must find solutions to deal with complex regulations associated with widespread social and environmental concerns. Future accounting graduates will have opportunities to use the skills needed to report, measure, and create frameworks for sustainable policies and operations. This presents another positive change to the accounting profession, that of enhancing collaborations among a myriad of occupations, including accountants, lawyers, doctors, environmental scientists, and sociologists.

Furthermore, increased regulation and anti-corruption measures are essential for financial markets to develop more stable, sustainable economies. Hence, to serve the public's interest in the pursuit of credibility, relevance, and reputation, accountants must increasingly investigate fraudulent activities, such as money laundering and tax avoidance.

## 2.6. FUTURE-READY GRADUATES

New accountants enter a world that is being transformed by technology. Renowned American organisational theorist and principal research scientist, Jeanne W. Ross, of MIT Sloan's Center for Information Systems Research, states: 'Clearly, the thing that is transforming is not the technology — it is the technology that is transforming you.'

Therefore, to launch successful careers, it is vital for graduates to be tech-savvy and to keep abreast of accounting industry requirements. New graduates must also focus on the development of soft skills, such as critical thinking, communication capabilities, problem solving, and emotional intelligence, that are considered invaluable in managerial and advisory roles. Hence, successful new graduates must be highly competent in a variety of accounting skills, including leadership, consulting, and technical and analytical expertise.

The future of accounting in Australia also presents exciting challenges ahead. Over the next three years, [Accountants Daily \(reported as per CPA Australia\)](#) predicts that Australia will require 30,000 additional accounting, audit, and finance professionals to meet industry demand. Furthermore, with the evolution of different finance/accounting functions and technology, accountants will require a diverse set of skills, providing many new employment opportunities in the market. In addition, Accountant (General) ANZSCO Code 221111 is listed on the [Department of Home Affairs as an eligible skilled occupation](#).

Accounting graduates have the capacity to work in many occupations including management accounting, tax accounting, financial accounting, auditing, and management consulting. Furthermore, most current executive positions are taken by the 'Baby Boomer' generation, many of whom will retire in the next decade, thereby allowing for fast career progression among new graduates. Technology also continues to transform accounting and to offer exciting opportunities for new graduates to lead fulfilling and rewarding careers.



BBS differentiates its BAcc from other private higher education providers by offering a set of cutting-edge, future-focused units that recognise the dynamic, evolving nature of the accounting profession. The units will also be taught in innovative, practical, and contemporary ways and include authentic assessments to make the BAcc academically rigorous and valuable to employers. Some aspects of differentiation are:

- **Accounting for Sustainability:** The world currently faces substantial climate-related challenges. It also faces many social challenges (e.g., modern slavery) and governance challenges (e.g., money laundering). A compulsory unit within the BAcc will cover environmental, social, and governance (ESG or Sustainability) reporting as a means of enabling stakeholders to make more informed decisions about the performance of an organisation. Students will learn about the following matters: how to apply key global sustainability reporting frameworks and standards (such as those of the International Sustainability Standards Board (ISSB) and Global Reporting Initiative (GRI)) and sustainability assurance standards. As a result, students will be well placed to be members of any multidisciplinary team that is needed to enact sustainability reporting and to provide assurance services. Where appropriate, climate-related challenges, social challenges, and governance challenges will also be addressed in other units within the BAcc (e.g., units that cover management, data analytics, company law, and auditing and assurance).
- **Ethics embedded in units throughout the Course:** Maintaining a high level of ethical standards is a critical requirement for accountants. Being able to recognise ethical risks, appreciate the prospective drivers and impacts of such risks, and understand how to respond to them appropriately is a fundamental skill that accountants need in many situations they face. Throughout Barton Business School's Bachelor of Accounting degree rather than as part of a standalone unit, students will be exposed to ethical challenges and prospective solutions in each unit of the course. The aim is to ensure students have a contextual understanding of the nature and application of ethics in their professional role, the confidence to meet ethical challenges proactively, and an ability to respond to ethical challenges effectively. Embedding ethics in accounting degrees is critical because

accountants play a vital role in ensuring the integrity of financial and non-financial information and decision-making.

- **Business Analysis and Data Analytics:** As the information technology revolution continues to unfold rapidly, businesses, governments, and not-for-profits have to collect and analyse an increasing amount of data. This data only becomes an asset, however, when its value is released via timely, effective, and efficient analysis and reporting that is linked to corporate objectives. Such analysis depends on the suitability of the data collected for its purpose, the methods of collection and storage, and the capacity of personnel to undertake effective interrogation and analysis of the data. Accountants must be competent in analysing data, including use of appropriate software to answer relevant questions. Without skills in and an understanding of data analytics, accountants will be unable to meet the future needs of business, which increasingly depend on a broader range of interdisciplinary skills.
- **Forensic Accounting:** Accounting traditionally focuses on the technical aspects of the field. However, accounting is critically impacted by personal behaviour. Therefore, accountants need the skills and perspectives that allow them to make judgements about organisations and their employees. Forensic accounting is an important area that allows accountants to develop and maintain a level of professional scepticism and behavioural understanding that extends beyond traditional accounting compliance processes. It supports accountants in their audit and assurance work, builds skills that enhance their capacity to act as an effective chief financial officer or director, and allows them to appreciate the risks and responses associated with organisations.
- **Accounting Perspectives in the Not-for-Profit and Public Sector:** Accounting is a profession that impacts all parts of the economy and all types of organisations. Across different sectors, the technical fundamentals are relatively uniform, but the behavioural and systemic aspects of different sectors and activities are substantially different. From the management of stakeholders' expectations through to compliance, financial goals, fundraising, and decision making, each sector has its own priorities that align with purpose. These differences, in turn, impact accounting practice. Barton Business School's accounting qualification recognises this reality and prepares candidates for the many roles they might hold across different sectors of

the economy. Auditing, financial controllership, regulation, and general management are all activities that are undertaken in the commerce, government, and not-for-profit sectors. Barton Business School's graduates will appreciate the variation in purpose, context, and structure that impact organisations operating in each sector.

- **Presentation/Reporting/Analysis Skills Focus:** Students will build their technical skills as well as their capacity to develop and communicate ideas to a broad audience. They will develop their presentation and public speaking skills, report writing capabilities, and analytical abilities. They will also learn how to use appropriate software to improved their report-writing and presentation skills. These skills and capabilities will be developed progressively throughout the course so that students are able to learn and develop their skills through experience and feedback gained as they progress through the course. This is especially important as increasingly accountants are required to demonstrate interdisciplinary skills beyond the technical aspects of accounting.
- **Course Focus on Small- to Medium-Size Enterprises:** Most organisations in Australia are small- to medium-sized enterprises. They are often complex and difficult to manage because they do not have the resource bases of large organisations, which include the financial and human resources required to manage an entity effectively, efficiently, and ethically. To that end, the BAcc focuses on small- to medium-size enterprises because they are the types of organisations with which accountants are most likely to engage—either as executives or service providers such as auditors and financial advisors. The course develops students' abilities to operate effectively, efficiently, and ethically in the kinds of complex, resource-constrained environments often found in small- to medium-sized enterprises. For instance, students will use software for small- to medium-sized enterprises when they study accounting information systems (e.g., MYOB and Xero). Similarly, students will use software designed for small- to medium-sized enterprises when they study data analytics (e.g., Excel and Zoho). Students will also be exposed to a range of managerial, financial, legal, and ethical problems that also face small- to medium-sized enterprises.
- **Electives to help gain accreditation from the Tax Practitioners Board:** When undertaking Barton Business School's Bachelor of Accounting, students will be able to build their

knowledge to help them to meet the educational requirements they must satisfy to become registered as tax practitioners with the Tax Practitioners Board (pursuant to the *Tax Agent Services Act 2009* (Cth)). If students choose appropriate electives, they will be well placed when they enter employment to undertake further study in and to gain experience with taxation law that will eventually enable them to become registered tax practitioners.

BBS strongly believes these points of differentiation will be attractive to many prospective accounting students as well as to prospective employers in the commercial, government, and not-for-profit sectors. Moreover, BBS believes these points of differentiation can be sustained, at least for some time, because (a) the overall design of the BAcc is being done in an integrated way, (b) the design of the course and the units is not constrained by legacy considerations associated with longstanding degrees, and (c) academics who teach units in the course will be inculcated with the view that the BAcc must remain a modern, innovative, contemporary, and future-focused degree that meets the needs of students, employers, and the accounting profession.

Barton Business School's Bachelor of Accounting will also be an accredited degree with both CPA Australia and Chartered Accountants Australia and New Zealand (CAANZ). The pinnacle of professional accreditation in accounting is to hold membership in both these prestigious professional organisations. They only accept new members with an appropriate level of expertise developed through an accredited accounting course. Moreover, they require their members to comply with the highest levels of integrity and professional standards. These requirements are important for consumers of professional accounting services to have the requisite levels of confidence in the professionalism and competence of the accounting profession.

## 2.7. ADMISSION INFORMATION

To be considered for admission to a course at BBS, applicants must satisfy BBS's minimum admission requirements, as well as any course-specific admission requirements. Meeting the minimum prerequisites for admission does not guarantee admission to a course. The entry requirements for BAcc includes assessment of the applicant's academic qualifications and English language proficiency, as well as professional experience (where relevant).

### ENTRY REQUIREMENTS FOR INTERNATIONAL APPLICANTS

To be eligible for entry to a course, international applicants must:

- be at least 18 years of age at the time of course commencement; and
- meet the minimum English language requirements (all international applicants must obtain an overall score of 6.0 bands in IELTS Test (Academic) with no less than 5.5 bands in all four parts of IELTS test or equivalent); and
- satisfy the criteria in one of the categories listed below.

#### **Applicants with recent secondary education (within the last two years)**

BBS will consider international applicants who hold a formal qualification considered equivalent to an Australian Year 12 qualification. Please refer to [Equivalent Overseas Qualifications Information Sheet](#) for further information which is available on the [BBS website](#).

#### **Applicants with higher education study**

BBS will consider international applicants who have successfully completed at least one year of a higher education course at an Australian higher education provider (at [Australian Qualification Framework level 7](#)) within the last 10 years. Credit may be granted where applicants have completed unit(s) at a similar level at an Australian higher education provider.

#### **Applicants with VET study**

BBS will consider international applicants who have successfully completed any Vocational Education and Training (VET) course within the last five years since leaving school. The VET course

must be at least Certificate IV level or higher from an Australian Registered Training Organisation (or equivalent) or a higher education provider.

### **Applicants with work and life experience**

BBS aims to maintain a clear and standardised admissions process that allows us to assess all international applicants fairly. Applications will be welcomed on the basis of qualifications achieved through recent secondary education, VET study, or study at a higher education institution. At present, BBS is unable to consider international applicants who do not have formal qualifications for entry, but who seek admission to courses on the basis of their educational and skills development through work and life experience and informal study.

## **ENTRY REQUIREMENTS FOR DOMESTIC APPLICANTS**

All domestic applicants must:

- be at least 18 years of age at the time of course commencement; and
- satisfy the criteria in one of the categories listed below.

### **Applicants with recent secondary education (within the last two years)**

BBS will consider domestic applicants who hold a formal qualification considered equivalent to an Australian Year 12 qualification with an ATAR rank of 60 equivalent.

### **Applicants with higher education study**

BBS will consider domestic applicants who have successfully completed at least one year of a higher education course at an Australian higher education provider (at [Australian Qualification Framework level 7](#)) within the last 10 years. Credit may be granted where applicants have completed unit(s) at a similar level at an Australian higher education provider.

### **Applicants with VET study**

BBS will consider domestic applicants who have successfully completed any Vocational Education and Training (VET) course within the last five years since leaving school may be eligible for admission. The VET course must be at least Certificate IV level or higher from an Australian Registered Training Organisation (or equivalent) or a higher education provider.

### **Applicants with work and life experience**

BBS will consider domestic applicants who have appropriate work and life experience. BBS will review applications on a case-by-case basis from domestic applicants who do not have formal qualifications for entry but who seek admission to courses on the basis of their educational and skills development through experience and informal study. Applicants who wish to be considered in this category must provide extensive evidence in support of their application.

In an event where applicants are not able to provide necessary documentation, applicants may be required to sit Special Tertiary Admissions Test (STAT). This test is administered by the Australian Council for Educational Research (ACER). This will need to be approved by the Dean on the case-by-case basis. You can view a full list of upcoming STAT sittings on the [ACER website](#).

## 2.8. GRADUATE ATTRIBUTES

Code	Title	Description
GA1	Communication and interpersonal skills	Graduates of BBS will be able to communicate effectively to individuals and a range of audiences using oral, written, numerical, and interpersonal knowledge and skills.
GA2	Social responsibility and cultural awareness	Graduates of BBS will have the cultural, social, and ethical awareness and skills needed to contribute substantively to a sustainable, diverse, and socially just world. The course is intended to produce ethical decision makers.
GA3	In-depth knowledge of the discipline	Graduates of BBS will have in-depth knowledge and understanding of their discipline and, where appropriate, defined professional skills.
GA4	Independence and collaboration	Graduates of BBS will be able to work independently as well as collaboratively to achieve individual and shared goals.
GA5	Innovative and critical thinking	Graduates of BBS will be able to solve problems and to think innovatively and creatively.
GA6	Lifelong learning	Graduates of BBS will be responsive to change and prepared for lifelong learning in pursuit of personal and professional development.
GA7	Information and digital literacy	Graduates of BBS will be able to identify relevant information using diverse sources, evaluate the credibility of and make sense of information, construct new understandings, and live and work in a dynamically evolving digital world.
GA8	Global perspectives	Graduates of BBS will be able to think globally about issues in their profession.



## 2.9. COURSE LEARNING OUTCOMES

Code	Course Learning Outcome (CLO) Descriptors Graduates of the Bachelor of Accounting will be able to:
<b>CLO 1</b>	Demonstrate coherent theoretical and technical knowledge, as well as apply the underlying principles and concepts of the accounting discipline.
<b>CLO 2</b>	Critically review, analyse, consolidate, and synthesise accounting knowledge.
<b>CLO 3</b>	Demonstrate knowledge of financial accounting, management accounting, business law, auditing, taxation, and data and business analytics, sustainability reporting and depth of understanding and technical skills in one of these areas.
<b>CLO 4</b>	Display initiative, creativity, knowledge, and the critical skills needed to independently understand and implement sustainable, ethical and professional judgements to solve routine accounting problems.
<b>CLO 5</b>	Demonstrate written, verbal, and information technology skills to communicate accounting and business knowledge, concepts, solutions, and advise stakeholders in clear and coherent ways.
<b>CLO 6</b>	Operate with agility in broad and varied environments, bringing intellectual rigour to the accounting profession.
<b>CLO 7</b>	Be accountable for displaying the appropriate emotional intelligence and listening skills to work collaboratively and develop a sustainable approach to lifelong learning and professional development.

## 2.10.COURSE STRUCTURE

	Year 1		Year 2		Year 3
<b>Semester 1</b>	<b>ACC101</b> Accounting Fundamentals	<b>Semester 3</b>	<b>ACC210</b> Cost and Management Accounting	<b>Semester 5</b>	<b>ACC301</b> Auditing and Assurance
	<b>COM101</b> Professional Business Communication		<b>FIN201</b> Corporate Finance		<b>ACC302</b> Financial Statement Analysis
	<b>BUS101</b> Ethics in Business		<b>LAW201</b> Australian Corporations Law I		<b>LAW301</b> Australian Taxation Law I
	<b>ECO101</b> Economics in Business		<b>ACC220</b> Financial Accounting and Reporting		<b>Level 3 Elective</b>
<b>Semester 2</b>	<b>MGT101</b> Management Fundamentals	<b>Semester 4</b>	<b>ACC230</b> Corporate Accounting	<b>Semester 6</b>	<b>ACC310</b> Accounting Perspectives in the Not-for-Profit and Public Sector
	<b>BDA101</b> Business Data Analytics and Visualisation		<b>BDA201</b> Big Data and Artificial Intelligence in Business		<b>ACC320</b> Forensic Accounting
	<b>LAW101</b> Australian Business Law		<b>BUS210</b> Accounting for Sustainability		<b>ACC330</b> Integrative Team Project
	<b>ACC120</b> Accounting Information Systems		<b>Level 2 Elective</b>		<b>Level 3 Elective</b>

## 2.11.ELECTIVES

1. LAW350 Australian Taxation Law II (must be taken in Semester 6) \*  
*Pre-requisite: LAW301 Australian Taxation Law I*
2. LAW250 Australian Competition and Consumer Law (must be taken in Semester 4) \*  
*Pre-requisite: LAW101 Australian Business Law*
3. BDA310 Predictive Analytics (can be taken in Semester 5 or 6)  
*Pre-requisite: BDA101 Business Data Analytics and Visualisation*
4. FIN310 Superannuation and Retirement Planning (can only be taken in Semester 4)  
*Pre-requisite: None*
5. FIN210 Financial Planning (can be taken in Semester 5 or 6)  
*Pre-requisite: ACC210 Cost and Management Accounting or equivalent*
6. MGT301 Project Management (can be taken in Semester 5 or 6)  
*Pre-requisite: MGT101 Introduction to Management or equivalent*

\* Units designed to help qualify candidates in meeting the educational requirements for registration as a registered tax practitioner by the Tax Practitioners Board under the *Tax Agent Services Act 2009* (Cth).

BBS must ensure that the teaching staff are accessible to students seeking individual assistance with their studies for one (1) hour per week during their study period.

## 2.12.PRE-REQUISITES

Unit Name	Pre-Requisite	Unit Type
<b>ACC101</b> Accounting Fundamentals	Nil	Core
<b>COM101</b> Professional Business Communication	Nil	Core
<b>BUS101</b> Ethics in Business	Nil	Core
<b>ECO101</b> Economics in Business	Nil	Core
<b>MGT101</b> Management Fundamentals	Nil	Core
<b>BDA101</b> Business Data Analytics and Visualisation	Nil	Core
<b>LAW101</b> Australian Business Law	Nil	Core
<b>ACC120</b> Accounting Information Systems	<b>ACC101</b> Accounting Fundamentals	Core
<b>ACC210</b> Cost and Management Accounting	<b>ACC101</b> Accounting Fundamentals	Core
<b>FIN201</b> Corporate Finance	<b>ECO101</b> Economics in Business	Core
<b>LAW201</b> Australian Corporations Law	<b>LAW101</b> Australian Business Law	Core

Unit Name	Pre-Requisite	Unit Type
<b>ACC220</b> Financial Accounting and Reporting	<b>ACC101</b> Accounting Fundamentals	Core
<b>ACC230</b> Corporate Accounting	<b>ACC220</b> Financial Accounting and Reporting	Core
<b>BDA201</b> Big Data and Artificial Intelligence in Business	<b>BDA101</b> Business Data Analytics and Visualisation	Core
<b>BUS210</b> Accounting for Sustainability	<b>ACC101</b> Accounting Fundamentals	Core
<b>ACC301</b> Financial Statement Analysis	<b>ACC230</b> Corporate Accounting	Core
<b>ACC302</b> Auditing and Assurance	<b>ACC230</b> Corporate Accounting	Core
<b>LAW301</b> Australian Taxation Law I	<b>LAW201</b> Australian Corporations Law	Core
<b>ACC310</b> Accounting Perspectives in the Not-for-Profit and Public Sector	<b>ACC230</b> Corporate Accounting	Core
<b>ACC320</b> Forensic Accounting	<b>ACC302</b> Auditing and Assurance	Core
<b>ACC330</b> Integrative Team Project	Minimum completion of 120 credit points and <b>BDA101</b> : Business Data Analytics and Visualisation	Core
<b>ACC350</b> Australian Taxation Law II	<b>LAW301</b> Australian Taxation Law I	Elective

Unit Name	Pre-Requisite	Unit Type
<b>LAW250</b> Australian Competition and Consumer Law	<b>LAW101</b> Australian Business Law	Elective
<b>BDA310</b> Predictive Analytics	<b>BDA101</b> Business Data Analytics and Visualisation or equivalent	Elective
<b>FIN310</b> Superannuation and Retirement Planning	<b>ACC230</b> Corporate Accounting	Elective
<b>FIN210</b> Financial Planning	<b>FIN201</b> Corporate Finance or equivalent	Elective
<b>MGT301</b> Project Management	<b>MGT101</b> Management Fundamentals or equivalent	Elective

## 2.13. UNIT DESCRIPTORS

### **ACC101 Accounting Fundamentals**

This unit covers fundamental accounting principles and concepts, and the process of recording business transactions. It includes undertaking the preparation of financial statements for various business entity types and decision making related to an entity's financial position and performance.

### **ACC120 Accounting Information Systems**

This unit covers the design, establishment, and use of information systems, the importance of internal controls, and the need for proper security of data collected and stored. The role of accounting professionals has evolved to solve complex problems to enhance the value of a business following analysis of large volumes of data. To provide this important function, accountants must understand how organisations design information systems and how information is generated and used.

### **ACC210 Cost and Management Accounting**

This unit covers the role of the accounting professional in determining the cost of goods and services at the organisation level and how to use this information to determine optimal output levels to ensure sustained financial viability. It is designed to equip students with a theoretical and conceptual understanding of budgeting, costing methods, sensitivity analysis, and other relevant techniques to critically analyse and solve business and management problems.

### **ACC220 Financial Accounting and Reporting**

This unit covers the Australian regulatory environment for financial reporting and the importance of accounting theories. The purpose and interpretation of accounting and international standards (AASB, IFRS) will be covered in areas such as revenue, assets, and liabilities. The impact of these standards on the presentation and preparation of General-Purpose Financial Statements (GPFS) for reporting entities will be examined.

### **ACC230 Corporate Accounting**

This unit covers financial reporting for publicly listed corporate entities, in accordance with the Australian and International Accounting Standards. It covers financial reporting issues such as accounting for taxation, foreign currency, company financing, and investment in associates. The unit is designed to prepare consolidated general-purpose financial statements for a consolidated reporting entity.

### **ACC301 Auditing and Assurance**

This unit covers the role of auditing, focusing particularly on the role of the external audit in assessing the validity and reliability of financial statements. It focuses on the audit function and the important role it plays as a systematic process of evaluation of evidence that culminates in the expression of an audit opinion, including the professional and legal framework within which auditors operate, the fundamental concepts of auditing, the objectives and limitations of an audit, and basic audit techniques and procedures.

### **ACC302 Financial Statement Analysis**

This unit covers the knowledge and understanding of financial statement analysis and company valuation. It focuses on the application of analytical tools and techniques to accounting and financial reporting to capture and convey economic information about an organisation that is useful for financial analysis and valuation.

### **ACC310 Accounting Perspectives in the Not-for-Profit and Public Sector**

This unit covers the key transparency focus areas and challenges faced by reporting entities in the commercial, public and not-for-profit sectors. Accounting is a profession that impacts all parts of the economy and all types of organisations. The technical fundamentals are largely uniform but the behavioural and systemic aspects of different sectors and activities are vastly different. As a result, this unit teaches how to apply professional judgement in meeting the nuanced reporting needs of entities in each of these sectors.

### **ACC320 Forensic Accounting**

This unit covers the topic of forensic accounting. This is a specialised area of accounting that involves the investigation and analysis of financial information to assist in preventing, detecting, and investigating fraud, embezzlement, or other financial crimes. In this unit, an understanding of various tools and techniques used in forensic accounting and how to apply them in a variety of contexts will be taught.

The unit is designed for students who have a basic understanding of accounting principles and practices and who are interested in pursuing a career in forensic accounting or related fields. By the end of the unit, students will be able to identify financial irregularities, use data analysis tools and techniques to detect fraud, and prepare reports that communicate their findings effectively to stakeholders.

### **ACC330 Integrative Team Project**

This unit covers the application of solutions to real world business problems, employing the integrated knowledge they have acquired across the course. This unit's assessment tasks will be completed in teams of three students under close supervision of an academic. Students will be presenting and reviewing each other's work to develop critical thinking skills. The key skills to be developed include the structured investigation of a real world business problem, culminating in a professional presentation underpinned by relevant information, data and peer reviewed.



### **BDA101 Business Data Analytics and Visualisation**

This unit covers the essential skills of financial reporting analysis and interpretation of complex datasets to provide advice to businesses and other organisations. It is vital for accounting professionals to possess knowledge of the fundamentals of analysing, understanding and visualising data and how to extract relevant information from raw data.

### **BDA201 Big Data and Artificial Intelligence in Business**

This unit covers the application of big data and artificial intelligence techniques in business. The unit builds on the concepts covered in BDA101 Business Data Analytics and Visualisation and provides students with the knowledge and skills required to evaluate these technologies and advise management as to their suitability in different business scenarios. Students will be given the opportunity to gain hands-on experience with artificial intelligence technologies and big data to reinforce theoretical concepts. A case study approach will be used to demonstrate the applicability and business value of these technologies.

### **BDA301 Predictive Analytics**

This unit covers the application of predictive analytics to translate data into useful information for business decisions and to produce accurate forecasts from historical data. It involves being able to identify and apply appropriate analytical tools to a given data structure to predict trends in a market. This unit extends the knowledge gained in BDA101 (Business Data Analytics and Visualisation) to enable students to understand and apply advanced analytical skills. Students will learn about data management, forecasting models, decision trees, logistic regression, and predictive modelling built on case studies and the practical application of these concepts.

### **BUS101 Ethics in Business**

This unit covers ethical values and decision-making and how, when applied in response to ethical challenges that accounting professionals may face, these promote responsible business practice and good governance. It will also examine the different approaches to ethical decision-making that may be adopted in a dynamic business environment and the ethical reasoning concepts associated with them, as well as the advantages and disadvantages of each approach.

### **BUS210 Accounting for Sustainability**

This unit covers the role of accountants and how they influence and integrate sustainability in an organisation's governance, strategic planning, risk management, decision-making, and reporting processes. The world currently faces substantial sustainability (or Environmental, Social, and Governance (ESG)) challenges and opportunities. These include climate change, environmental impact, supply chain, and modern slavery related issues. The unit develops an awareness of the impact of sustainability issues on the organisation and the impact of the organisation on sustainability issues. It includes understanding how to apply key global sustainability reporting frameworks and standards (such as those of the International Sustainability Board (ISSB) and Global Reporting Initiative (GRI)) and sustainability assurance standards. As a result, students will be well placed to be members of any multidisciplinary team that is needed to enact sustainability reporting and to provide assurance services.

### **COM101 Professional Business Communication**

This unit covers the fundamental business communication skills essential to success in the contemporary workplace. Students will gain skills and knowledge of communication in professional contexts, including clear writing, persuasive positioning, and effective presentation. They will also gain understanding of global and cultural variations in communication as well as the importance of digital and information technology in the communication process and ethical approaches to the application of communication skills.

### **ECO101 Economics in Business**

This unit covers the key economic concepts, relevant theories and their applications in a business environment. An understanding of economics and its relevance to business operations and strategy is vital for accounting professionals. Students will also gain an understanding of the impact of microeconomic and macroeconomic factors such as market structures and the regulatory environment on business activity and performance.

### **FIN201 Corporate Finance**

This unit covers the main issues in corporate finance including sourcing of capital, determining the cost of capital under different methods, optimising capital structure, and the impact of dividends and dividend policy. It involves optimising decisions on investments, operations, and the distribution of the surpluses to maximise profits and secure the financial and social viability of corporations. To achieve this higher-level objective, a knowledge of the environment such as financial markets and intermediaries as well as familiarity with certain tools is essential. Time value of money will form the basis of all mathematical calculations.

### **FIN210 Financial Planning**

This unit covers the fundamentals of personal financial planning. It also covers the concepts, vehicles, and strategies required for creating, investing, and managing personal wealth. It also covers wealth creation, personal budgeting, financial and personal risk management, as well as insurance, estate and succession planning, and retirement planning. The unit lays a foundation for students wishing to take professional courses elsewhere to be eligible for licencing as a financial planner.

### **FIN310 Superannuation and Retirement Planning**

This unit covers the main pillars of retirement savings in Australia—namely, Superannuation funds. It informs students of the legal requirements for the establishment of a superannuation fund, the role and duties of the Trustee, the law governing compulsory contributions, the taxation of contributions and earnings, the law relating to the payment of the fund to a member on retirement, and the taxation consequences of pension and annuities. The unit also examines the role that superannuation funds perform in retirement planning. However, the unit does not prepare students for providing financial advice or becoming a registered financial adviser in Australia. To be qualified to provide financial advice in Australia, students must complete further study.

**LAW101 Australian Business Law**

This unit covers introductory business law principles and concepts relevant for professional accountants in Australia. The unit provides an overview of the Australian legal system, principles of contract law, consumer law, business structures, and the law relating to civil remedies including the law of torts, especially negligence.

**LAW201 Australian Corporations Law**

This unit covers Australian corporations law and its importance to members of the accounting profession. In particular, the unit commences with an examination of the consequences of incorporation and the concept of a separate legal entity. This is followed by an examination of the membership of a company, the role and duties of directors, the rights of members, the distinction between equity and debt capital, and corporate insolvency.

**LAW250 Australian Competition and Consumer Law**

This unit covers competition and consumer law as it relates to the clients of a professional accountant. Building on LAW101, Australian Business Law, it provides students with the knowledge and understanding necessary to ensure clients have an understanding of their obligations to consumers of goods and services and the consequences of anti-competitive behaviour.

**LAW301 Australian Taxation Law I**

This unit covers an introduction to the Australian taxation system. It covers the sources of taxation law and how it is administered by the Australian Taxation Office. The main focus is on income tax and the calculation of tax payable for individuals, companies, superannuation funds, partners in a partnership, and beneficiaries of a trust. The unit also examines the goods and services tax and the fringe benefits tax.

**LAW350 Australian Taxation Law II**

This unit covers the advanced study of Australian Taxation Law and the additional depth of knowledge and understanding of taxation law needed to provide clients with taxation advice as a future Registered Tax Agent. The significant aspect of this unit is its focus on the requirement for a tax agent to meet their ethical obligations under the Tax Agents Services Act. The unit will also provide in-depth coverage of Trusts, Capital Gains Tax, International Taxation, Tax Avoidance, and Tax Administration.

### MGT101 Management Fundamentals

This unit covers the knowledge and skills necessary to become ethical and sustainable leaders capable of navigating the complexities of the modern workplace while upholding principles of equity, diversity, and inclusion. Through examining contemporary management practices, this unit provides a conceptual understanding of various management strategies used by organisations to achieve their goals and objectives.

### MGT301 Project Management

This unit covers the fundamentals of project management and explores the need for professionals to develop and customise approaches to address the unique requirements of projects. Projects are an essential part of every organisation, and a set of project management skills is essential for accounting professionals. Theoretical and conceptual knowledge will be enhanced with application of techniques to real-world projects and simulated situations, including project control and cost planning, financial control, time management, estimating resource requirements, scheduling techniques, and the impact of uncertainties on projects. Students will engage with Microsoft Project software, learning its features and applications in real-world scenarios.

## 2.14.COURSE DURATION AND MODE OF DELIVERY

To graduate from Barton Business School's Bachelor of Accounting (BAcc), students must complete **21 core units plus 3 electives**—a total of **24 units** with each unit worth **10 credit points (240 credit points in total for the course)**. Delivery will occur over 3 years (2 semesters per year) on a full time basis. All international students are required to undertake their studies on a full-time basis. The Bachelor of Accounting will be delivered face-to-face at the BBS campus. The BBS campus location is Level 1, 108-112 Johnston Street, Collingwood, VIC 3066.

## 2.15.TUITION AND NON-TUITION FEES

### TUITION FEES FOR BACHELOR OF ACCOUNTING (DOMESTIC STUDENTS)

<b>Fees per unit</b>	\$ 2,200
<b>Total Units</b>	24
<b>Fees per semester</b>	\$AUD 8,800 (4 units in a semester)
<b>Fees per year</b>	\$17,600 (8 units in a year)
<b>Total Course Fees</b>	\$52,800 (24 units in 3 years)



**TUITION FEES FOR BACHELOR OF ACCOUNTING (INTERNATIONAL STUDENTS)**

<b>Unit Fees</b>	\$2,450
<b>Total Units</b>	24
<b>Semester Fees</b>	\$9,800 (4 units in a semester)
<b>Annual Fees</b>	\$19,600 (8 units in a year)
<b>Total Course Fees</b>	\$58,800 (24 units in 3 years)

**NON-TUITION FEES (DOMESTIC AND INTERNATIONAL STUDENTS)**

<b>Items</b>	<b>Fees</b>
Application Processing Fee (Non-Refundable)	\$300.00
Credit Card Surcharges	Credit card surcharge will be passed to students as exactly charged by the financial institution to BBS
Enrolment Amendment Fee	\$50.00
Replacement Of Student ID Card	\$20.00
Re-Issuance Of eCoE	\$50.00
Re-Issuance Of Transcript	\$50.00
Re-Issuance Of Testamur	\$100.00
Graduation Ceremony Attendance (With 2 Guests)	No Fee for Graduate and upto 2 guests Additional fee of \$200.00 for additional guests
Graduation Ceremony Attendance (Per Additional Guest)	\$100.00
Textbooks	Students will need to purchase various textbooks throughout the course. Students may choose to buy the textbooks from: <ul style="list-style-type: none"> <li>• Publishers directly</li> <li>• Online bookshops</li> <li>• Publishers through BBS. Please note that BBS will charge the exact amount to students that it gets charged by the publisher for each textbook.</li> <li>• Second-hand bookshops</li> </ul>

Items	Fees
Late Payment of Tuition Fee (Per Day)	\$100.00
Photocopying and Printing Fee	
A4 size (black & white) per side	• \$0.10
A4 size (colour) per side	• \$0.20
A3 size (black and white) per side	• \$0.50
A3 size (colour) per side	• \$1.00

**Please note that:**

- The fees mentioned are in Australian Dollars. For further information, refer to the *Student Fees and Refund Policy and Procedure* available on BBS website.
- Students will be given reasonable notice of changes to BBS's operations including information about increases in fees and associated costs and any consequences that may affect their choice of, or ability to participate in, an intended course(s) of study.

## 2.16.KEY DATES

Intake 1, Semester 2, 2025			
Title	Start Date	Finish Date	Census Date
Orientation Week	Monday, 8 September 2025	Friday, 12 September 2025	Monday, 06 October 2025
Teaching Week	Monday, 15 September 2025	Sunday, 7 December 2025	
Exams	Monday, 8 December 2025	Sunday, 14 December 2025	
Holidays	Monday, 15 December 2025	Sunday, 4 January 2026	

Intake 2, Semester 1, 2026			
Title	Start Date	Finish Date	Census Date
Orientation Week	Monday, 5 January 2026	Friday, 9 January 2026	Tuesday, 28 January 2026
Teaching Week	Monday, 12 January 2026	Sunday, 5 April 2026	
Exams	Monday, 6 April 2026	Sunday, 12 April 2026	
Holidays	Monday, 13 April 2026	Sunday, 3 May 2026	

## 2.17.CREDIT AND RECOGNITION OF PRIOR LEARNING

If you're applying for a course and have previous study or professional work experience, you may be eligible for Credit Transfer (CT) and Recognition of Prior Learning (RPL).

BBS has a *Credit and Recognition of Prior Learning Policy and Procedures* that provides the framework for granting of credit toward a higher education qualification at BBS based on previously achieved learning through the processes of credit transfer and recognition of prior learning. BBS will recognise and grant credit for prior learning provided it is relevant, current, and equivalent to the learning required for BBS courses and in accordance with this policy and these procedures.

**Please note that the Credit or RPL applications must be submitted three (3) weeks before the course commencement date. Late applications may be accepted but not processed in time for credit or RPL to be granted before the census date. Please refer to the *Credit and Recognition of Prior Learning Policy and Procedures* which is available on BBS's website.**



## 2.18.BBS REFUND PROCESS

BBS's Student Fees and Refund Policy and Procedures provides all its students with clear, transparent information about fees, charges, and refunds as well as the associated administrative requirements. It also provides guidelines in relation to the conditions under which the refund of fees may be granted to international and domestic fee-paying students.

### REFUND PROCEDURES

These procedures apply to student fees that BBS has the power to impose on individuals who are on BBS premises, using BBS facilities and services, or engaging in BBS activities.

#### Condition of Offer and STUDENT Agreement

- a. When BBS receives signed offer-of-acceptance documents from a student before or concurrently with receipt of their tuition fee deposit, a written agreement between BBS and the student exists. Subsequently, both parties must abide by the terms and conditions in these Procedures and associated documents.
- b. As a part of the application process and when fees are discussed, BBS staff must ensure that the prospective student understands that fees cover tuition and non-tuition costs, the purpose of the fees, the total course liability to be incurred, and when and how fees are to be paid.
- c. BBS staff must ensure that a signed copy of the Student Agreement is stored in the student's file.

#### Annual Student Fees

- a. In accordance with relevant legislation, the Board of Directors (BoD), with the Chief Executive Officer (CEO), determine the student fees annually for international and domestic students.
- b. The BoD, with the CEO, will approve the annual student fees by 31 July, immediately preceding the year in which student fees apply.
- c. The annual student fees will be published and made publicly available by 1 October in the year immediately preceding the year in which the student fees apply.
- d. Students will be sent an invoice detailing all their fees for the following year before starting their academic year.
- e. Students will receive an additional invoice each time they vary their enrolment or incur additional charges.

#### Non-payment of Fees

- a. Failure to pay fees by the due date will result in the cancellation of a student's enrolment.
- b. In exceptional circumstances, special payment arrangements may be made for students experiencing difficulties making payments. These arrangements will take account of students' financial and other circumstances. Written requests for special payment arrangements and relevant documentation will be considered by the Finance Officer and the Finance Manager. Both BBS and the student must keep confidential the existence and nature of the special payment arrangements.
- c. A student whose enrolment is cancelled will retain their fee liability and will not be permitted to re-enrol in a subsequent teaching period until the debt is paid in full or an agreement is reached about repayment between the student and BBS.

- d. Once any outstanding fees are paid, a student whose enrolment was cancelled may apply for reinstatement in their course.
- e. BBS will notify the Department of Immigration via PRISMS about students on a student visa whose enrolment has been cancelled. Such notification may affect the student's entitlement to stay in Australia.

## **Refund**

Applications for refund must be made in writing to the Dean. In cases of Student Default, the refund will be paid to the student within four (4) weeks of receiving the written request for a refund. In case of the Provider Default, the refund will be paid to the student within fourteen (14) days.

## **REFUND SCHEDULE**

### **Student Default**

- a. 100% refund of total course fees, excluding enrolment fee in case of visa refusal, before the commencement of the semester.
- b. Refund of unspent tuition fees from the date of written notification in case of visa refusal after the commencement of the semester.
- c. 50% refund of prepaid student fees of the their first semester, excluding enrolment fee and deposit, in case of withdrawal four (4) weeks or less prior to the agreed course start date.
- d. No refund in case of withdrawal or cancellation on or after the commencement of the semester.
- e. No refund in case of BBS-initiated enrolment cancellation due to non-commencement or student misconduct.
- f. No refund in case of visa cancellation due to breach in visa condition.

### **BBS Default**

- a. 100% refund of total course fees, including the enrolment fee and deposit, where BBS cannot provide the units or course for which the original offer letter was made before the agreed course start date.
- b. Refund of unspent tuition fees where BBS cannot provide the course for which the original offer letter was made after the agreed course start date.

## **Refund Payments**

Approved repayments to domestic students will be made as follows:

- a. A statement of refunds outlining how the refund was calculated will be given to the student, or in the case of a cancellation fee, how this was applied.
- b. By Australian Banking regulations, if paid by credit card, the repayment amount will be transferred to the nominated bank account via Electronic Funds Transfer (EFT). These transfers may take up to seven (7) working days for the bank to process.
- c. If a person other than the student has entered into the contract with BBS, the repayment amount will be transferred to that person unless they give written instructions to BBS for it to be otherwise.

Approved repayments to international students will be made as follows:

- a. A statement of refunds outlining how the refund was calculated will be given to the student, or in the case of a cancellation fee, how this was applied.
- b. In accordance with the ESOS Act Section 28(3), refunds will be made within four (4) weeks after the receipt of the written application.
- c. By Australian Banking regulations, if paid by credit card, the repayment amount will be transferred to the nominated bank account via Electronic Funds Transfer (EFT). These transfers may take up to seven (7) working days for the bank to process.
- d. If a person other than the student has entered into the contract with BBS, the repayment amount will be transferred to that person unless they give written instructions to BBS for it to be otherwise.
- e. Students will be responsible for contacting the OSHC provider directly to apply for the OSHC refund.

#### **No Refunds**

- a. A student will not be eligible for a refund of fees if they withdraw or defer from a course after the census date unless BBS deems they have compelling, compassionate, or exceptional circumstances;
- b. A student whose enrolment is either suspended or cancelled by BBS for whatsoever reason, including but not limited to misbehaviour or non-payment of fees to BBS, will not be eligible for a refund.
- c. A student whose visa is cancelled will not be eligible for a refund.

### **3. LIVING AND STUDYING IN MELBOURNE**

#### **3.1. LIFE IN VICTORIA**

Victoria's diverse and inclusive society, high quality of living, and vibrant cultural calendar of events attracts around 200,000 international students each year. Victoria is a key contributor to Australia's status as the 13th largest economy in the world.

Melbourne has one of the largest ICT Research and Development clusters in the Southern Hemisphere, producing world-leading, commercially focused research. It is also home to some of Australia's best and most innovative research facilities such as the Synchrotron and CSIRO.

When it comes to biomedical research, Melbourne compares only to Boston and London. It is one of only three cities in the world with two or more universities in the global top 30 biomedicine rankings.

Other strong industries include:

- medical technologies
- biotechnology and pharmaceuticals

- health and aged care
- agriculture and food processing
- clean technology
- professional and financial services
- transport
- construction technology

## A snapshot of Victoria



### Arts and culture hub

Melbourne is a culturally diverse creative hub for the arts, music and fashion.



### #4 best student city globally

Melbourne is ranked fourth best student city in the world in the QS best student city rankings 2024.



### Research and innovation

Victoria offers world-class research facilities, an innovative technology ecosystem and strong business opportunities.

## 3.2. LIFE IN MELBOURNE

Melbourne is consistently ranked as one of the world's most liveable cities. The city offers world-leading healthcare, cultural, environmental, educational, and infrastructure facilities. Labelled as Australia's cultural capital, Melbourne has something for everyone, be it brilliant street art, live-music venues, an eclectic range of architectural styles, or amazing wildlife.

Melbourne is rated the number one student city in Australia and the third best student city in the world, so it's no surprise it has the country's biggest student population. A true university city, Melbourne is home to 227,000 international students from over 170 countries, who make up one third of its student population. International students in Melbourne enjoy an action-packed, inclusive inner-city lifestyle with world-class study options.

## Australia's most liveable city

Melbourne is not only Australia's most liveable city, but is now the 3<sup>rd</sup> most liveable city in the world! Melbourne moved up seven ranks on the 2023 Economist Intelligence Unit's [Global Liveability Index 2023](#). The Economist Intelligence Unit (EIU) assessed more than 170 cities across categories such as stability, health care, culture, environment, education and infrastructure.

Across five broad categories, Melbourne scored a perfect 100 in healthcare, infrastructure, and education. When you study in Melbourne, you will live in a safe, vibrant city that offers world-class study options, services, and career-building programs.

## Melbourne has been voted the friendliest city in the world

The company [William Russell](#) compiled a list of the world's friendliest cities based on a number of factors such as resident happiness, safety, LGBTQI+ inclusivity, top attractions, and highest-rated hotels.

Melbourne scored **7.296 out of 10** based on data from city residents' quality of life. The city is forward-thinking, rapidly growing, and is recognised for being fully open, inclusive, and competitive, as well as a welcoming place for the LGBTQ+ community. Read the full story on the [William Russell website](#).

## A snapshot of Melbourne



### Education providers

Melbourne is home to 10 universities, 12 TAFEs, 1,100+ private providers.



### Population

Over 4.9 million



### Leading Australia

Melbourne is the only Australian city with universities ranked in the world's top 50 by Times Higher Education.

- [Cost of Living](#)
- [Accommodation](#)
- [Health and Safety](#)
- [Support Services for Students](#)
- [Work](#)
- [Overseas Student Health Cover \(OSHC\)](#)
- [Where you can buy OSHC](#)
- [Fair Work Ombudsman](#)
- [Overseas Students - Commonwealth Ombudsman](#)
- [Experience Melbourne and Victoria](#)
- [COVID-19 information – International Students](#)
- [Rights and Responsibilities – International Students](#)
- Protecting International Students
  - [Education Services for Overseas Students Act 2000 \(ESOS Act\)](#)
  - [Australia Consumer Law](#)
  - [Tuition Protection Service – International Students](#)
  - [Tertiary Education Quality and Standards Agency](#)
  - [Fair Work Ombudsman](#)
  - [Overseas Students - Commonwealth Ombudsman](#)
  - [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)

### 3.3. UNIQUE STUDENT IDENTIFIER (USI)

Your USI (Unique Student Identifier) is your individual education number for life. It also creates an online record of your Australian training achievements.

You need a USI if you are:

- undertaking Nationally Recognised Training
- a higher education student seeking Commonwealth financial assistance (eg a HECS-HELP loan)
- a higher education student graduating in 2023 or beyond.

For detailed information on USI, please refer to the Unique Student Identifier [website](#).

## 4. STUDENT ORIENTATION

Student orientation is an imperative for all students as a basis for assisting them to achieve their learning goals and make satisfactory progress toward meeting the learning outcomes of their course at BBS. Therefore, all commencing students must ensure they are on campus for orientation.

BBS will ensure that all commencing students are systematically and adequately informed about the course and context of their studies, which includes familiarising them with campus life and providing them with relevant information about studying at BBS, such as various transition-support services.

### 4.1. PROCEDURES RELATING TO ALL STUDENTS

- a. Orientation takes place during the first week of a semester (called “Orientation Week”).
- b. Orientation consists of coordinated activities that help students become academically and socially ready for student life.
- c. Orientation activities provide students with social, academic, virtual connections, and information on services available to them at BBS.
- d. Students are:
  - i. advised of the dates and times of their orientation program through the enrolment notification;

- ii. advised that attendance at their orientation program is compulsory, that records of attendance are kept, and that non-attendance might affect their ability to engage effectively with BBS at some time in the future (e.g., during student complaints and appeals processes);
  - iii. emailed with details of their orientation program at least one week before enrolment and commencement of their program.
- e. Details of student orientation programs are advertised on the BBS website at least one week before commencement of a program.

## 4.2. ORIENTATION PROGRAMS TOPICS

A student orientation program addresses the following topics:

- a. Emergency, health, and legal services.
- b. BBS student emails account, log-in details, and address and phone number in Australia.
- c. Campus facilities, support services, and resources available.
- d. Enrolment information.
- e. Academic progress requirements, policies, and processes.
- f. Deferring, suspending, or cancelling enrolment by a student or by BBS.
- g. Library rules.
- h. Assessment requirements, policies, and processes.
- i. Student clubs, social activities, and safety information.
- j. Counselling and personal wellbeing services.
- k. Academic Integrity.

All students are provided with a Student Handbook, which includes crucial information covered during their orientation.



#### 4.3. PROCEDURES RELATING TO INTERNATIONAL STUDENTS

- a. In the letter of Confirmation of Enrolment (CoE), international students are informed of the expectation that they:
  - i. attend a registration session at the commencement of orientation;
  - ii. bring all documents required to complete confirmation of enrolment.
- b. International students who cannot arrive before orientation must notify an Administration Officer before arrival. Alternative arrangements for orientation might be considered.
- c. Enrolment status must be changed for international students who could not be contacted or did not arrive to commence their course of study.
  - i. Their Confirmation of Enrolment (CoE) must be cancelled.
  - ii. The Department of Home Affairs (Immigration and Citizenship) must be informed about their non-arrival.
- d. A new Letter of Offer and CoE must be issued to international students who want to defer their commencement to the next available study period.
- e. Additional orientation activities are organised for international students to:
  - i. familiarise them with life in Australia as a higher-education student;
  - ii. provide information concerning their visa requirements and student obligations under their visa conditions, including their course progression requirements.
  - iii. explain the nature of and requirements pertaining to Overseas Student Health Cover (OSHC).
  - iv. indicate any specific areas that require their attention as a result of differences between international and domestic students.

## 5. STUDENT CODE OF CONDUCT

BBS is committed to nurturing a safe, supportive, and welcoming environment for student's personal and academic growth. The Student Code of Conduct provides guidelines for appropriate standards of behaviour and forms the basis for BBS's relationship with the students.

The primary principles that underpin the Student Code of Conduct are:

- a. BBS must inform its students of appropriate behaviour to promote an environment of mutual respect and positive wellbeing.
- b. Students must read this code of conduct and agree in writing to the terms of the code.
- c. Breaches of this code must be addressed in accordance with the *Non-Academic Misconduct Policy and Procedures*.
- d. Students must have the right to appeal against the penalties imposed in accordance with the *Student Complaints and Appeals Policy and Procedures*.

### 5.1. PERSONAL CONDUCT

- a. Students must
  - i. show courtesy and respect to others.
  - ii. treat other students and staff without discrimination.
  - iii. refrain from conduct perceived as bullying, intimidation, or harassment.
  - iv. avoid behaviour detrimental to the reputation of BBS.
  - v. act in a safe and proper manner on BBS premises so as not to affect the working environment of others or cause injury or harm to others.
  - vi. ensure that BBS property, facilities, and services are used appropriately.
  - vii. respect the privacy of others and not disclose confidential information.
  - viii. minimise the environmental impact of any actions they take as BBS students.
- b. Instructions given by BBS staff must be observed.
- c. Students must not use offensive language or display abusive behaviour.
- d. Students must read and comply with BBS policies and procedures.
- e. All official correspondence from BBS, including emails, must be read and assistance sought if the content is not understood.

- f. BBS computers/laptops available to students must be used for course purposes only. For instance, playing computer games, using computer chat, and listening to music that is not related to BBS courses is prohibited.
- g. Using staff computers, other students' computers/laptops, and others' computer login credentials is prohibited.
- h. Internet use must be limited to course/study purposes only. For instance, viewing harmful/offensive material, racist material, and pornography is prohibited.
- i. Students must not install unauthorised software or files on BBS computers/laptops.

## 5.2. ACADEMIC CONDUCT

- a. Students must act with integrity, dignity, and respect.
- b. Students must contribute to the creation of a positive, supportive learning environment.
- c. Students must read and comply with unit and course requirements.
- d. Students must monitor their academic progress and seek assistance if needed.
- e. Students must be aware of their enrolment status, enrolment fees, and payments.
- f. Unless there are good reasons (e.g., illness), students must attend scheduled classes.
- g. During class, using a laptop computer, tablet, mobile phone, or smart watch for non-class purposes is prohibited.
- h. Students must comply with all instructions given in relation to items of assessment.
- i. Unless exceptional circumstances arise, assessment tasks must be submitted on time.
- j. Students must refrain from behaviour that may unfairly disadvantage other students.
- k. Plagiarism, collusion, cheating, contract cheating, or falsifying information is prohibited. Students must produce original work and seek assistance if needed.
- l. Disrupting a learning environment is prohibited.
- m. Students must provide feedback on their learning experience through a student survey conducted every semester.

### 5.3. GENERAL CONDUCT

- a. Students must comply with all relevant Local, State, and Federal laws, prescribed requirements, and statutes.
- b. Use of alcohol or drugs is prohibited on BBS premises.
- c. Smoking or vaping on BBS premises is prohibited.
- d. Possession or use of a weapon on BBS premises is prohibited.
- e. In addition to the obligations arising from this code of conduct, students must comply with all other BBS policies, procedures, rules, and regulations.

### 5.4. COMPLIANCE WITH THE CODE OF CONDUCT

- a. BBS encourages students to pursue excellence in everything they do.
- b. BBS encourages respect and integrity in relation to self and others within and outside BBS premises.
- c. BBS encourages students to contact BBS staff if they are unsure about interpreting or applying this code of conduct.
- d. Failure to comply with this code of conduct will be addressed as misconduct. Students may be subject to disciplinary action according to the *Non-Academic Misconduct Policy and Procedures*.
- e. Students have the right to access assistance and support services in case of student misconduct.
- f. This code of conduct may not address all possible matters regarding student conduct. It provides students with guidelines in terms of their relationships with BBS staff and other students while undertaking their studies.

## 6. STUDENT COMPLAINTS AND APPEALS

The Student Complaints and Appeals Policy and Procedures establish the principles and framework to provide a fair, timely, and effective system for addressing student complaints and appeals at BBS.

They also set out what must be done to resolve student complaints and appeals if objective, unbiased decisions from BBS are to be achieved and students are to have the best possible outcomes.

Students have the right to lodge complaints and appeal decisions about academic and non-academic matters relating to their educational experience at BBS.

BBS is committed to treating all complaints seriously and respecting the rights and privacy of all involved parties in its dealings with student complaints and appeals.

### 6.1. TYPES OF COMPLAINTS AND APPEALS

#### **ACADEMIC MATTERS**

- a. admission, enrolment, and academic progression
- b. credit or recognition of prior learning (RPL) decisions
- c. unit delivery and course content
- d. assessments, assessment results, and unit grades
- e. teaching and learning resources and support
- f. teaching quality, qualifications, and experience of teachers
- g. academic integrity

#### **NON-ACADEMIC MATTERS**

- a. resources and facilities
- b. fees, fines, refunds, and other financial matters
- c. breaches of the Student Code of Conduct
- d. discrimination, harassment, and bullying
- e. critical incidents
- f. health and wellbeing

## 6.2. COMPLAINTS AND APPEALS RESOLUTION PROCEDURES

All student complaints and appeals must be addressed through the following processes:

### **Step 1 – Informal Resolution**

- i. Students are encouraged to speak directly with the person concerned and to attempt to resolve the matter informally within ten (10) working days of the issue occurring.
- ii. If a student is uncomfortable approaching the person, they may seek the support of a staff member or student representative to mediate the conversation.
- iii. Both students and staff are responsible for discussing the matter for resolution in good faith to reach a mutually agreeable outcome within five (5) working days of the issue being raised.
- iv. If required, staff may seek advice from other BBS staff.
- v. Staff must inform the Student Wellbeing Officer as soon as practicable if the matter is not suitable for informal resolution.
- vi. A student may lodge a formal complaint in writing to BBS if they are not satisfied with the outcome of the informal resolution. This must be done within five (5) working days of receiving the outcome.

### **Step 2 – Formal Complaint**

- i. If the issue is not suitable for informal resolution, the student can lodge a formal complaint by completing the Student Complaint Form and submitting it within twenty (20) working days from the first occurrence of the matter.
- ii. A Student Wellbeing Officer must be available to help students with lodging a complaint.
- iii. A complaint lodged after twenty (20) working days from the first occurrence of the matter usually will not be accepted unless the student can demonstrate unexpected or extenuating circumstances (such as death, serious medical injury or condition, or other significant circumstances beyond the student's control) that prevented their submitting the complaint by the deadline.
- iv. The completed Student Complaint Form must outline the nature of the complaint, what the student had done to resolve the issue informally, and the outcome they

desire. Evidence must also be provided to assist in reaching a fair and equitable outcome.

- v. Where a student has attempted to resolve a complaint informally, the time for lodging the formal complaint must commence after any outcome of that informal process. No student must be disadvantaged by attempting an informal resolution of the complaint.
- vi. A Student Wellbeing Officer must ensure the complaint is entered into the Complaints Register and then referred to the person most appropriate to address the complaint.
- vii. Depending on the nature of the complaint, the academic issues must be directed to the Dean, and the non-academic issues must be directed to the Administration and Human Resources Manager. The Dean (academic) and/or the Administration and Human Resources Manager (non-academic) must explain to the student the way in which their complaint will be addressed.
- viii. The student may seek the assistance of a Student Representative if they need advice or support in preparing the formal complaint.
- ix. Within five (5) working days of receiving a student's formal complaint, the student must be provided with a written acknowledgement of receipt of their complaint and advised of the timeframe for review of their complaint.
- x. The Dean (Academic) and/or the Administration and Human Resources Manager (non-academic):
  - a. must promptly commence assessment of a student complaint;
  - b. consider the complaint, including all relevant documentation, and finalise the outcome within twenty (20) working days from receipt of the complaint.
- xi. If a conflict of interest exists, the Chair of the Academic Board (academic) or the Chair of the Board of Directors (non-academic) must determine an appropriate alternative process.
- xii. The student must be given an opportunity to formally present their case face-to-face to the person handling the complaint. The student may ask for a support person to accompany them to the meeting.
- xiii. The student must be notified in writing of the outcome within five (5) working days of the decision being made. The notification advice must state that the student has

a right to appeal the decision within 20 working days from the date of the letter of notification. The student must also be provided with a full explanation of the decision in writing.

- xiv. In case the resolution of the complaint takes longer than 20 working days, the student must be notified in writing of the reasons for the delay and the expected timeframe to reach a decision.
- xv. BBS must promptly implement any decision and corrective or preventive actions following the outcomes of a complaint-resolution process.
- xvi. The outcomes of a complaints-resolution process must be recorded in the Complaints Register and the student's file.
- xvii. Formal complaints and appeals must be resolved without charge to the student.
- xviii. The student is responsible for remaining enrolled during the resolution process. BBS must also maintain the student's enrolment throughout the resolution process.
- xix. If the outcomes of a complaints-resolution process result in the cancellation or suspension of an international student's enrolment, BBS must report this outcome to the Department of Home Affairs, but not until any internal review, external review, and appeal processes undertaken by the student have been exhausted.

### **Step 3 – Internal Appeal**

- i. If the student is not satisfied with the initial outcome of a formal complaint, they may appeal in writing to a person senior to the person who handled the complaint. If the complaint is about the Chief Executive Officer, then the student may appeal in writing to the Chair of the Board of Directors. If the complaint is about the Dean, then the student may appeal in writing to the Chair of the Academic Board.
- ii. The student must provide genuine reasons for seeking a review of the decision and submit evidence to show that grounds for an appeal exist.
- iii. Grounds for appeal of a decision could be new evidence not known to the student before making the complaint or an alleged irregularity of procedure in making the decision.



- iv. Within five (5) working days of receiving a student's appeal of a complaint decision, the student must be provided with a written acknowledgement of receipt of their appeal and advised of the timeframe for review of their appeal.
- v. A Student Wellbeing Officer must check that the documentation is correctly completed and contains all required supporting evidence before referring them to the relevant staff member.
- vi. The staff member to whom the appeal is referred must promptly commence the assessment of the appeal.
- vii. The staff member to whom the appeal is referred must promptly consider the appeal, including all relevant documentation, and finalise the outcome within twenty (20) working days from receipt of the appeal.
- viii. The student must be given an opportunity to present their appeal face-to-face to the staff member handling the appeal. The student may ask for a support person to accompany them to the meeting.
- ix. The student must be notified in writing of the outcome within five (5) working days of the decision being made. The notification advice must state that the student has a right to appeal the decision to an external agency within 20 working days from the date of the letter of notification. The student must also be provided with a full explanation of the decision in writing.
- x. In case the resolution of the appeal takes longer than twenty (20) working days, the student must be notified in writing of the reasons for the delay and the expected timeframe to reach a decision.
- xi. BBS must promptly implement any decision and corrective or preventive actions following the outcomes of an appeal process.
- xii. The outcomes of an appeal process must be recorded in the Complaints Register and the student's file.
- xiii. If an appeal results in the cancellation or suspension of an international student's enrolment, BBS must report this outcome to the Department of Home Affairs, but not until external review and appeal processes have been exhausted.

#### **Step 4 – External Appeal**

- i. If a student is not satisfied with the proposed resolution from the Internal Appeal, they can request the matter be dealt with externally. BBS will provide the contact details of the external appeal avenues on the written notification of the internal appeal outcome. An External Appeal must be made within twenty (20) working days of the notification of the outcome of the Internal Appeal.
- ii. Students have several avenues for an external review. For a review of the decision, the student may seek, at first instance, mediation of the decision through the Resolutions Institute's Student Mediation Scheme. If they are unsuccessful, they can then seek an expert determination through the Resolution Institute's Expert Determination Scheme. Both are at no cost to the student.
- iii. If the mediation is successful to the student's satisfaction, BBS must complete any actions following the resolution within twenty (20) working days. Any delay must be explained to the student. The additional time needed for completion must be indicated to the student.
- iv. Failing a satisfactory outcome for the student, they may pursue Expert Determination with the Resolution Institute further. Additional details about each process can be found at the website of Resolution Institute at <https://www.resolution.institute/>.
- v. The student's enrolment must be maintained during External Appeal. Once the External Appeal is completed, the outcome must be entered into the Complaints Register and recorded on the student's file.
- vi. If an appeal results in the cancellation or suspension of an international student's enrolment, BBS will report this to the Department of Home Affairs but not until the external review processes have been completed.

### 6.3. FURTHER OPTIONS

As an alternative to the external review processes outlined above, students may consider the option of making a complaint to a relevant regulator or another body about BBS's decision making and complaints-resolution processes. Some options include, but are not limited to:

- i. Australian Human Rights Commission for discrimination, sexual harassment, victimisation, and vilification.
- ii. Victorian Equal Opportunity & Human Rights Commission for discrimination, sexual harassment, victimisation, and vilification.
- iii. Administrative Appeals Tribunal for FEE-HELP/HECS-HELP, intellectual property rights, and matters relating to competition and consumer legislation.
- iv. Australian Competition and Consumer Commission (ACCC) for FEE-HELP/HECS-HELP, intellectual property rights, and matters relating to competition and consumer legislation.
- v. Consumer Affairs Victoria for refunds, contracts such as Letter of Offer and Terms and Conditions of Enrolment.
- vi. Worksafe Victoria for campus safety.
- vii. Victorian Civil and Administrative Tribunal (VCAT) for privacy breach and refunds.
- viii. TEQSA for Higher Education Standards, ESOS, and National Code compliance.

### 6.4. WITHDRAWAL OF COMPLAINTS AND APPEALS

- i. The student may withdraw a complaint or appeal at any time during the resolution process.
- ii. The withdrawal must be made in writing.
- iii. The student must receive a written acknowledgement of the withdrawal of the complaint or appeal within five (5) working days.
- iv. The matter will be concluded and deemed to be resolved. The outcome must be entered into the Complaints Register and recorded on the student's file.

## 7. BBS POLICIES AND PROCEDURES

Listed below is a selection of Policies and Procedures that are relevant to this document. To view all BBS's Policies and Procedures, please visit [our website](#).

<a href="#">Academic Freedom and Free Intellectual Enquiry Policy</a>	<a href="#">Fraud and Corruption Control Policy and Procedures</a>
<a href="#">Academic Progression and Student-at-Risk Policy and Procedures</a>	<a href="#">Health and Safety Policy and Procedures</a>
<a href="#">Admission Policy and Procedures</a>	<a href="#">International Student Transfer Between Registered Providers Policy and Procedures</a>
<a href="#">Assessment Policy and Procedures</a>	<a href="#">Library Policy</a>
<a href="#">Awards Issuance and Graduation Policy</a>	<a href="#">Marketing and Student Recruitment Policy</a>
<a href="#">Conflict of Interest Policy</a>	<a href="#">Privacy Policy</a>
<a href="#">Course Discontinuation and Teach-Out Policy and Procedures</a>	<a href="#">Records Management Policy</a>
<a href="#">Course Monitoring and Review Policy and Procedures</a>	<a href="#">Risk Management Policy and Framework with Risk Register</a>
<a href="#">Credit and Recognition of Prior Learning Policy and Procedures</a>	<a href="#">Scholarly Activity and Professional Development Policy</a>
<a href="#">Critical Incident Management Policy and Procedures</a>	<a href="#">Staff Code of Conduct</a>
<a href="#">Delegations Policy</a>	<a href="#">Student Academic Integrity Policy and Procedures</a>
<a href="#">Delegations Register</a>	<a href="#">Student Code of Conduct</a>
<a href="#">Discrimination, Bullying, Harassment, and Sexual Misconduct Policy</a>	<a href="#">Student Complaints and Appeals Policy and Procedures</a>
<a href="#">Diversity, Equity, and Inclusion Policy</a>	<a href="#">Student Fees and Refund Policy and Procedures</a>
<a href="#">Enrolment Policy and Procedures</a>	<a href="#">Student Non-academic Misconduct Policy and Procedures</a>
<a href="#">External Referencing and Benchmarking Policy and Procedures</a>	<a href="#">Student Orientation Policy and Procedures</a>
<a href="#">Feedback Policy and Procedures</a>	<a href="#">Student Wellbeing and Support Policy and Procedures</a>
<a href="#">First Nations Peoples Policy</a>	<a href="#">Student Deferment Suspension and Cancellation of Enrolment Policy and Procedures</a>

## 8. IMPORTANT CONTACT DETAILS

### 8.1. BBS EMERGENCY POINT OF CONTACT FOR STUDENTS

BBS Staff	Position	Contact Details
Mr Sanjeev (Sunny) Gill	Chief Executive Officer	Email: <a href="mailto:sunny.gill@thebbs.edu.au">sunny.gill@thebbs.edu.au</a> Phone: 1800 955 808
Dr Asheley Jones	Dean	Email: <a href="mailto:asheley.jones@thebbs.edu.au">asheley.jones@thebbs.edu.au</a> Phone: 1800 955 808
Dr Segu Zuhair	Course Coordinator (BAcc)	Email: <a href="mailto:segu.zuhair@thebbs.edu.au">segu.zuhair@thebbs.edu.au</a> Phone: 1800 955 808
TBA	Student Wellbeing Officer	Email: <a href="mailto:wellbeing@thebbs.com.au">wellbeing@thebbs.com.au</a> Phone: 1800 955 808

### 8.2. OTHER IMPORTANT CONTACTS

Services	Contact Details
Ambulance, Fire, and Police	Call (000)
COVID-19 Pandemic Assistance	Call (1300 650 172) <a href="https://www.dhhs.vic.gov.au/coronavirus">https://www.dhhs.vic.gov.au/coronavirus</a>
Victorian Ombudsman	Call (0409 936 235) <a href="https://www.ombudsman.vic.gov.au/">https://www.ombudsman.vic.gov.au/</a>
Tertiary Education Quality Standards Agency (TEQSA)	Call (1300 739 585 or 0437 390 024) <a href="https://www.teqsa.gov.au/">https://www.teqsa.gov.au/</a>
Department of Home Affairs	Call (131 881 - In Australia, +61 2 6196 0196 - Outside Australia) <a href="https://immi.homeaffairs.gov.au/">https://immi.homeaffairs.gov.au/</a>
Victoria Legal Aid	Call (1300 792 387) <a href="https://www.legalaid.vic.gov.au/">https://www.legalaid.vic.gov.au/</a>
Australian Taxation Office	<a href="https://www.ato.gov.au/">https://www.ato.gov.au/</a>
Mental Health Support	<a href="https://www.mhvic.org.au/getting-help">https://www.mhvic.org.au/getting-help</a>
Fair Work Ombudsman	Call (13 13 94) <a href="https://www.fairwork.gov.au/">https://www.fairwork.gov.au/</a>