RTO Policies and Procedures

SKILLWISE TRAINING

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PP1.1 – Training and Assessment Strategy

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.1
Responsibility	Training Manager, CEO
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to support the development of training and assessment strategies to ensure:

- training and assessment is consistent with training product requirements as outlined on the National Register including meeting packaging rules and any pre-requisite requirements.
- the allocated mode of delivery is appropriate for the skills and knowledge being delivered and considers the needs of the VET student using appropriate training techniques, activities and resources.
- training is structured and paced to enable Students to attain skills and knowledge incrementally prior to their assessment.
- sufficient training time is allocated to allow Students consolidate skill and knowledge development in varied context before they are assessed.
- work-integrated learning, work placements or other community-based learning is incorporated (where required) at the appropriate stage of training with suitable support arrangements.
- assessment is fit-for-purpose and consistent with the training product and is timed to occur when the related training is complete.
- consistent application of quality assurance activities during the development, approval and review process.

2. Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Accredited course means a nationally recognised course accredited by vocational education and training regulators (or delegates) and developed to meet training needs not addressed by existing training packages. Most accredited courses are identified by a training product code beginning with "NAT" such as NAT12345678. These courses are privately owned, and a licence or evidence of permission must be obtained from the course owned before these courses can be added to scope and delivered.

Training (Competency-based training) means the process and actions of incrementally teaching a person particular skills, knowledge and attitudes to perform a task required by a unit of competency and to prepare the person for assessment. Training is usually delivered by a Trainer and where appropriate may also be delivered using self-directed methodologies such as online, distance or in the workplace.

Training and assessment strategy means information (usually a document) that describes the approach or method adopted by a registered training organisation in relation to training and assessment designed to enable students to meet the requirements of a training product or accredited course.

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

TAS means Training and Assessment Strategy.

3. Policy statement

Skillwise Training Pty Ltd will ensure that we have current training and assessment strategies for all training products on our scope of registration. These strategies are consistent with the requirements of the relevant training package and enable each student to meet the requirements for each unit of competency with training that is structured to support students to progress, providing sufficient time for instruction, practice, feedback, and assessment. A training and

assessment strategy will be developed and maintained for every course where there is a different mode of delivery, different delivery duration or structure or where the needs of the student require a varied delivery model.

The Training Manager has primary responsibility for training and assessment strategy development. The Training Manager may delegate or outsource this work as priorities demand but retains primary responsibility.

3.1 Training and Assessment Strategy Content

Each training and assessment strategy must include:

i. The **target training product** code and title. This means that all qualification or unit of competency training product codes and titles should be clearly identified in accordance with how they appear in the national training package.

ii. Identify the **core and elective units** of competency and provide any rationale about alignment with the qualification packaging rules (where appropriate).

iii. Description of the **target student cohort** for the relevant training product, including:

- who they are (employment status, reason for learning, etc)
- reason for learning
- expected pre-existing knowledge and skills
- related industry experience

iv. The **entry requirements** for the training product, including:

- requirements set by the relevant training package or accredited course
- local requirements set by Skillwise Training Pty Ltd such as being an existing worker or holding specific units of competency or qualification, minimum age, etc
- licensing, legislative or regulatory requirements
- language literacy and numeracy requirements

v. The high-level **training delivery arrangements**, including:

- mode of delivery, such as face-to-face at RTO premises, face-to-face at workplace, online, distance or blended delivery method
- duration of the course in weeks or hours

- unit delivery structure and sequence including an outline of unit clustering where this design technique is used
- pre or co-requisite units of competency
- target student cohort group size (min / max)
- student / trainer ratio for theory / practical training and assessment
- training techniques and activities to engage and involve students and enable them to build skills and knowledge to cater to diverse and varied learning needs, styles and preferences.
- work placement commitment and supporting arrangements (if relevant to the training product)
- support arrangements for students with different learning needs
- rationale for how the training design and delivery enables students to build the skills, knowledge and prepare them for assessment

vi. **Description of the training modes**, including:

- identify each training mode separately and giving a description of each regarding the training techniques and activities that will be delivered.
- explain the time that will be allocated to the delivery of each mode including training that is supervised and non-supervised.
- explain the general training content that will be delivered in each mode such as a focus of practical skills in face-to-face training and theoretical knowledge delivered using non-supervised training modes.
- if relevant, explain the allocated trainer ratio for each training mode to highlight to level of supervision and engagement to be achieved.
- If relevant, explain how each training mode will be coordinated such as referring to the course program or using a learning management system to distribute learning material and to communicate with students.

vii. **Description of the assessment methods**, including:

- Identify each method of assessment that will be used across all units of competency being delivered over the course duration. Try to keep these simple and consider how these assessment methods will fit into the structure of the course and the allocated

mode of delivery. It is recommended that assessment methods be allocated and describe using the following categories:

- Supervised assessment, such as:
  - Practical observation, including:
    - Task demonstration
    - Role play
    - Team activities
    - Presentation
    - etc
  - Knowledge examination, including:
    - Supervised knowledge assessment
    - Verbal question and answer
    - Professional discussion
    - etc
- Non-supervised assessment, such as:
  - Work projects
  - Assignments
  - Evidence portfolios
  - Online assessment task
  - Workbook activities
  - Workplace logbook
  - etc

- If relevant, explain how each **assessment method will be coordinated** such as referring to the course program or using a learning management system to distribute assessment tasks to and communicate with students.

- Explain the expectation for assessors to **brief students on the assessment** tasks. This may include the minimum requirements for the assessment briefing that must be addressed and the timing of the assessment briefing before the assessment is due. This alleviates the need to repeat this throughout all assessment tools.

- Explain the requirement for **recording and reporting assessment**. This should specify the expectation for assessors to record evidence that demonstrates their judgement of the student's performance and the timings for reporting that must be complied with. This information will need to compliment the arrangements for assessment quality control.

- Explain the **reassessment guidance**. This information will need to compliment the assessment policy arrangements.

- Explain any **reasonable adjustments** that can and should be applied to the assessment particularly taking into consideration the target student. As an example, if the student is an existing worker and their current work compliments the training and assessment, the student may be invited to use the context from their existing workplace in responding to assessment tasks. Of course, reasonable adjustments may also apply to the student's individual needs which can be allocated on a case by case basis.

- Identify any **industry benchmarks for assessment** such as industry standards or codes of practice that inform how work should be performed.

viii. **Training and Assessment Time Allocation** will describe the complete hours allocated for both supervised and non-supervised training and assessment. This must comply with the following guidelines:

- the activities are comprised of actual training and assessment tasks which the candidate is required to complete including research and providing written responses.

- simply watching videos or reading is not sufficient training and this content must be supported by actual activities which seek to confirm the learning and allow for the practice of skills.

- if training activities are not compulsory, these should not be allocated any hours. For training activities to be valid, they must be compulsory and completed by the student and submitted to the trainer where they will be reviewed to monitor the student's progress.

- non-supervised training activities must align directly with the requirements of the units of competency and focus on deepening the student's knowledge and skills relating to the task requirements.

- the time allocated for non-supervised training activities must be proportionate to the volume and complexity of the activities being undertaken. Avoid allocating overly inflated hours that are not supported by the actual activities which are being administered.

- time allocated to non-training and assessment activities such as breaks, holidays, graduation, etc should not be allocated time in this section. As an example, if a student attends the training premises for 8 hours (9 am to 5 pm) and takes a total of 1 hour in breaks, only 7 hours will be allocated to training and assessment.

- the completed supervised and non-supervised training and assessment documents are to be retained by Skillwise Training Pty Ltd to verify the completion of these activities according to the time allocated.

- the time allocated to supervised and non-supervised training must be sufficient to allow for the completion of the allocated training activities considering the number of students and trainers, and access to equipment and resources. The time allocated must also allow time for students to incrementally develop their skills and be able to practice these skills with the opportunity to receive feedback from the trainer before they are assessed. Course structure and time allocation that does not allow for sufficient training will not be endorsed for implementation.

- The time allocation must include a calculation of the total supervised and non-supervised training and assessment in hours and a total time allocation overall.

- provides a justification or rationale for the time allocated to supervised and non-supervised training taking into consideration the existing skills and experience of the target student cohort, efficiencies in the mode of delivery and where the full qualification may not need to be delivered due to units of competency which can be awarded through credit transfer or RPL

ix. The **facilities, resources and equipment requirements** including:

- specifying learning resources (textbooks, handouts, Internet references, presentations, et cetera)

- describe the assessment tools (assessor instructions, mapping documents, student instructions, et cetera)

- describing the minimum requirements for trainers and assessors including the arrangements for students to have access to trainers and assessors

- facilities in support of theory and practical training and assessment considering the requirements of each unit of competency Assessment Conditions

- resources and equipment include all resources and equipment and their required quantities for the planned number of students considering the requirements of each unit of competency Assessment Conditions
- consumable items and the quantity based on the planned number of students (these are non-durable items such as food, rubber gloves, timber, et cetera that are consumed during learning and assessment). Consider including some guidance about how these consumables will be replenished and stock levels managed.
- a plan for ensuring the ongoing suitability and safety of the facilities, resources and equipment
- justification for how the necessary facilities, resources and equipment to deliver the training were identified (consider training product requirements, feedback from industry, trainers, employer and students, requirements of the student cohort, number of students enrolled and mode of delivery)

x. The **work placement requirements** (if applicable), including:

- organising responsibility noting that it is always the training organisations responsibility to organise work placement. This responsibility can never be handed over to the student. The student may have a workplace in mind already and they can certainly nominate this workplace which would need to be verified by Skillwise Training Pty Ltd
- the resources and facilities required to ensure students safely learn and practice all requirements including a description of how this will be verified for each workplace
- work placement agreement in relation to each individual student outlining the responsibilities of all parties to the agreement and specifying the level of supervision and the type of tasks that students will need to perform
- dress and personal equipment of the student participating in the work placement
- time requirements based on the minimum training package requirements and in alignment with the course structure and program
- minimum attendance pattern to achieve the requirements of the training package and to complete all relevant learning and assessment activities
- student orientation and induction requirements to ensure the student is both productive and safe whilst at the workplace
- volunteer insurance if applicable to the student situation
- supervision arrangements including relevant experiences required by supervisors

- risks associated with the planned work placement and the mitigation strategies put in place (this may refer back to the relevant risk register)
- scope of work (tasks) to be performed which align with the requirements of the unit/s of competency relevant to the work placement
- third party evidence requirements and how this evidence will be collected considering the workplace work tempo and staff commitment
- monitoring and reporting arrangements including consideration of who to contact in the case of emergency or the student failing to attend
- workplace logbook and the responsibility for the completion of this and the requirement for it to be submitted as complete and marked by the assessor
- statutory requirements such as working with children checks which must be completed prior to the work placement commencing

xi. Describes the **process for review of the strategy** including how the review will occur, the data to be collected, who should be involved and the timeframe for the review. Data for the review can be sourced from the following activities:

- student surveys
- feedback from trainers and assessors
- industry consultation
- post-assessment validation
- complaints or appeals

xii. The following **annexes** are recommended:

- Annex A – Course Program, including:
  - supervised training activities (theory and practical) identified for each unit of competency showing when these are scheduled over the course duration. These activities should align with you allocated mode of delivery. These should be described to show the topic or task that is the subject of the training.
  - non-supervised training activities (online learning, self-paced learning, workplace learning) identified for each unit of competency showing when these are scheduled over the course duration. These activities should align with you allocated mode of delivery. These should be described to show the topic or task that is the subject of the training.

- supervised assessment tasks (theory and practical) identified for each unit of competency showing when these are conducted over the course duration.
- non-supervised assessment events and tasks (projects, assignments, portfolios) identified for each unit of competency showing when these are issued and are due over the course duration.
- shows how the VET student will complete all learning activities before they are expected to demonstrate their knowledge and skills in assessment
- reflects the sequencing of units of competency and displays how learning and assessment activities for each unit of competency may link or overlap in parallel activity
- shows any block activities such as work placement, field trips, term breaks, et cetera
- shows how the time is allocated to training and assessment and shows how the learning and assessment activities are sequenced and structured over the course duration.

- Annex B – Facilities, Resources and Equipment Inventory (or saved separately)
- Annex C – Trainer Matrix (or saved separately)
- Annex D – Record of industry consultation (or saved separately) that informed the development of the training and assessment strategy, including:
  - the persons or organisations engaged with
  - the details of the engagement such as dates and contact details
  - the purpose of the consultation
  - the outcomes of industry engagement focusing on:
    - Providing qualifications, courses, or skill sets that align with the skill and knowledge requirements of industry, employers, and the community.
    - Designing the most relevant electives for the training program, adhering to applicable training product packaging rules.
    - Reviewing and validating foundational skill requirements and course entry criteria.

- Ensuring your trainers and assessors possess the necessary skills and knowledge.
- Selecting the appropriate mode of delivery, training methodologies, and activities.
- Determining the required training duration to enable students to develop skills to industry standards.
- Implementing assessment strategies, resources, and practices that meet industry expectations.

- **Please note**. Outcomes of industry engagement that you list within the training and assessment strategy, or associated documents should be able to be demonstrated as having been implemented within the course including being able to provide evidence of this. Listing outcomes which have not been actually implemented is likely to result in a compliance problem. Please refer to the policy and procedure on industry engagement.

4. Considerations

4.1 Qualifications and Short Courses. The training and assessment strategy must be fit for purpose. A strategy in support of a qualification will require more detail and a strategy for a short course will require less detail. When you are commencing the process to start documenting the strategy, be sure to select the correct template to begin with. There are two options. One template for a full qualification and one template for a unit only or short course. Feel free to mix and match as needed.

4.2 Training before assessment. One critical concept to apply to the considerations for developing training and assessment strategies and particularly the sequence and structure of learning and assessment activities is that training must come before assessment. It is easy to fall into the trap due to time and resource constraints to introduce assessment too early before the student has had the opportunity to properly learn, practice and develop their skills with the benefit of feedback from the trainer. As a guiding consideration, during the allocation of learning activities and assessment tasks in the course program, students should not be required to commence any practical or performance assessment before they have completed the relevant training in the unit of competency. This will often mean that students are undertaking this performance assessment parallel to learning other skills. Some flexibility can be applied regarding any written work such as non-supervised knowledge assessment, assignments or projects. It is reasonable to issue students with these written submission activities early in the unit so that the student can commence and work on these in their own time as their confidence allows. These items of

work should not be required for submission until well after the training for the unit of competency has completed.

4.3 Training aligning with Assessment. Following on from the above point in relation to the sequencing of training with assessment, it is also critically important that students are not expected to demonstrate their ability to perform tasks in assessment before they have had the opportunity to practice these specific skills with feedback from the trainer before assessment. Training particularly in relation to complex skills should be incremental allowing the student to develop these skills progressively. Training should include appropriate training techniques and opportunities for trainers to engage with students to provide feedback. It is not valid or compliant to expect the student to demonstrate their ability in assessment without the opportunity to engage in appropriate and sufficient training.

5. Procedure

Steps		Person/s responsible
5.1 Developing a Training and Assessment Strategy		
1.	**Confirm any licencing or certification requirements** that may apply to the relevant strategy being developed. This should include engaging with licencing or certification authorities to determine how the proposed training will be delivered within the licencing pathway and the requirements for approval. Do students need to meet any eligibility requirements for the licence that needs to be included as an entry requirement? Is there specific learning or assessment that needs to be included to support the licencing pathway? Record findings within the Course Concept Sheet in summary.	Training Manager
2.	**Undertake industry engagement** in respect of the planned course delivery to ensure that the planned training is relevant to the needs of industry (ref to *PP1.2-Industry Engagement*). Record findings within the Course Concept Sheet in summary.	Training Manager
3.	**Select and analyse the proposed training products.** Select the units of competency for inclusion into the course. This should be informed by feedback from industry, the qualification rules, the availability of commercial learning resources and	Training Manager

Steps		Person/s responsible
	assessment tools and the competency of your available trainers to deliver the units. Once you have made the selection of units, analyse the training package requirements to understand how these requirements will inform the development of the training and assessment strategy including the following: a. the qualification framework rules; b. pathway qualification to and from; c. mandatory entry requirements; d. mandatory pre/co-requisites; e. mandatory work placement requirements; f. mandatory trainer or assessment requirements; g. performance evidence requirements; h. common knowledge evidence requirements; i. unit of competency assessment conditions; and j. equipment, resource, facility requirements. At the end of this analysis, update the final unit selection taking everything into account. Consider the selection of some additional units as electives that may be substituted to meet specific industry and student needs. Record findings within the Course Concept Sheet in summary.	
4.	**Investigate options for commercially available learning materials and assessment tools**. Unless you are developing the learning material and assessment tools internally, these will need to be purchased through a commercial supplier of which there are many. Undertake searches online to identify the available supplies, prepare a comparison document that records the available units of competency from each supplier, the cost, warranty, availability, format of supply, licence restrictions, arrangements to receive an update in case the training product is superseded, and finally the level of customer service. Request a sample from each supplier so that this can be reviewed and compared	Training Manager

Steps		Person/s responsible
	for quality and compliance. Make a recommendation to the Chief Executive Officer. Do not purchase unless authorised by the CEO. Record findings within the Course Concept Sheet in summary.	
5.	**Facilities, resource and equipment planning**. When reviewing commercial learning resources and assessment tools, identify the specific facilities, resources and equipment requirements to support the implementation of the learning and assessment. Systematically catalogue this information to assist with resource planning and the development of a detailed equipment and resource lists. This information can be combined with the analysis of the individual training products where the requirements of the assessment conditions will have already been considered and a comprehensive facility, resource and equipment plan can be developed. Record findings within the Course Concept Sheet in summary.	Training Manager
6.	**Undertake an analysis of the target student** to identify their existing worker status, expected pre-existing knowledge or skills, entry level to the planned training product, availability to participate in the training and assessment, motivation for undertaking the course, access to required technology and geographic location, likelihood of RPL or credit transfer, student support requirements, likely access to required equipment and availability to commence the training. Record findings within the Course Concept Sheet in summary.	Training Manager
7.	**Determine course structure and unit sequence**. Undertake an analysis of the unit of competency and where there are common or shared tasks common knowledge or skills to determine if the units should be clustered together for delivery or delivered individually as unit by unit. If you are using commercial learning resources and assessment tools these will usually be designed unit by unit. Next, make a list of the units of competency and place them in the preferred sequence of delivery. The purpose of doing this is to establish a logical learning sequence appropriate to the course being	Training Manager

Steps		Person/s responsible
	delivered. This should consider concepts such as “simple to complex” or “foundation building” in the course development process. This means in simple to complex that you might commence with units of competency that include basic skills before leading up to units of competency with more complex skills. Foundation building means to prioritise the establishment of competency in the skills that lay the foundation to function in the workplace. As an example, you may prioritise competencies such as workplace safety, equity and inclusion, communication, infection control, teamwork, environment protection, etc. Seeking industry or subject matter expert input on unit sequencing decisions is valuable. Select the preferred course structure and unit sequence taking into account the options for the enrolment and delivery model and the preferred mode of delivery. Record findings within the Course Concept Sheet.	
8.	**Identify the enrolment and delivery model**. This should include consideration of the preferred enrolment model such as cohort or rolling enrolment, identification of the delivery model with regards to the course being either a “rolling enrolment” where an individual student can commence the course at any time or at designated entry points or “cohort enrolment” where a group of students will commence and progress together through the course. This will also consider if the student will be working synchronously (students working and progressing together) or asynchronous (students working and progressing individually). The enrolment and delivery model should be considered early before any development on the course as this can have a significant effect on the course design and development. The following article on enrolment models will inform this consideration (Enrolment Models). Select the preferred enrolment and delivery model taking into account the options for course structure and unit sequence and the preferred mode of delivery.	Training Manager

Steps		Person/s responsible
	Record the preferred approach within the Course Concept Sheet.	
9.	**Identify the mode of delivery.** Common modes of delivery options include; • delivering the course face to face at the Skillwise Training Pty Ltd delivery site / premises • delivering the course online where the student engages in a learning management system to access both learning and assessment • delivering the course via on-the-job training where the trainer will usually visit the student on a regular basis in the workplace to deliver training and undertake assessment • or a combination of all these options. Determining the mode of delivery considers many factors. It will consider the type of training being delivered primarily. Whether competencies are largely theoretical or cognitive skills based, these types of competencies are usually more suitable for delivering using online learning. Where competencies involve more practical skills or are equipment dependent, these competences are usually more suitable for face to face delivery. Other important considerations include the location and availability of students, the cost of training, the format of learning material, access to equipment and the availability of trainers and assessors. Select the preferred delivery mode taking into account the options for course structure and unit sequence and the preferred enrolment and delivery model. Record recommendations within the Course Concept Sheet.	Training Manager
10.	**Identify the course duration and allocation of hours for training and assessment**. Training and assessment activities may be supervised directly by the trainer, and some may be non-supervised conducted by the student	Training Manager

Steps		Person/s responsible
	either in the workplace or in their own time at home. Please refer to the guidance provided above in the policy section. The time required to achieve a qualification or unit can depend on a range of factors, including: • the size of the student cohort and the participation arrangements • the mode of delivery and the resources, technology platforms and facilities available • the expectations of industry, employers and/or the community • the breadth and complexity of the skills and knowledge to be acquired. • The cost of delivery and the student fees. Record recommendations within the Course Concept Sheet.	
11.	**Identify the training techniques** Based on the completed analysis of both the requirements of the training product including the skills and knowledge to be acquired and the analysis of the target student, identify the preferred training techniques to be used to develop the required knowledge and skills in students in preparation for assessment. Remember that students come from diverse backgrounds and possess varied learning needs, styles, and preferences. By employing a variety of training techniques, activities, and resources, we can address these differences effectively, leading to improved student outcomes. Effective training incorporates a wide range of techniques and activities designed to engage, inspire, motivate, and actively involve students, enabling them to develop skills and knowledge through multiple approaches. Please refer to the Training Policy and Procedure for an outline of different training techniques and approaches. Record recommendations within the Course Concept Sheet.	Training Manager

Steps		Person/s responsible
12.	**Identify the Assessment Methods** Based on the completed analysis of both the requirements of the training product including the Assessment Requirements and the analysis of the target student, identify the preferred assessment methods to be employed to assess competency. Identify each method of assessment that will be used across all units of competency being delivered over the course duration. Try to keep these simple and consider how these assessment methods will fit into the structure of the course and the allocated mode of delivery. Please refer to the guidance provided above in the policy section about assessment methods. Determine the most effective approach to ensure that the evidence submitted is authentically attributed to the student being assessed. This includes verifying that it has not been plagiarised or produced using artificial intelligence tools and genuinely reflects the individual's skills and knowledge. Record recommendations within the Course Concept Sheet.	Training Manager
13.	**Trainer ratio**. There is no guide or standard that relates to allocating a trainer ratio. A trainer ratio is simply a ratio of the number of trainers we allocate to the number of students for the delivery of learning and assessment. As an example, if we have one trainer to every 15 students, the ratio would be expressed as 1:15. The trainer ratio will be influenced by the type of training. Training that is more theoretical and cognitive based usually can allow a higher ratio. Training that is more practical involving micro skills would usually require a lower ratio therefore allowing for a greater level of supervision. The training ratio can also be influenced by the size of the training space. If the training space only allows for 10 students, then usually the ratio might be 1:10. An important consideration is basic time and space. If the time allocation requires the completion of a specific task within a limited time, the trainer ratio will influence the level of quality that is	Training Manager

Steps		Person/s responsible
	achieved in this activity. If a lower trainer ratio is allocated, the trainer will have usually more time to spend with each student. If a higher trainer ratio is allocated, the trainer will have less time to spend with each student therefore impacting on the quality of the activity. The strategy developer should consult with the Chief Executive Officer in determining the trainer ratio as the Chief Executive Officer is ultimately responsible for balancing training quality and efficiency with the needs of the business. Record recommendations within the Course Concept Sheet.	
14.	**Local entry requirements**. Skillwise Training Pty Ltd is permitted to implement any local entry requirement that it considers necessary to ensure that students entering the course have the required attributes to be successful in the course according to its design. Local entry requirements are distinct from training package entry requirements. Training package entry requirements are mandatory and are defined within the training package. Local entry requirements are allocated and administered by Skillwise Training Pty Ltd. Common local entry requirements may include requiring students to be an existing worker in a particular role, to hold a certain certification such as working with children or a police check, to be at a particular minimum age, to have access to certain equipment such as a computer, to have a minimum number of years of experience in industry, etc. These local entry requirements are often intended to compliment the mode of delivery for the course or the amount of training that has assumed a certain level of pre-existing knowledge and skills. Obviously, these local entry requirements should not infringe a person's legal rights. As an example, we could not make it a local entry requirement that persons undertaking the course must be a certain gender. Local enter requirements should be decided in consultation with the Chief Executive Officer as these local entry requirements may act as a barrier to entry into the course and prevent groups of otherwise suitable participants from undertaking the service with Skillwise Training Pty Ltd.	Training Manager

Steps		Person/s responsible
	Record recommendations within the Course Concept Sheet.	
15.	**Language, literacy, numeracy proficiency and digital literacy**. The language, literacy, numeracy proficiency and digital literacy requirements must be identified within the strategy to allow for a system for reviewing the skills and competencies of students prior to enrolment. This review must confirm that the applicant's language, literacy, and numeracy proficiency and digital literacy, is appropriate to the training product and it provides advice, based on the review, to students about the suitability of the training product for them. Identification of the required language, literacy, numeracy proficiency and digital literacy level should be informed by using the following frameworks: • Australian Core Skills Framework (Click); and • Draft Digital Literacy Skills Framework (Click). Determine the likely LLND strategy for those students entering the course and if the assessment of LLND is mandatory. Also determine how the LLND skills assessment be administered and what the ACSF and DLSF level that students will need to meet. Record recommendations within the Course Concept Sheet.	Training Manager
16.	**Mandatory work placement**. Mandatory work placement is a requirement that appears in some training packages and qualifications. This is where the training package developer has determined that it is critical that students have access to workplace to demonstrate their skills as part of the assessment process. It is important to note that usually work placement is identified within a relevant unit of competency as a performance evidence requirement. Therefore, it is a requirement of the assessment and is not part of the learning process. This is important because it means that work placement should not commence until the student has completed the training in the relevant unit of competency. The performance evidence requirement will usually require the student to capture evidence of them performing tasks relevant to the unit of	Training Manager

Steps		Person/s responsible
	competency therefore the work placement will need to be supported by some type of work placement logbook. Determine the arrangements that will support work placement requirements. Determine how this will be incorporated into the course program. Please refer to the guidance provided above in the policy section about work placement requirements and determine a preferred approach in relation to these (if applicable). Record recommendations within the Course Concept Sheet.	
17.	**Course Evaluation Strategy** Describes the **process for evaluating the course** including how the evaluation will occur, the data to be collected, who should be involved and the timeframe for the review. Consider if any preferred model of course evaluation will be used such as the Kirkpatrick model. Record recommendations within the Course Concept Sheet.	Training Manager
18.	**Gain approval of the Course Concept (or not)** Present the Course Concept Sheet to the CEO for consideration. Discuss and record any feedback that should be considered or any changes that need to be adopted. If approved, move ahead with the full training and assessment strategy.	Training Manager CEO
19.	**Prepare the Training and Assessment Strategy** The Training and Assessment Strategy is to be prepared in draft for review taking into consideration all direction outlined within this policy and procedure. The strategy developer is to use the *Training and Assessment Strategy template* to prepare the draft training assessment strategy for review. This will include the development of the Course Program following the guidance provided in the above policy outlined at section xii “Annex A – Course Program”.	Training Manager
20.	**Present the Training and Assessment Strategy for Approval** The Training and Assessment Strategy is to be reviewed by the Chief Executive Officer or a delegate using the “*TAS Quality Assurance Checklist*".	Training Manager CEO

Steps		Person/s responsible
	Following any final amendments, the training and assessment strategy is to be authorised by the Chief Executive Officer before implementation. All records relating to the strategy development and its authorisation must be retained.	
21.	**Consider any Opportunities for Improvement to this process** Designing a vocational education and training course and developing a training and assessment strategy is a complex undertaking. There may have been times during this process where the process could be improved to Ensure that future course development benefit from these lessons learned. Consider the opportunities for improvement that may have emerged during this development process and record these within a record of continuous improvement for consideration at a future management meeting.	Training Manager CEO
5.2 Reviewing Training and Assessment Strategies		
i.	Skillwise Training Pty Ltd follows an Annual Compliance Calendar that schedules the task of reviewing strategies annually. For a training product currently in delivery, a strategy document must undergo an annual review as per this schedule. The Training Manager takes responsibility for planning this review at the start of each calendar year to ensure that all existing strategies in practice are reviewed within that year.	Training Manager
ii.	During the annual review, the strategy documents will be examined against the following considerations: • Verification of alignment with the most recent version/release of the training product on the national training register. • Updates in the training package requirements for the corresponding qualification, including entry requirements, superseded units, prerequisites, and so on. • Consultation with industry experts to gauge current skills and knowledge demand and job market requirements.	Training Manager

Steps		Person/s responsible
	• Consideration of any feedback received from trainers, assessors, and students regarding training and assessment practices, including learning materials, assessment resources, facilities, equipment, nominal hours for units, and the distribution of learning volume for training and assessment activities. • Assessment of the implementation of the volume of learning through the training and assessment schedule to identify any units that may require adjusting nominal hours. • Examination of delivery methods, AQF level, unit requirements, facility and equipment needs, skills and knowledge coverage, and any workplace components, where applicable. • Evaluation of the selection of elective units in support of expected industry outcomes, as well as anticipated skills and industry demand. • Review of training and assessment methods along with assessing the alignment of learning and assessment resources with the training and assessment practices identified in the strategy as well as the training package requirements. • Verification of Trainer competencies and industry currency to deliver and assess the qualification.	
iii.	This annual review process is to be documented in the Skillwise Training Pty Ltd *Continuous Improvement Register*.	Training Manager
iv.	The strategy is to be updated or revised as necessary, and these updates are to be reflected in the strategy document control section, including the version number.	Training Manager

6. Other documents to consider with this policy

Policies

- PP1.2 - Industry Engagement
- PP1.3 Training

- PP2.4 - student Support and Wellbeing
- PP1.5 – Pre-Assessment Validation
- PP1.10 – Post Assessment Validation
- PP1.6 - Assessment
- PP4.7 - Continuous Improvement

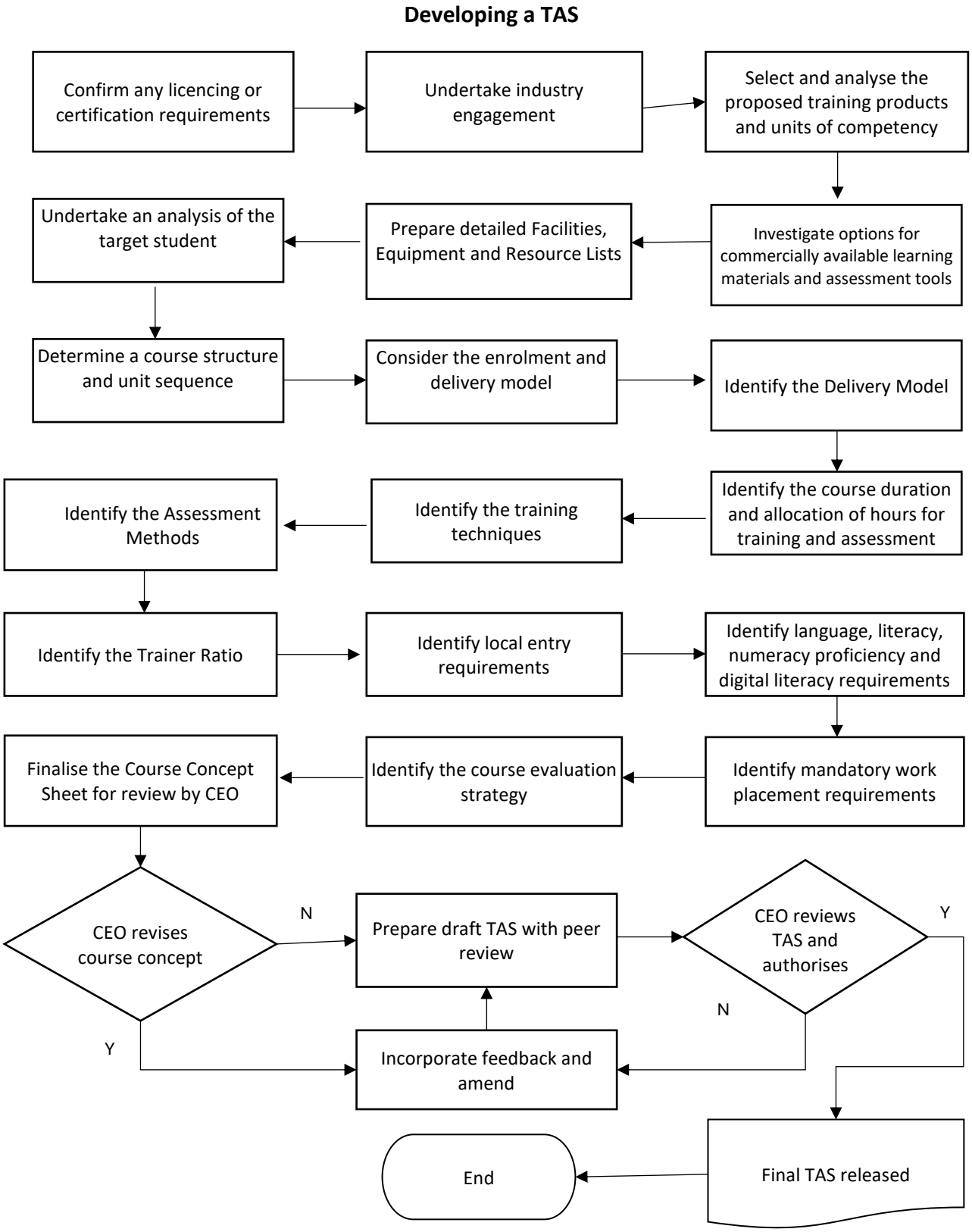
Forms

- Continuous Improvement Report
- Training and Assessment Strategy template
- TAS Quality Assurance Checklist
- Course Concept Sheet

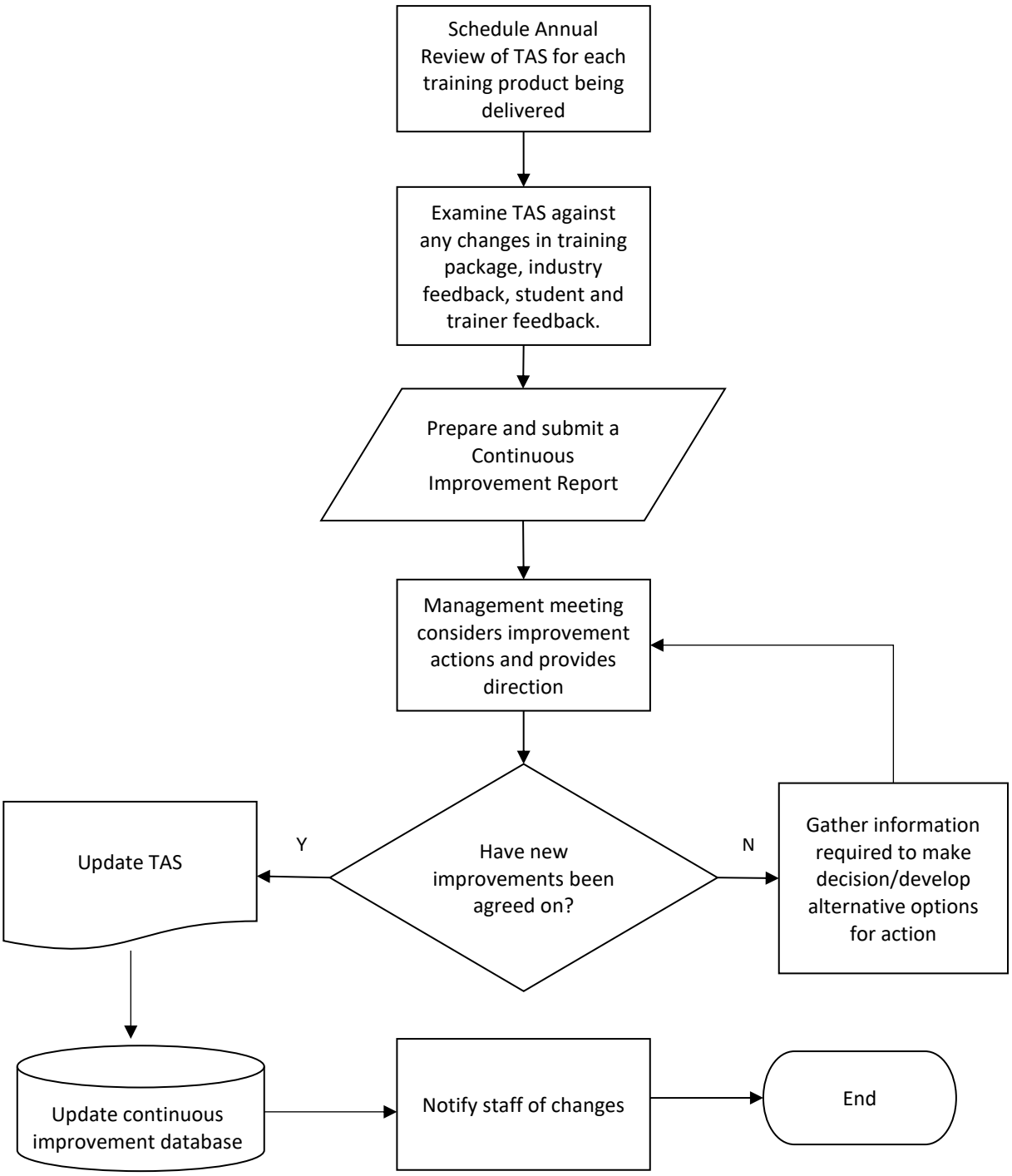
Handbooks, manuals or other documents

None.

7. Flow charts



Reviewing a TAS



8. Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.1: Training is engaging and well-structured and enables VET Students to attain skills and knowledge consistent with the training product.

PP1.2 – Industry Engagement

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.2
Responsibility	Training Manager, CEO
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- ensure our training and assessment aligns with current industry need, practice and expectations.
- ensure training remains relevant, fit-for-purpose and reflective of current industry practice
- enable graduates to enter the workplace 'job ready', with the skills and knowledge required to succeed
- maximise students' opportunities for employment, advancement or further education
- instil confidence (from employers, industry and students) in the integrity, currency and value of the qualifications issued by our RTO.

2. Definitions

None.

3. Policy statement

3.1 Approach to industry engagement

The Outcome Standards for RTOs require that Skillwise Training Pty Ltd's training and assessment practices are relevant to the needs of industry and informed by industry engagement.

That Skillwise Training Pty Ltd implements industry engagement to:

- identify relevant industry or employer representatives and seeks meaningful advice and feedback from those representatives,
- use the advice and feedback to inform changes to training and assessment strategies and practices,
- use our engagement with industry informs or training staff currency and professional development,

- ensure our students are prepared to enter the workplace with the right skills and knowledge, and

- ensure our training and assessment is relevant to and valued by industry.

Industry engagement is a positive business development opportunity which allows us to shape our services to meet client needs. All staff are encouraged to interact with industry and seek industry feedback during all interactions. Feedback allows Skillwise Training Pty Ltd to improve and meet the constantly evolving needs of our clients and students.

3.2 Planned strategies to seek industry feedback

Skillwise Training Pty Ltd will apply a number of ways to seek industry feedback on the appropriateness of training and assessment strategies and resources. These include:

i. **Industry engagement workshop.** Industry engagement workshops are opportunities to invite employers and other industry representatives to our training facilities where training and assessment strategies are presented and discussed. These opportunities may be used to review our equipment and resources to seek feedback from industry on how these resource arrangements align with industry needs. The engagement should commence by presenting an overview of the training and assessment strategy for the sample course followed by a tour and review of facilities and equipment in support of training and assessment. An industry engagement workshop is to be conducted at least once per year according to the calendar of assurance activities. Identified opportunities for improvement arising from these opportunities are to be recorded in a *Continuous Improvement Report* and are to be referred to the management meeting for consideration as part of the continuous improvement process.

ii. **Employer survey.** Employer surveys are part of the Quality Indicator Resources (ASQA website). These survey tools collect quantitative and qualitative data on the employer's observations of training quality, the work readiness of employees and training conditions. The results from surveys are entered into and collated to identify opportunities for improvement. Employer surveys will be administered to employers who have engaged directly with Skillwise Training Pty Ltd for services to be delivered once per year. This survey will be administered via email in September or according to the calendar of assurance activities to enable the results of the survey to be collated and reported as part of the required annual Quality Indicator Annual Summary due before 30 June each year. Identified opportunities for improvement arising from the annual survey are to be recorded in a *Continuous Improvement Report* and are to be referred to the management meeting for consideration as part of the continuous improvement process.

iii. **Direct industry engagement.** direct industry engagement involves making time to meet with relevant employers or supervisors in their workplace or alternatively over phone or video conference to present our arrangements for training and assessment and to seek feedback and

identify opportunities for improvement. It will usually involve an interview and a joint review of a resource or strategy with the employer or supervisor. This may be undertaken by our trainers, assessors or management representatives. The feedback arising from direct industry engagement is to be recorded onto an *Industry Engagement Questionnaire.* This form records actions to be taken by us resulting through direct engagement and acts as a point of reference for future activities and quality compliance. The activity must include seeking feedback on all active courses.

iv. Prior planning is important prior to engaging industry in direct industry engagement. Industry representatives may not have significant feedback or comment to make so targeted questions using the focus areas for seeking industry feedback (see considerations) should be used. It's important to note, that industry representatives should not be simply provided a questionnaire document to complete. The relevant questions should be asked by the Skillwise Training Pty Ltd representative and notes recorded based on the feedback provided. From the industry representative's perspective, this should just be a professional discussion and an opportunity to improve the training services being provided to their organisation. Identified opportunities for improvement arising from direct industry engagement are to be recorded in a Continuous Improvement Report and are to be referred to the management meeting for consideration as part of the continuous improvement process.

v. **Industry Network.** Where the opportunity presents, nominated persons may engage with industry networks, peak bodies or industry groups to remain informed about industry developments including changes to industry practices and standards and the introduction of new equipment. The information gathered through networks engagement will contribute directly to the improvement of training and assessment to ensure that students who complete a training program with Skillwise Training Pty Ltd have the most up-to-date skills and knowledge required in the workplace. Staff participation in industry networks also contributes to demonstrating their ongoing currency in their industry. Participation in industry network activities will be considered and allocated by management as opportunities present. Staff participating in these activities will be required to prepare a basic report within two weeks of the activity completion that identify the key lessons learned and opportunities for improvement with regard to the training and assessment services being delivered by Skillwise Training Pty Ltd. Identified opportunities for improvement arising from engagement in industry network activities are to be recorded in a Continuous Improvement Report and are to be referred to the management meeting for consideration as part of the continuous improvement process.

3.3 Responsive strategies to seek industry feedback

In addition to planned industry engagement, Skillwise Training Pty Ltd also recognise that opportunities will regularly present through its normal interaction with industry clients that represent valuable opportunities for industry engagement. This will often happen during our

communication with industry clients about the services that we provide and the preferences they communicate. These preferences may often include requests to vary the training products being delivered, to include specific training content according to enterprise requirements, incorporating specific equipment or enterprise standard operating procedures.

These opportunities are simply part of business as usual when planning service delivery for industry clients. These opportunities also represent valuable industry engagement where opportunities for improvement are identified and acted upon in the planning and preparation for client services. Identified opportunities for improvement arising from service planning for industry clients are to be recorded in a Continuous Improvement Report and are to be referred to the management meeting for consideration as part of the continuous improvement process.

4. Considerations

4.1 Selecting relevant industry, employer and/or community representatives

The selection of industry, employer and/or community representatives is a critical planning consideration in preparation for industry engagement activities. Skillwise Training Pty Ltd will engage with a diverse range of industry, employer and/or community representatives to verify that training and assessment is reflective of broad industry practice. Industry, employer and/or community representatives include individuals within industry-based organisations who are either:

- Employers who may be the recipient of our students entering their workplace;
- Supervisors of workers that our training programs are designed to train and assess;
- Representatives of licencing, accreditation and legislative bodies within the industry that inform the requirements of training products we deliver; or
- Community representatives who have a stake in improving the relevance of the training and assessment services we provide.

It is critically important that those who provide feedback in our industry engagement activities are suitably experienced and knowledgeable of current industry requirements to provide meaningful feedback to support the relevance of training and assessment. It is desirable that selected industry representatives are reviewed each year prior to the conduct of industry engagement activities to ensure that these representatives remain valid and industry engagement activities present the opportunity for fresh ideas and perspectives.

4.2 Focus areas for seeking industry feedback

It is important that our industry engagement remains focused on the key areas for improvement to our training and assessment to ensure that we achieve our purpose of this policy. Discussions with the industry can often result in wide and varied feedback. Some of this feedback may be relevant and some may be not relevant. It is important that when engaging with industry Skillwise Training Pty Ltd representative stay focused on the following key areas for seeking industry feedback:

i. **Training product selection**. Feedback should be sought to confirm the suitability of the training products to be delivered or to identify alternatives.

ii. **Equipment used in the workplace**. Review the equipment being used in training and assessment and to confirm its alignment with what is used in the workplace or to identify alternatives.

iii. **Workplace forms or documentation**. Identify any specific workplace forms or documentation that may be able to be incorporated into training and assessment activities to ensure that students are familiar with these documents prior to commencing work.

iv. **Workplace procedures and practices**. Identify Workplace procedures and practises that reflected the way tasks are performed and may be integrated with training and assessment to align with the workplace requirements and compliment training product requirements.

v. **Industry standards or codes of practice**. Identify any updates or changes to industry standards or codes of practice that should be incorporated into existing training assessment.

vi. **Industry licencing or accreditation requirements**. Identify any changes to industry licencing or accreditation requirements that should inform the development and structuring of training and assessment.

vii. **The sequence and structure of training and assessment**. Feedback should be sought from industry representatives on the sequence and structure of training and assessment particularly with the focus on achieving a logical learning sequence and to ensure sufficient time is allocated to support competency development that aligns with the industry expectation.

viii. **Mode of delivery, training techniques and activities**. Feedback should be sought from industry representatives on the selected mode of delivery and training techniques to be used to develop skills and knowledge. This should focus on ensuring that the training techniques are aligned with the type of skills being developed and enable their incremental development prior to assessment.

ix. **Opportunities for trainer professional development**. Identify opportunities for trainer professional development due to changes within industry or the workplace to ensure trainers hold current industry skills and knowledge.

5. Procedure

Steps		Person/s responsible
Industry Engagement		
i.	**Plan industry engagement** The Training Manager will plan and implement industry consultation activities using the consultation strategies identified in the Policy section above (Section 3). In January each year, the Training Manager will prepare an Industry Engagement Plan for the year to be discussed and agreed at the Management Meeting. The Industry Engagement Plan will identify; • The strategies to be used • the training products to seek feedback on • when the strategy will be implemented • the resources to be used to collect feedback (such surveys questionnaires, interviews etc) • allocate responsibility for implementing each strategy	Training Manager CEO Trainers and Assessors
ii.	**Develop a list of industry representatives to consult with** Prepare a list of industry representatives to consult with about each training product. Industry, employer or community representatives must be suitably experienced and positioned within industry to provide valid input (refer to Section 4.1 'Considerations' for more information on how to identify relevant industry representatives). The list should include at least one representative per training product, the person's name, position, and contact details. Assign responsibility for engaging with each representative. The final list of industry representatives should be confirmed with the CEO for approval prior to proceeding with engagement.	Training Manager, Trainers and CEO

iii.	**Schedule consultation meetings/survey distribution dates** Set a clear timeline for when the consultations will take place and when surveys will be distributed. Record these activities in the *Calendar of Assurance Activities.*	Training Manager
iv.	**Develop consultation materials** Create clear, concise questionnaires for the training products we are seeking feedback on. Create questionnaires that staff can use to prompt them during interviews or meetings with industry stakeholders. Employer surveys which are part of the Quality Indicator Resources can be accessed from the ASQA website (ASQA website).	Training Manager
v.	**Conduct the consultation** Lead discussions / distribute surveys. Ensure the facilitation is neutral and encourages open and honest feedback. Encourage interaction and questions, and ensure that participants feel their contributions are valued. Focus on getting feedback based on the *Focus areas for seeking industry feedback* (refer to Section 4.2). Record all feedback accurately by taking notes during discussions. **Note**: Industry representatives are much more likely to respond to verbal questioning than requests for written feedback. Meetings provide the opportunity for engaging in discussions and brainstorming ideas about potential improvements. The person conducting the interview is responsible for recording the discussion after the meeting.	Training Manager, Office Manager, CEO, Trainers
vi.	**Monitor industry engagement activities** The Training Manager will monitor the implementation of industry engagement strategies, ensuring that time and resources are committed to undertaking industry engagement throughout the year. In additional to planned industry engagement activities, the RTO supports responsive industry engagement that may occur such as when trainers are visiting employer worksites or when employers contact the organisation to enquire about services.	Training Manager

i.	**Record Industry Engagement and Respond to Outcomes** Identified opportunities for improvement arising from direct industry engagement are to be recorded in a *Continuous Improvement Report* and are to be referred to the management meeting for consideration as part of the continuous improvement process.	Training Manager
ii.	**Analyse results** Feedback from industry engagement will be monitored at the Management Meeting and key themes, concerns or requests from stakeholders identified. Changes in industry practices or technology, and gaps between current training offerings and industry needs, as well as potential opportunities for new or enhanced training programs will be identified.	Training Manager Trainers and Assessors
iii.	**Implement continuous improvement** Recommendations for improvement to training and assessment strategies and practices will be raised and discussed at Management Meetings, and plans for action will be entered into the *Continuous Improvement Register* and implemented through the continuous improvement process.	All Managers

6. Other documents to consider with this policy

Policies

- PP4.7 - Continuous Improvement
- PP1.1 - Training and Assessment Strategy
- PP4.3 - Management Meeting

Forms

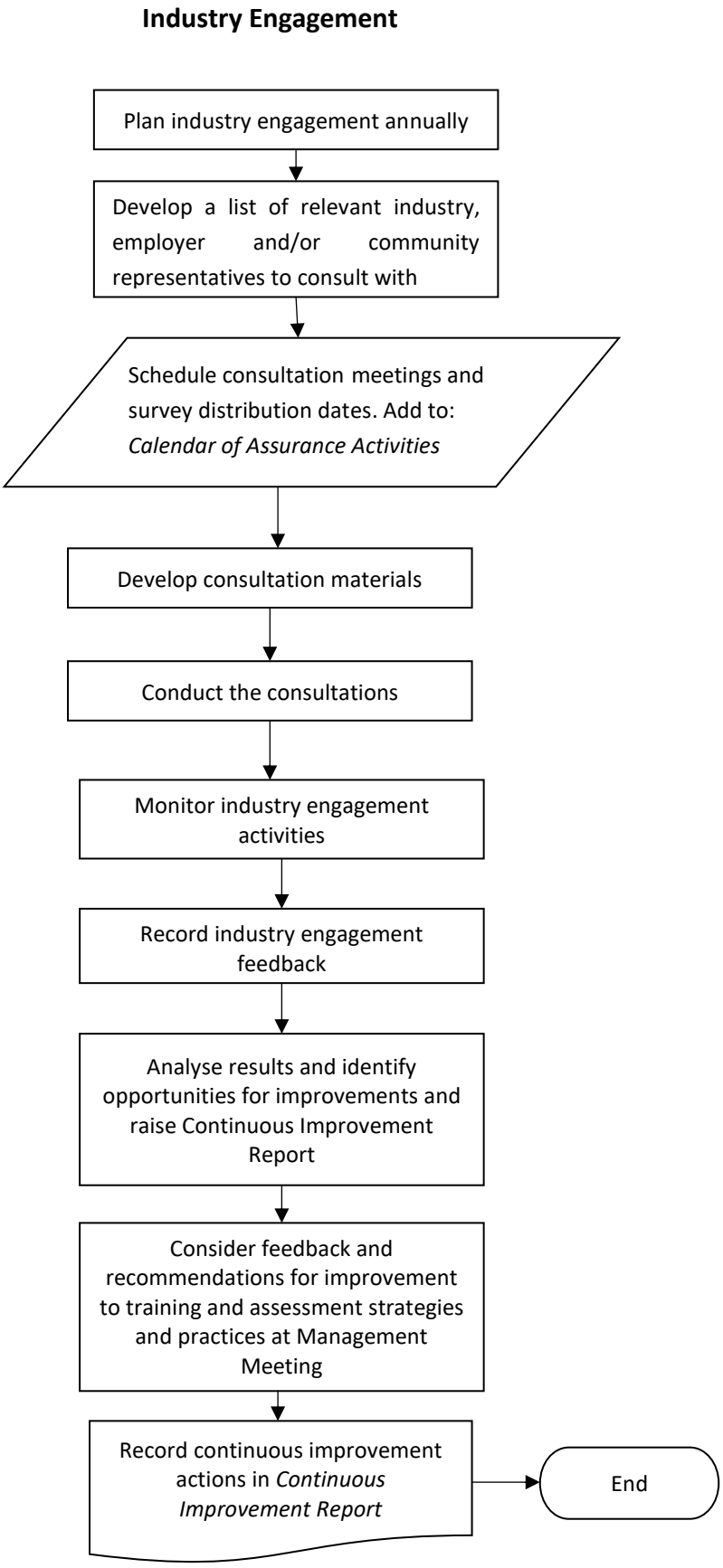
- Industry Engagement Plan
- Industry Engagement Questionnaire
- Continuous Improvement Report

- Continuous Improvement Register

Handbooks, manuals or other documents

None.

7. Flow chart


Industry Engagement
Plan industry engagement annually
Develop a list of relevant industry, employer and/or community representatives to consult with
Schedule consultation meetings and survey distribution dates. Add to: *Calendar of Assurance Activities*
Develop consultation materials
Conduct the consultations
Monitor industry engagement activities
Record industry engagement feedback
Analyse results and identify opportunities for improvements and raise Continuous Improvement Report
Consider feedback and recommendations for improvement to training and assessment strategies and practices at Management Meeting
Record continuous improvement actions in *Continuous Improvement Report*
End

8. Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.2: Effective engagement with industry, employer and/or community representatives informs the industry relevance of the training.

PP1.4 – Training Safety

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.8 and 4.3
Responsibility	CEO, all staff, students, contractors
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- identify and assess safety risks to training,
- ensure facilities, resources and equipment for training is safe and ready for use,
- provide a safe and healthy training environment for our staff, students, contractors and visitors, and
- promote a positive safety culture.

Please note, this policy is not intended as an organisation wide work, health and safety policy and procedure. This policy focuses on safety arrangements in support of training and assessment. Skillwise Training Pty Ltd has separate arrangements to manage obligations with work health and safety legislation.

2. Definitions

Contractor means a person engaged by Skillwise Training Pty Ltd to perform a service and includes any sub-contractor to a contractor and any individual engaged by a contractor or sub-contractor. A contractor is not an employee.

Hazard means a source of potential harm, or a situation with potential for harm, to health or wellbeing. Hazards can include common workplace hazards including slips trips and falls or Industrial hazards. It also includes psychosocial hazards as defined by the Work Health and Safety (Managing Psychosocial Hazards at Work) Code of Practice 2024.

Incident means any event that negatively affects an individuals' wellbeing or safety. This includes circumstances that lead to injury or illness, equipment malfunction, as well as situations where harm was narrowly avoided (near misses) and could have resulted in injury.

Risk means, in relation to any potential injury or harm, a measure of the likelihood and consequence of injury or harm occurring.

3. Policy statement

3.1 Commitment safe training

Skillwise Training Pty Ltd is committed to the proper management of safety in support of our training. We will provide a safe training environment for our staff, students, contractors and visitors by having a planned and systematic approach to the management of training safety. We will provide the necessary resources for the successful implementation of this policy and its supportive procedures. Training safety will be managed through Skillwise Training Pty Ltd management meeting and in close consultation with staff, students, contractors and visitors. The Skillwise Training Pty Ltd regular management meeting will also act as a work health and safety consultative committee.

The objectives of this policy are to ensure that:

- Hazards and risks to training safety are systematically identified, assessed and, where they cannot be eliminated, are effectively controlled. This includes identifying and managing risks where training involves work-integrated learning, work placements, or other community-based learning;
- Measures to control hazards and risks to training safety are monitored and evaluated regularly;
- Staff are engaged and sought to contribute to training safety matters affecting their health and safety at work;
- Staff, students, contractors and visitors receive appropriate information, training and supervision to understand and carry out their responsibilities safely.

3.2 Guidelines

The following guidelines are provided as a basis for safe practice in the training and assessment environment. The guidelines are particularly relevant to students, trainers and assessors.

- Know and observe details of emergency response and evacuation plans;
- Do not undertake activities which may cause injury to self or others;
- Be responsible for your own actions;
- Follow equipment operating procedures and trainer instructions for the safe operation of equipment;
- No smoking at the training and assessment facilities or offices;

- Report all potential hazards, accidents and near misses to the RTO staff;
- No consumption of alcohol within training and assessment facilities or during the conduct of training and assessment;
- Keep training and assessment areas neat and tidy at all times;
- Observe hygiene standards particularly in eating and bathroom areas.

Electrical equipment:

- Electrical equipment that is not working should be reported to the Training Manager.
- Ensure electrical equipment is tested and tagged every 12 months by a suitably qualified and competent person.
- Electrical work should only be performed by appropriately licensed Electrician. students, trainers and assessors should not undertake any task related to fixing electrical equipment such as lighting, power outlets or electrical training aids.

Fire safety:

- Skillwise Training Pty Ltd will undertake to communicate the procedures involved in evacuation and the location of fire equipment to students at each facility for each training and assessment event; and to users of the office at least twice each year.
- All users of a training and assessment facility need to be familiar with the location of all EXITS and fire extinguishers. Users are to consult available maps to determine location.
- It is the user's responsibility to understand fire drill procedures displayed around the premises.
- Users are asked to attend any practice sessions on fire safety evacuation procedures and the use of fire safety devices.

First aid:

- Provision for first aid facilities are available where training is delivered.
- A first aid kit is to be located at reception.
- All accidents must be reported to Skillwise Training Pty Ltd staff.
- The accident and any first aid administered must be recorded by staff involved.
- Safety incident report are to be completed on any incident requiring first aid or near miss.

Computer facilities:

- Extended periods of work with computers can result in general fatigue and eye strain. Repetitive tasks and incorrect posture will result in consistent aches and pains.
- Current work health and safety guidelines indicate that people working for long periods at computers should organise their work to allow a five-to-ten-minute rest every hour. This rest should include a change of position and stretching exercises as appropriate.
- Posture can be improved by adjusting chair height so that the operator's feet are comfortably placed on the floor (or footrest) and your arms are at an approximately 90-degree angle.
- The screen should be positioned to avoid reflection from lights and windows and at a suitable distance so that it can be easily read.

Lifting:

- students, trainers and assessors are encouraged not to lift anything related to the training and assessment provided by Skillwise Training Pty Ltd unless directed to do so by the Trainer.
- If you have experienced back problems in the past do not attempt to lift anything at all and advise the Trainer of any limitation.
- Never attempt to lift anything that is beyond your capacity.
- Always bend the knees and keep the back straight when picking up items.
- Never twist your torso while lifting.
- Never lift a heavy item above shoulder level.
- Never carry a load that obstructs your vision.
- Never hold your breath while lifting, moving, and setting the load down.
- Before lifting a load, make sure the load is secure.
- Use a safe lifting speed and avoid using momentum.
- Be aware of your surroundings before and during lifting.
- When in doubt, ask for help.

Work and study areas:

- Always ensure that all work areas are clean and clear to avoid the danger of accident by tripping or falling over.
- Place all rubbish in the bins provided.
- Ensure that kitchen bench spaces are left clean and tidy and that all dishes are washed.
- Do not leave tea towels or any cleaning cloths in a bundle on the bench tops or draped near any bin.
- Do not sit or climb on any desks or tables.
- Do not leave bags or garments on the floor obstructing passageways.

Work integrated training

- All students must complete workplace health and safety induction before any work integrated training commences.
- Students must have access to appropriate clothing and personal protective equipment required by the workplace.
- Appropriate supervision arrangements in the workplace must be established to ensure that the student's safe participation is monitored.
- Hazard risk assessment on planned work integrated training must be completed to identify the likelihood and consequence of injury or harm occurring and appropriate risk reduction measures.
- Students must be briefed and provided contact details to contact Skillwise Training Pty Ltd representative anytime they feel that the situation in the workplace is not safe.

Training facilities

- Training Manager or delegate to conduct a walk around each morning to confirm the training environment is safe and ready for use.
- A building assessment should be conducted every six months to assess a facility general suitability for safe access.
- Training venue suitability checklist should be completed on any new training venues use on an as required basis.

- Hazard risk assessment must be completed and approved by the Training Manager on any training activity that is conducted outside of a classroom or a controlled environment.

Psychosocial Hazards

- Staff and students should report any concerns about bullying, harassment, or workload pressures to the appropriate supervisor/coordinator immediately.
- Utilise Skillwise Training Pty Ltd's support services, with students using student support services.
- Take regular breaks, maintain healthy boundaries, and engage in stress-reduction activities during intense work and study periods.
- Maintain clear, respectful communication channels between all parties, with set response timeframes
- Attend relevant professional development (staff) or seek study skills support (students) to build resilience and capability
- Engage in team and peer activities to create supportive connections within the Skillwise Training Pty Ltd community
- Set clear work and study schedules and maintain healthy work-life or study-life balance
- Keep up-to-date with RTO policies and procedures through appropriate channels (staff) or Student Handbook (students)
- Contribute to improvement through established feedback channels
- Access all support tools provided by Skillwise Training Pty Ltd, including online resources, peer support programs, and wellness activities

4. Considerations

Responsibilities:

The **CEO** is responsible for:

- Providing a healthy and safe training environment for staff, students, contractors and visitors, this includes providing and maintaining safe facilities, equipment and resources;

- Working with employers involved in work-integrated learning, work placements, or other community-based learning to assess the risks and to identify how these risks will be managed;
- Ensuring that adequate resources are provided to meet the health and safety objectives and procedures of Skillwise Training Pty Ltd;
- Ensuring that Skillwise Training Pty Ltd complies with all relevant safety legislation and standards;
- Providing appropriate health and safety policies and procedures to enable the effective management of health and safety and control of risks to health and safety;
- Providing mechanisms which enable staff to be consulted on work practices, policies or procedures which may affect the work health and safety of staff;
- Provide mechanisms for hazard risk assessment of training activities to identify and control hazards.
- Providing mechanisms to monitor and report regularly on the organisation's health and safety performance;
- Providing mechanisms for students to report safety risks identified in the training room or workplace.
- Overseeing all third party provision of facilities, resources and equipment to ensure the ongoing suitability and safety of facilities, resources and equipment.

The **management committee** is responsible for:

- Assisting in the development, implementation and monitoring of health and safety policies and procedures;
- Considering proposals for, or changes to, the workplace, policies, work practices or procedures which may affect the health and safety of staff;
- Promoting awareness of health and safety across Skillwise Training Pty Ltd;
- Ensuring that hazards in work or study areas (including work placement sites) are identified, risk assessed and controlled and that these risk control measures are monitored regularly and maintained;

- Ensuring that staff and students under supervision are provided with the required information and training to carry out their work or study safely and effectively;
- Providing leadership and setting a good example for staff and students in work health and safety matters.

Staff and students are responsible for:

- Complying with relevant Skillwise Training Pty Ltd health and safety policies and procedures;
- Complying with the health and safety policies and procedures of workplaces where they are involved in work-integrated learning, work placements, or other community-based learning;
- Obeying any reasonable instruction aimed at protecting their health and safety in the training room and workplace;
- Using any equipment provided to protect their health and safety in the training room and workplace;
- Assisting in the identification and assessment of hazards and implementation of hazard control measures;
- Reporting any incident or hazard in the training room or workplace to their trainer, and supervisor (if applicable);
- Considering and providing feedback on any matters which may affect their health and safety;
- Not being affected by alcohol or non-prescribed (illicit) drugs whilst at work or study.

Contractors are responsible for:

- Following all Skillwise Training Pty Ltd policies and procedures;
- Complying with all relevant work health and safety legislation, standards and codes of practice;
- Ensuring that they do not, through their acts or omissions, do anything that could put at risk their own health or safety or that of Skillwise Training Pty Ltd staff, students, other contractors or visitors.

Third parties (i.e. third-party training providers, work placement hosts, workplaces that facilitate work-integrated learning) are responsible for:

- Providing safe and well-maintained facilities, equipment and resources

- Complying with all relevant work health and safety legislation, standards and codes of practice;
- Cooperating with Skillwise Training Pty Ltd to identify and assess risks to students
- Managing risks to students and trainers
- Monitoring risks to students and trainers, and reporting risks to Skillwise Training Pty Ltd

5. Procedure

Steps		Person/s responsible
5.1 Training Safety		
i.	**Conducting a hazard risk assessment for a planned activity** The following procedure is to be followed for the conduct of a hazard risk assessment which must be conducted on any planned training activity that is conducted outside of a classroom or a controlled environment. 1. **Identify the Hazard**: Undertake an analysis of the planned activity and recognise any potential safety risk in the workplace or training environment. This could be anything from human error or miscalculation, a spill on the floor to malfunctioning equipment. Identified hazards are to be recorded in the Hazard Risk Control Register. 2. **Identify Existing Controls**: Identify what existing controls are already in place to mitigate the hazard considering how effective these controls are and how well they are established and implemented. 3. **Assess the Risk**: Evaluate the potential risk associated with the hazard. Consider the likelihood of an accident occurring and the possible severity of its consequences also considering any existing controls. A risk assessment involves looking at what could happen if someone is exposed to a hazard and the likelihood of it happening. The risk is assessed by:	Training Manager CEO

	a. Using the Hazard Likelihood Assessment Tool, consider the likelihood of the hazard eventuating. b. Using the Hazard Consequence Assessment Tool, consider the consequence if the hazard were to eventuate. c. Using the Hazard Risk Evaluation Matrix Tool, compare the likelihood rating and the consequence rating and identifying the risk level considering any existing controls. d. Record the identified risk and risk rating in the Hazard Risk Control Register. 4. **Identify Additional Hazard Controls**. Use the Hierarchy of Controls Measures Tool to identify and allocate additional controls to eliminate and/or to reduce exposure to hazards. These controls should seek to enable the activity to proceed with reasonable and practical controls to ensure participant safety. Record the hazard controls in the Hazard Risk Control Register. 5. **Prepare a Hazard Implementation Plan**. Using the Hazard Control Implementation Plan form, Identify the planned activity and allocate a Hazard reference number and activity description. Complete the form by recording the following for each identified hazard: a. Hazard Controls b. Actions to be taken c. Resources identified d. Persons responsible e. Timetable for implementation f. Review Date	

	6. **Implement the Hazard Implementation Plan**. Implement the hazard implementation plan prior to commencing the planned activity. Ensure all participants are briefed on the hazards and the controls. Report back the effectiveness of controls to the management committee.	
ii.	**Responding to unplanned risks and hazards** Any students or staff who encounter unplanned safety risk with the facilities, resources and equipment provided by the RTO or third parties, are to respond using the following steps: 1. **Identify the Hazard**: Recognise any potential safety risk in the workplace or training environment. This could be anything from a spill on the floor to malfunctioning equipment. *2.* **Assess the Risk**: Evaluate the potential risk associated with the hazard. Consider the likelihood of an accident occurring and the possible severity of its consequences. 3. **Control the Area**: If possible, isolate the hazard to prevent further risk. This could involve cordoning off the area, shutting down equipment, or evacuating the area if necessary. 4. **Notify the Relevant Personnel**: Report the hazard immediately to your trainer who will report the hazard to the Training Manager or Office Manager. Provide them with detailed information about the hazard and its location. 5. **Take Immediate Action if Necessary**: If the situation requires immediate intervention to prevent harm (like turning off power to prevent electrocution or using a fire extinguisher on a small fire), do so if you are trained and it is safe. 6. **Record the Hazard and Risk**: The trainer or senior manager, will document the hazard and risk and the actions taken in response using the Forms – *Hazard Control Register, and Safety Incident Report*. This record can be important for future safety planning and may be required for compliance with workplace safety regulations.	All staff, students, contractors, Training Manager

	7. **Review and Follow Up**: After the immediate hazard has been addressed, conduct a review of the incident. This should include an analysis of how the hazard occurred, what was done to respond to it, and what can be done to prevent it in the future. This review should be led by management. 8. **Implement Corrective Actions**: Based on the review, take steps to prevent the hazard from recurring. This could involve changes to procedures, additional training for staff, students, or modifications to equipment or the environment. 9. **Monitor the Situation**: Keep an eye on the area or situation to ensure that the hazard has been effectively mitigated and that no new risks have emerged. 10. **Continual Improvement**: Use the experience as a learning opportunity for continual improvement in workplace safety practices. Record any identified opportunities for improvement in a *Continuous Improvement Report* and refer this through to the management meeting. Remember, safety in the workplace and training room is not just a policy or a set of procedures; it's a mindset that belongs to each one of us. When we step into our work or training environment, we become guardians of each other's well-being. Every caution we take, every hazard we report, and every safety guideline we follow is a testament to our commitment to each other's safety and health. It's through our collective vigilance and shared responsibility that we create an environment where everyone can work, grow, and return home safely each day.	
iii.	**Responding to an Emergency during Training** 1. Immediately notify Skillwise Training Pty Ltd staff who will contact emergency services. 2. At the sound of the fire alarm or upon receiving evacuation instructions, cease all activities and exit the building without delay. 3. Stay calm, listen carefully, and comply with all directions from Skillwise Training Pty Ltd staff or emergency responders.	All staff, students, contractors, Training Manager

	4. Use the nearest available exit or your designated evacuation route and gather at the specified Emergency Assembly Point. 5. Exit immediately without taking time to collect personal items or search for others. 6. Keep all fire hydrants and access routes clear for emergency response teams and their equipment. **7.** Wait for explicit permission from Skillwise Training Pty Ltd staff or emergency personnel before returning to the building.	

6. Other documents to consider with this policy

Policies

- PP4.7 - Continuous Improvement
- PP4.5 - Risk Management Policy

Forms

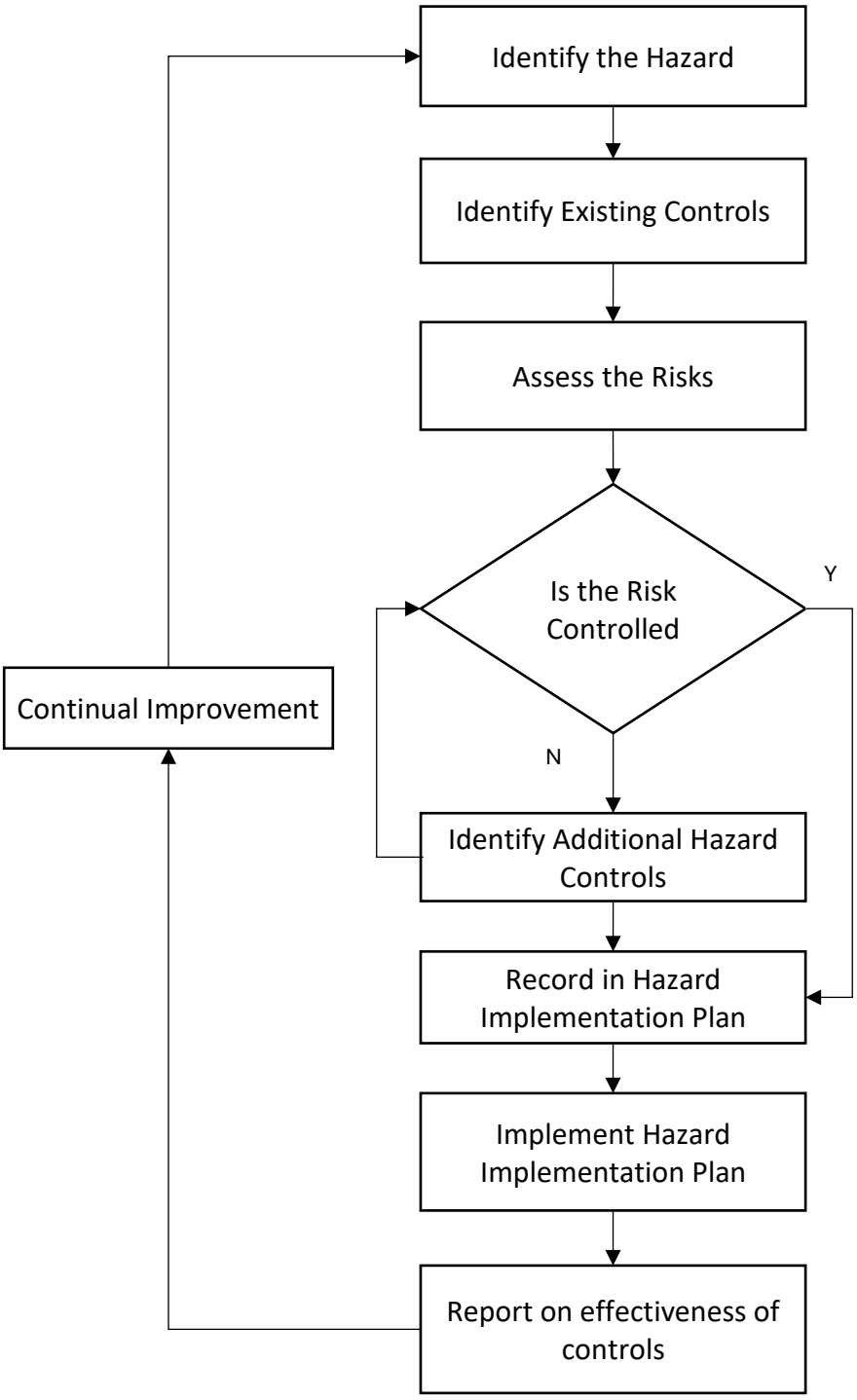
- Continuous Improvement Report
- Hazard Risk Control Register
- Hazard Control Implementation Plan
- Hazard Consequence Assessment Tool
- Hazard Likelihood Assessment Tool
- Hazard Risk Evaluation Matrix
- Hierarchy of Control Measures Tool
- Safety Incident Report
- Building Assessment Form
- Training Venue Suitability Checklist

Handbooks, manuals or other documents

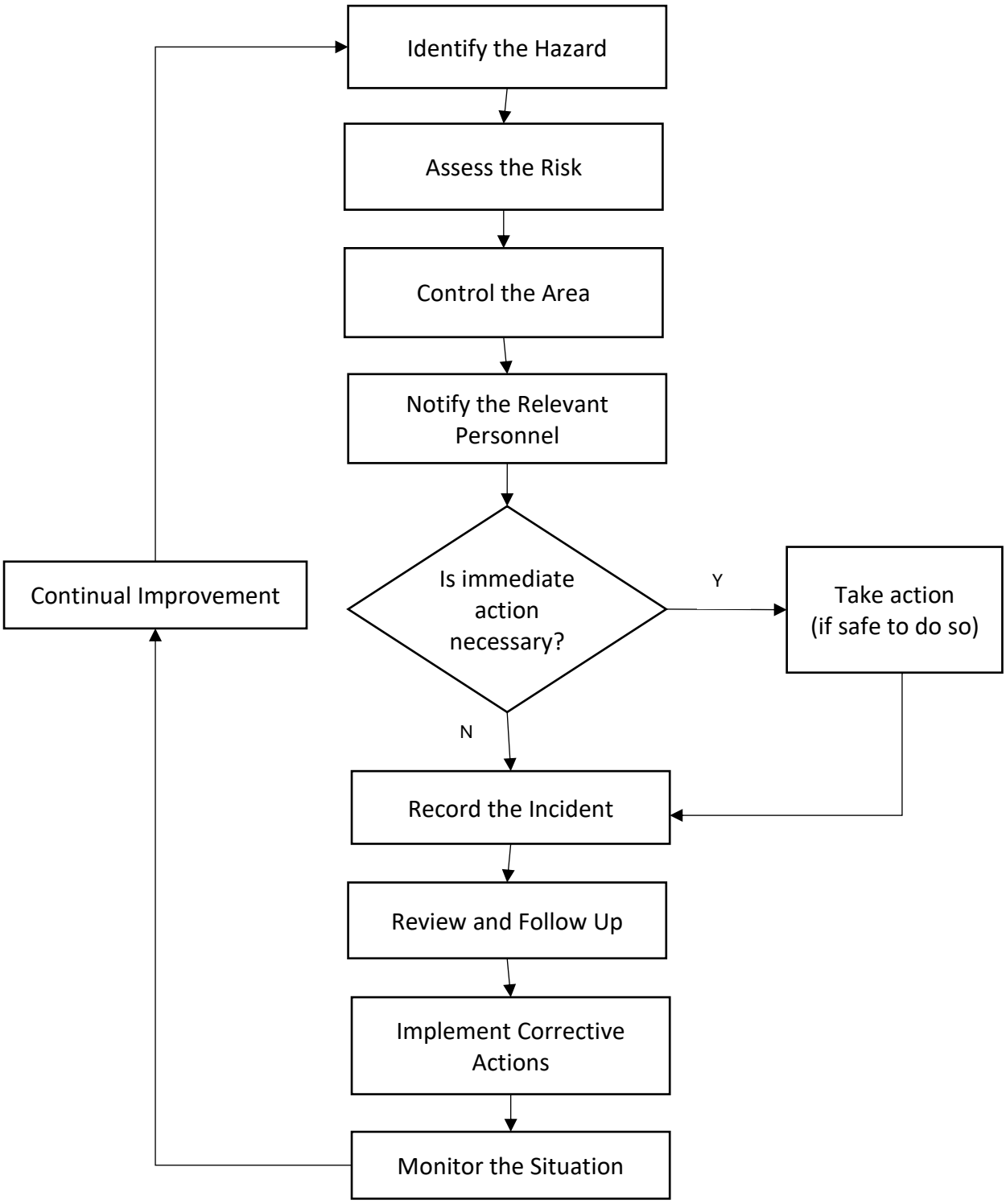
None.

7. Flow chart

Conducting a hazard risk assessment for a planned activity



Responding to unplanned risks and hazards



8. Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.8: (b) where facilities, resources and equipment are provided by the RTO or third parties, how it ensures: (i) the ongoing suitability and safety of the facilities, resources and equipment for the VET student cohort.

Outcome Standards for Registered Training Organisations, Quality Area 4 – Governance, Standard 4.3. Risks to VET students, staff and the RTO are identified and managed.

Work Health and Safety (Managing Psychosocial Hazards at Work) Code of Practice 2024 (link)

PP1.5 – Pre-assessment Validation

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs Standard 1.3
Responsibility	Training Manager, CEO, Trainers and Assessors
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to ensure that the assessment tools for each unit of competency used by the RTO enable assessment to be administered in accordance with the rules of evidence, the principles of assessment and align with the requirements of the training package.

To ensure that certification is only issued to a student whom Skillwise Training Pty Ltd has assessed as meeting the requirements of the training product.

2. Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Assessment Tool. An assessment tool includes information and templates to communicate the context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the student and evidence criteria used to judge the quality of their performance (i.e. the assessment decision-making rules). The assessment tools will also set the procedure for the administration, recording and reporting requirements following the completion of the assessment.

Pre-assessment Validation. Pre-assessment validation is a quality control process designed to check the assessment tools before being implemented to ensure they will enable assessment to be administered in accordance with the rules of evidence, the principles of assessment and align with the requirements of the training package.

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training Product. Training product means AQF qualification, skills set, unit of competency, accredited short course and module.

3. Policy statement

3.1 Planning and Coordinating Pre-assessment Validation

All assessment tools for all units of competency are to be subject to pre-assessment validation before they are used to conduct assessment. Where assessment tools are developed or commercially purchased, these must be validated under a planned and systematic arrangement with strict document and version control. Validation records or evidence supplied by the commercial supplier are not to be relied upon to satisfy this policy requirement.

The prioritisation of units for pre-assessment validation is to be informed by the sequence of delivery in future planned courses. This means that units of competency that are sequenced to be delivered first must be validated first. This will be coordinated through the regular management meeting.

3.2 Selecting persons to undertake pre-assessment validation

Pre-assessment validation must be undertaken by:

- one or more persons who are competent in the unit on which the assessment tool is designed to assess, and
- one or more persons who holds current knowledge and skills in vocational education and training (including in assessment validation)

Industry experts or subject matter experts are welcome to also participate in pre-assessment validation.

3.3 Conducting Assessment Validation

Pre-assessment validation is usually conducted as a desktop activity to ensure assessment tools enable valid, consistent and reliable assessment of student competency. Those conducting the pre-assessment validation must review the assessment in detail and use the *Pre-assessment Validation Checklist* which identifies whether the assessment:

- includes verified mapping against all assessment tasks and training product requirements, (this includes all performance criteria, performance evidence requirements, and knowledge evidence requirements specified in the training product);
- adheres to the principles of assessment; fairness, flexibility, validity and reliability;

- produces valid, sufficient, authentic and current evidence;
- meets industry requirements and reflects real work-based environments;
- is inclusive and culturally sensitive, and reflects a variety of cultural backgrounds, socioeconomic situations, and perspectives (Refer to: *PP2.6 - Diversity and Inclusion*)
- assesses the right level of difficulty aligned with the skills and knowledge requirements of the unit of competency;
- includes assessment instructions are clearly explained, logically structured;
- provides adequate benchmarks for assessment; and
- identifies areas for improvement.

3.4 Outcomes and Relationship to Continuous Improvement

Often improvements will be identified as an outcome of pre-assessment validation. These improvements are to be recorded into to our systematic approach to continuous improvement by raising a *Continuous Improvement Report* and submitting this to the management meeting. Outcomes identified as a result of pre-assessment validation must be recorded within the *Continuous Improvement Register.*

4. Considerations

Skillwise Training Pty Ltd uses both a Pre and Post assessment validation model. Post assessment validation is supported by a separate policy and procedure. The Pre-assessment Validation model utilised at Skillwise Training Pty Ltd is adapted from the publication *Maximising Confidence in Assessment Decision-Making, Resource Kit for Assessors, NCVER, 2002*. This relies on the review of qualitative based questions framed around the principles of assessment and the rules of evidence to examine how assessment is designed.

5. Procedure

Steps		**Person/s responsible**
Pre-assessment validation		
vii.	**Prepare Pre-assessment Validation Plan.** The Training Manager is responsible for establishing a *Pre-assessment Validation Plan* to be approved by the Chief Executive Officer that identifies:	Training Manager, CEO

	– The training product, – Each Unit of Competency, – The priority of units and sequence of delivery, – The person/s responsible for completing the validation, and – The status of progress. The Plan for Pre-assessment Validation will be updated and presented to the management meeting at each meeting to allow the progress of this to be monitored. This record of the plan for pre-assessment validation must be retained in the management meeting records. Refer to: *PP4.3 - Management Meeting*.	
viii.	**Schedule pre-assessment validation activities.** The validator will plan and schedule pre-assessment validation activities for all assessment tools, for all units of competency, prior to use.	Training Manager
ix.	**Conduct pre-assessment validation.** The validator will conduct the pre-assessment validation by reviewing the assessment tools against the *Pre-assessment Validation Checklist*.	Validator
x.	**Record findings and areas for improvement.** The validator will summarise the findings and identify areas for improvement for the assessment arrangements relevant to the training product being validated, and record these in the *Pre-assessment Validation Checklist*. It is important that the final pre-assessment validation tool records the details of all evidence reviewed including the assessment tools and any industry references.	Validator
xi.	**Submit continuous improvement reports to management meeting.** The validator will prepare and submit any continuous improvement reports and update the continuous improvement register to be considered at the next management meeting. These opportunities for improvement will then be considered and implemented in a systematic way utilising the continuous improvement and management meeting process to ensure the assessment tools are fit-for-purpose and enable valid judgements	Training Manager, Validator

	regarding a student's competency. Refer to: *PP4.7 - Continuous Improvement* and *PP4.3 - Management Meeting.*	
xii.	**Release assessment tools.** Assessment tools may only be released after pre-assessment validation has occurred and improvements made to ensure the assessment tools meet all the training product requirements, adhere to the principles of assessment; fairness, flexibility, validity and reliability, and produce valid, sufficient, authentic and current evidence.	Training Manager
xiii.	**Store pre-assessment validation records.** The validator is to ensure that all assessment validation records are securely retained and accessible and update the Training Manager.	Training Manager

6. Other documents to consider with this policy

Policies

- PP1.1 - Training and Assessment Strategy
- PP1.15 - Change to Scope of Registration
- PP1.16 - Training Package Transition
- PP1.10 – Post-Assessment Validation
- PP4.7 - Continuous Improvement
- PP4.3 - Management Meeting

Forms

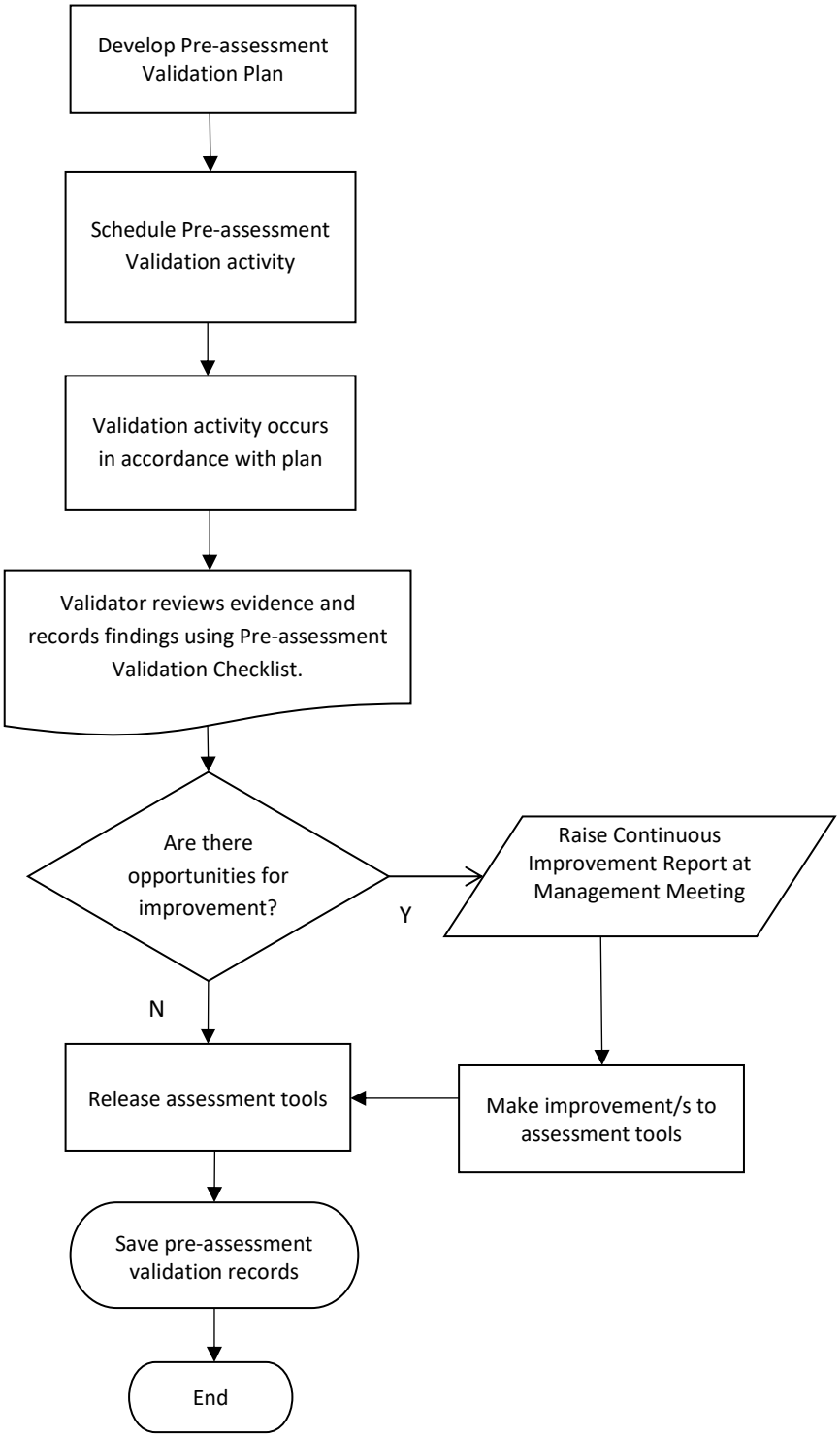
- Continuous Improvement Report
- Pre-Assessment Validation Checklist

Handbooks, manuals or other documents

None.

7. Flow chart

Pre-assessment Validation Flow Diagram



8. Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.3: The RTO demonstrates: (a) assessment is consistent with the requirements of the training product and (b) assessment tools are reviewed prior to use to ensure assessment can be conducted consistent with the principles of assessment and rules of evidence.

Maximising Confidence in Assessment Decision-Making, Resource Kit for Assessors, NCVER, 2002

PP1.6 - Assessment

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4
Responsibility	Trainers, Training Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to support the integrity and compliance of our assessment system and to ensure students' skills and knowledge are assessed in accordance with:

- the requirements of the training product,
- the rules of evidence,
- the principles of assessment.

2. Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence. The following are examples of assessment forms and documents which may be incorporated into an assessment tool in support of each unit of competency:

- assessment instruction for the assessor and the student
- assessment recording tools
- assessment outcome reports
- assessor marking guide
- assessment mapping
- third party reports or work placement records

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

3. Policy statement

3.1 Assessing the Unit of Competency

Skillwise Training Pty Ltd uses units of competency drawn from nationally endorsed Training Packages as the primary benchmark for assessment. Supporting these are industry standards or codes of practice. These and other industry specific publications inform the context and standard of performance during assessment.

To identify the precise assessment criteria, we apply a methodology of unpacking a unit of competency to assess the full scope of the unit including elements of competence, performance evidence, knowledge evidence and the requirements of the evidence conditions. This process ensures that our assessment strategies accurately reflect the requirements of the relevant training package and are valid. To ensure alignment with all components of a unit of competency, unit mapping must be undertaken during the design and development of assessment. Unit mapping must also be undertaken when carrying out pre-assessment validation. (Refer to: *PP1.5 - Pre-assessment Validation*)

Unit mapping will show the relationship between the planned assessment activities and each component of the unit. This must be conducted at a micro level of detail to allow the mapping to be useful later as a reference to demonstrate the validity of the assessment. An assessment mapping document is available for this purpose.

3.2 Assessment context

Skillwise Training Pty Ltd recognises the importance of establishing the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting or a manufacturing workshop. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture. Many units of competency may be applied in any workplace such as skills and knowledge relating to workplace safety or leadership.

It is our responsibility to ensure that students are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the student's own workplace policies and procedures into the assessment scenario or activity.

- Conduct of the assessment in the student's workplace performing real workplace tasks where possible.

- Integration of relevant industry codes of practice and other industry information into the assessment activity.

- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.

- Incorporation of regulatory information relating to licensing which applies to the unit of competency.

- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.

- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences where applicable.

- Provide a realistic simulated workplace within Skillwise Training Pty Ltd facilities.

While applying these strategies it is important to ensure that in establishing the context for assessment, we do not affect the transferability of the unit of competency. When the student is assessed as competent, this also means that the student can transfer the applicable skills and knowledge between different workplaces and context. This means that the competency is transferable and is a fundamental element of competency-based training and assessment.

3.3 Principles of assessment

In the delivery of assessment services, Skillwise Training Pty Ltd applies the principles of assessment. Assessment strategies have been designed to ensure:

- **Fairness.** Our assessment approach encourages fairness in assessment through consideration of the student's needs and characteristics and through making reasonable adjustments when it is appropriate and enabling reassessment if necessary. Assessors achieve this through clear communication with a student to ensure that the student is fully informed about, can participate in the assessment process, and agrees that the process is appropriate.

- **Flexibility.** Assessment is flexible to the context, training product and student, and assesses skills and knowledge held by the student irrespective of how or where they have been acquired. Our assessment strategies provide for recognition of a student's current competency, employ a

range of methods appropriate to the context of the industry, the unit of competency and the student themselves.

- **Validity.** Assessment of skills and knowledge is integrated with practical application and enable the student to demonstrate these skills and knowledge in similar situations consistently. We conduct assessment against the broad range of skills and knowledge identified within each unit of competency and are integrated with the performance of workplace tasks. We ensure that the assessment is transferable to different context and situations and all components of the unit of competency are being assessed.

- **Reliability.** Assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of the assessor conducting the assessment. We achieve this by using assessors who have the required competencies in assessment and the relevant vocational competencies. Our assessment resources also provide for standardised outcomes supported by model answers to guide assessors in their judgements. Reliability is also supported by the moderation of assessment judgements across our assessors achieved through our validation activities.

3.4 Collecting evidence that counts – the rules of evidence

In collecting evidence, Skillwise Training Pty Ltd applies the rules of evidence to inform the assessment strategy. Assessment strategies have been designed to ensure:

- **Validity.** We collect evidence that directly aligns with the components documented within each unit of competency to assure the assessor that the VET student has the skills and knowledge described in the training product. The collected assessment evidence must replicate the outputs of the task as though it were being performed within an actual workplace. This may include the observation of the student performing the tasks relevant to the unit of competency or the collection of a completed workplace products. Evidence of the student's ability to perform a task must Include observation of the student performing the task or evidence of their work. Evidence of the student's knowledge about the task may contribute to additional knowledge evidence but is not a substitute for the student demonstrating the actual task.

- **Sufficiency.** We ensure the collection of relevant assessment evidence in a quality and quantity that ensures that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. The collection of sufficient assessment evidence will be supported by using a range of assessment methods which lead to the collection of evidence over time based on a range of performances. Particular regard is paid to the requirements of the performance evidence statement within each unit of competency in regard to the number of occasions that tasks must be demonstrated on and the range of performance requirements that need to be satisfied.

- **Authenticity.** We seek evidence that is authentic. To support this, assessors must be assured that the evidence presented for assessment is the student's own work. Where documentary evidence is relied on it must be certified or supported by two other forms of evidence which demonstrate the same skill or knowledge. In all instances, where work is submitted external to Skillwise Training Pty Ltd (i.e.; electronically, distance assignments, online) this is to include a signed authenticity statement by the student that they certify the work as their own. We also apply rigorous arrangements to prevent plagiarism and are mindful of the use of AI and its potential to impact the integrity of the assessment process (Refer to: PP1.9 - Plagiarism and AI).

- **Currency.** We ensure the assessment evidence demonstrates the current skills and knowledge of the student relating to a particular unit of competency. Assessment evidence is to be based on the student's performance either at the time of the assessment decision or in the very recent past. Questions of evidence currency will mostly relate to recognition of prior learning applications where a student has been in the workplace for many years and is seeking recognition of skills and knowledge obtained through workplace experience or previous training. In all situations, assessors must validate the currency of a student's knowledge and skills.

3.5 Employers and other parties contributing to assessment evidence

Where industry representatives are engaged to contribute toward assessment evidence, we will use a standard approach to collect this evidence. We place a high value on the assessment evidence that is provided by supervisors or employers in the workplace. This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified assessor. We do not however advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by a qualified assessor and is **not** to be used as primary evidence.

During the development of assessment tools, assessors are to ensure that the observation criteria used in industry evidence reports is wholly task orientated. These observation criteria should reflect the tasks that the supervisor would expect to issue to an employee and monitor during normal workplace duties. The industry evidence report is not to contain assessment criteria drawn from a unit of competency as these assessment criteria are suitable only for trained and qualified assessors to interpret.

It is also not desirable to collect industry evidence simply by providing a document to be completed. This leads to the collection of insufficient evidence and is an annoyance to industry. Where possible assessors are to engage with industry representatives directly and collect evidence about a student's performance through discussion with supervisors. This discussion will be based on observable workplace tasks and evidence is to be recorded by the assessor. These discussions may be undertaken face-to-face or over the phone. The assessor must record the industry representative's details, contact information and the date/time of the engagement.

3.6 Engagement with industry

Skillwise Training Pty Ltd is well placed to leverage off current industry associations to incorporate industry requirements into the assessment process. Consultation with enterprises or industry will provide information about assessment requirements relevant to workplaces. Regulatory requirements that relate to specific units of competency will be incorporated to ensure our students are well prepared for their workplace duties. Further information on industry engagement can be found in *PP1.2 - Industry Engagement*.

3.7 Recognition of prior learning

Skillwise Training Pty Ltd will provide all students the opportunity to seek recognition of their prior learning. Recognition is viewed simply as another method of assessment and therefore is conducted in accordance with this policy. Further information can be found in *PP1.11 - Recognition of Prior Learning.*

3.8 Competence of assessors

In accordance with the Outcome Standards for RTOs, assessors are required to hold the minimum competencies for training assessment and the vocational competencies at least to the level being assessed. Skillwise Training Pty Ltd has appropriate systems in place to ensure that all staff members are appropriately qualified to meet our requirement under the Outcome Standards for RTOs. Further information can be found in PP3.2 - *Trainer Credential Requirements* and *PP3.4 - Training and Assessment Under Supervision*.

3.9 Assessment validation

Assessment validation is the process where assessors compare and evaluate their assessment methods, assessment procedures and assessment decisions. Skillwise Training Pty Ltd will facilitate pre-assessment validation to verify the alignment of assessment with the requirements of the respective training product, the rules of evidence and the principles of assessment (ref to PP1.5-Pre-Assessment Validation). We will also validate assessment after its implementation to verify that the assessment has been implemented in accordance with this policy (ref *PP1.10 Post-Assessment Validation)*.

3.10 Assessment tools

We have developed assessment tools which support the assessment of applicable units of competency in accordance with the requirements of industry Training Packages. These are generic tools which provide us with a starting point for the development of other supporting tools which will reflect the needs of our clients or target industry group. Staff must be satisfied that tools developed for assessment, fit with the requirements of the target industry and enterprise requirements. Some units of competency are associated with licensing requirements and whilst this is not always stipulated in the unit of competency, we will need to be informed of the additional

requirements this imposes during assessment. Completed assessment tools are to be retained within the student record in accordance with *PP1.14 - Student Record Retention and Management*.

3.11 Assessment information

Our assessment activities are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a student will be directly affected by the quality of the information provided at the commencement of the activity.

Examples of assessment information include:

- Instructions to set the framework for the activity such as who, what, where, when and how. The expected outcomes of the assessment should be included in these instructions, and it is critical that they are straight forward and in line with the student's preparation during learning or through other competency development pathways.

- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the student to exercise their analytical skills and produce viable workplace products and outcomes.

- Industry information includes items such as codes of practice, policies and procedures, legislation and regulations. Whilst this may not be provided in hard copy to every student, they may also be provided contacts, web sites or hyperlinks to access this information. Electronic copies of industry information are also acceptable.

3.12 Re-assessment

It is the policy of Skillwise Training Pty Ltd to provide **three** opportunities for training and re-assessment at no additional cost to the student or employer. The initial assessment is **one** and therefore the student will have two remaining opportunities if they are not able to demonstrate competency on the first attempt. students who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment. Please refer to the current fee schedule to identify the re-assessment fee.

student's requiring additional learning support are to be brought to the attention of the Training Manager so the progress of the student can be monitored closely and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment.

Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be determined through mutual agreement.

4. Considerations

Credit transfer

Where a student is seeking credit transfer for a unit of competency that is on our scope of registration and the student can provide documentary evidence that the unit has been previously awarded to the student, credit transfer will be awarded. It is important to note that credit transfer is not an assessment. It is an administrative function that determines the equivalence of a unit of competency the student has been previously awarded to incorporated into a course in which the student is enrolled. If the unit of competency is the same or is equivalent, then the unit may be issued as a credit transfer. This is not to be confused with the recognition of prior learning which is a method of assessment. Please refer to *PP1.12 Credit Transfer* for further guidance.

5. Procedure

Steps		**Person/s responsible**
Assessment		
xiv.	**Conduct pre-assessment validation.** Conduct a pre-assessment validation on all assessment tools, for all units of competency, before they are used to conduct assessment. Refer to: *PP1.5 - Pre-assessment Validation.*	Training Manager
xv.	**Prepare for assessment.** The assessor is to: ▪ Establish the context and purpose of the evidence to be collected; ▪ Identify and analyse the units of competency, Training Package and Skillwise Training Pty Ltd assessment strategy to identify the evidence requirements; and ▪ Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.	Trainer

xvi.	**Prepare the student.** The assessor meets with the student to: ▪ Explain the context and purpose of the assessment and the assessment process; ▪ Explain the units of competency to be assessed and the evidence to be collected; ▪ Outline the assessment procedure and the preparation the student should undertake, and answer any questions; ▪ Assess the needs of the student and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes; ▪ Seek feedback regarding the student's understanding of the units of competency, evidence requirements and assessment process; and ▪ Determine if the student is ready for assessment and, in consultation with the student, decide on the time and place of the assessment.	Trainer
xvii.	**Plan and prepare the evidence-gathering process.** The assessor must: ▪ Establish a plan for gathering sufficient quality evidence about the student's consistent performance in order to make the assessment decision; ▪ Source or develop assessment materials to assist the evidence-gathering process; ▪ Organise equipment or resources required to support the evidence-gathering process; and ▪ Coordinate and brief other personnel involved in the evidence-gathering process.	Trainer
xviii.	**Collect the evidence and make the assessment decision.** The assessor must:	Trainer

	▪ Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility; ▪ Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant units of competency; ▪ Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills; ▪ Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies; ▪ Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency; ▪ Consult and work with other staff, assessment panel members or technical experts involved in the assessment process; ▪ Record details of evidence collected; and ▪ Make a judgement about the student's competence based on the evidence and the relevant unit(s) of competency.	
xix.	**Provide feedback on the assessment.** The assessor must provide advice to the student about the outcomes of the assessment process. This includes providing the student with: ▪ Clear and constructive feedback on the assessment decision; ▪ Information on ways of overcoming any identified gaps in competency revealed by the assessment; ▪ The opportunity to discuss the assessment process and outcome; and ▪ Information on reassessment and the appeals process if applicable.	Trainer
xx.	**Record and report the result.** The assessor must:	Trainer

	▪ Record the assessment outcome in the student management system; ▪ Maintain records of the assessment procedure, evidence collected and the outcome. Refer to: *PP1.14 - Student Record Retention and Management;* ▪ Maintain the confidentiality of the assessment outcome; and ▪ Organise the issuance of statements of attainment. Refer to: *PP1.13 - student Completion and Issuing Certificates*.	
xxi.	**Participate in the reassessment and appeals process**. The assessor must: ▪ Provide students who are assessed as not yet competent with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for reassessment. ▪ Provide feedback and counselling to the student, if required, regarding the assessment outcome or process, including guidance on further options; ▪ Provide the student with information on the reassessment and appeals process; ▪ Report any assessment decision that is disputed by the student to appropriate personnel; and ▪ Participate in the reassessment or appeal. Refer to: *PP2.10 - Appeals Handling*.	Trainer
xxii.	**Record and report the result of reassessment and appeals.** The assessor must: ▪ Record the reassessment outcome in the student management system; ▪ Maintain records of the reassessment, evidence collected and the outcome.	Trainer

xxiii.	**Review the assessment process.** On completion of the assessment process, the assessor must: ▪ Review the assessment process; ▪ Report on the positive and negative features of the assessment to those responsible for the assessment procedures; and ▪ If necessary, suggest methods of improving the assessment procedures through raising a *Continuous Improvement Report* or by providing input to the next scheduled assessment validation. Refer to: *PP4.7 - Continuous Improvement Procedure* and *PP1.10 Post-Assessment Validation*.	Trainer

6. Other documents to consider with this policy

Policies

- PP4.7 Continuous Improvement
- PP1.5 Pre-assessment Validation
- PP1.10 Post-Assessment Validation
- PP1.12 Credit Transfer
- PP1.2 Industry Engagement
- PP1.13 student Completion and Issuing Certificates
- PP2.10 Appeals Handling
- PP1.14 Student Record Retention and Management
- PP3.2 Trainer Credential Requirements
- PP3.4 Training and Assessment Under Supervision

Forms

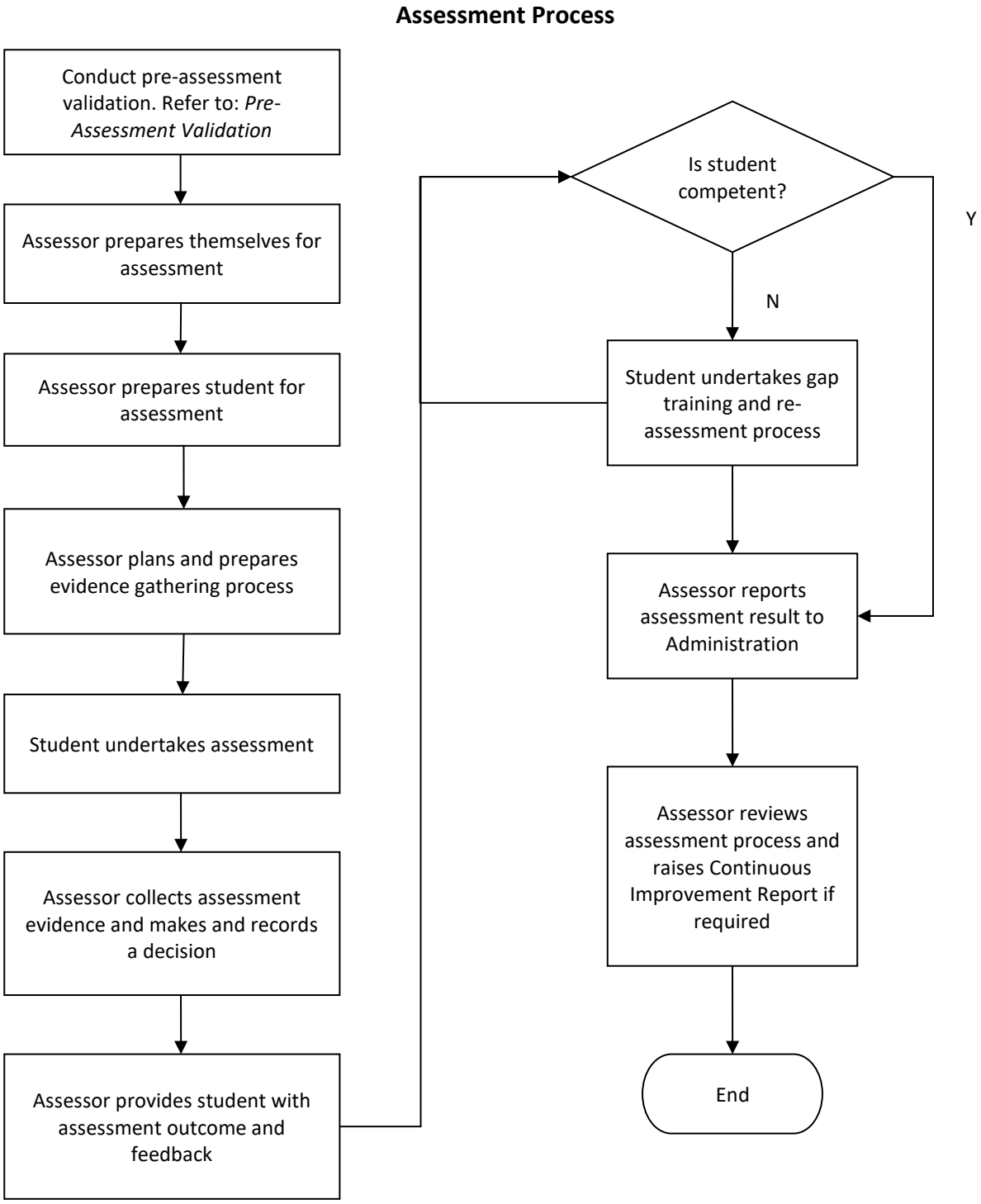
- Template - Assessment Authenticity Declaration

- Template - Assessment Mapping Record
- Template - Assessment Summary Report
- Template - Knowledge Assessment (Verbal)
- Template - Observation or Demonstration Assessment
- Template - Supervisor Feedback Report
- Continuous Improvement Report
- Request for an Appeal of a Decision Form
- Complaints and Appeals Register
- Appeals Response Letter

Handbooks, manuals or other documents

None.

7. Flow chart


Assessment Process
Conduct pre-assessment validation. Refer to: *Pre-Assessment Validation*
Assessor prepares themselves for assessment
Assessor prepares student for assessment
Assessor plans and prepares evidence gathering process
Student undertakes assessment
Assessor collects assessment evidence and makes and records a decision
Assessor provides student with assessment outcome and feedback
Is student competent?
Y
N
Student undertakes gap training and re-assessment process
Assessor reports assessment result to Administration
Assessor reviews assessment process and raises Continuous Improvement Report if required
End

8. Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

PP1.7 – Work Placement

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4
Responsibility	CEO, Training Manager, Trainers and Assessors, Student Support Officer
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to establish clear guidelines and procedures for the selection and oversight of work placements, to ensure the work environment provides appropriate access to information, work tasks, facilities, resources and equipment and supervision arrangements for the student.

To ensure a positive experience for both the student and organisation, promoting learning, professional development, and adherence to industry standards.

2. Definitions

Work Placement means where a student; works usually on a voluntary basis, for an organisation for a limited period of time in order to get work experience. Work placement can be a mandatory requirement of some nationally recognised training products and is typically specified as a requirement of the performance evidence of a core unit of competency. Students will usually have a logbook with tasks that they complete in the workplace and this evidence together with an attendance log forms part of their assessment evidence. Placements that meet the definition of a vocational placement under the *Fair Work Act 2009* (the FW Act) are lawfully unpaid. (Refer to: Student placements - Fair Work Ombudsman).

3. Policy statement

3.1 Identification and Selection of host organisations

It is the obligation of Skillwise Training Pty Ltd to identify suitable host work placement organisations and to organise work placements on behalf of the student. Work placement is an assessment requirement and therefore it is Skillwise Training Pty Ltd's responsibility to organise the assessment arrangements.

Alternatively, students may identify their own work placement organisation so long as these organisations are aware of and can meet all of the expectations of being a host workplace and are sufficiently equipped to host a student for the relevant course and understand their obligations.

Skillwise Training Pty Ltd will contact workplace organisations nominated by the student and will verify the suitability for the purpose of work placement.

Skillwise Training Pty Ltd will always strive to find a workplace location that meets the student's needs in terms of availability and location; however, where there are limitations on work placement opportunities, students might need to travel to attend work placement at irregular hours.

Host organisations will be identified and selected based on their ability to provide students with access to:

- All the facilities, resources and equipment included in the training package;
- Access to a certain number of clients, if required by the training package;
- Suitable workplace policies and procedures, and any other information specified by the training package;
- Suitably qualified and experienced supervisors;
- Suitable orientation and induction arrangements; and
- Suitable work health and safety arrangements.

3.2 Student responsibilities and behaviour

Students are expected to treat peers, clients, staff, and others in the workplace with respect, dignity, and fairness while on work placement, and follow all instructions given by staff related to workplace activities and safety. Students are not to engage in disruptive or offensive behaviour.

Students who commit a breach of discipline, or who are assessed as presenting a significant risk to themselves or others during work placement, may be prevented from continuing their work placement. For courses where successful completion of work placement is a requirement, this could mean that the student will not complete their course.

The trainer is to brief the students and workplace supervisor on the range of duties that the student can perform. The student must not carry out any duties other than those specified by Skillwise Training Pty Ltd.

Students must also be briefed and provided contact details to contact Skillwise Training Pty Ltd representative anytime they feel that the situation in the workplace is not safe.

3.3 Student readiness for work placement

Generally, work placements will be scheduled to occur after there has been a reasonable amount of student-trainer contact, and when the trainer is satisfied that the student is ready to participate in workplace learning and duties. Where a specific units of competency has a mandatory assessment requirement for work placement, the student must have completed all the training in the unit of competency prior to commencing workplace. It is also recommended that work placement usually occur after a period of training which has enabled the student to acquire some foundational skills particularly in relation to workplace communication, working safely, working as part of a team and in the performance of the tasks which will be expected in the workplace. These foundational skills enable the student to be a safe and productive member of the workplace. It is for this reason that it is common to schedule work placement toward the back end of a course program.

Mandatory work placement is usually an assessment requirement. Whilst it is accepted that work placement presents a valuable opportunity for the student to gain experience, the purpose of the work placement is usually to gather evidence of their competent performance of duties whilst in the workplace. This requires that the student has all the necessary skills and knowledge required before commencing work placement as part of the assessment process. This should be a critical factor that is considered when designing training an assessment and scheduling work placement.

3.4 Workplace requirements by industry

Some industries and work placements have prerequisites that must satisfied before being able to attend work placement. These differ from course to course but may include undertaking a National Police Check, Working with Children Check and/or providing a Health Care Worker/Student Vaccination Record Card. It is important as part of industry engagement to verify any licencing or certification requirements that industry may have.

Where these workplace requirements exist, they should be considered as part of the course development process and either required by the student to obtain these necessary certifications prior to work placement during the course or established as an entry requirement that should be verified prior to enrolment. Pre-enrolment information that is provided to a prospective student considering a course which includes work placement, should also advise the prospective student of this mandatory requirement. This will hopefully avoid a situation where a student has been enrolled into a course and subsequently identifies that they are not eligible to complete a mandatory component of the course.

In circumstances where the student is not able to complete a course and it is determined the student was not provided prior notification of workplace requirements and Skillwise Training Pty Ltd has failed to verify this requirement during the enrolment, the student should be eligible for a refund on any tuition fees that have been paid. This policy is to be applied regardless of the number of units of competency which had been completed and are issued on an AQF certificate. This underscores

the importance of fully informing a prospective student about the services to be provided and the requirements for completing the course prior to their enrolment.

3.5 Safety on work placement

Host organisations are required to provide a safe environment in which to support the student's work placement, including:

- All students must complete workplace health and safety induction before any work integrated training commences.
- Students must have access to appropriate clothing and personal protective equipment required by the workplace.
- Appropriate supervision arrangements in the workplace must be established to ensure that the student's safe participation is monitored.
- Hazard risk assessment on planned work integrated training must be completed to identify the likelihood and consequence of injury or harm occurring and appropriate risk reduction measures.
- Students must be briefed and provided contact details to contact Skillwise Training Pty Ltd representative anytime they feel that the situation in the workplace is not safe.

(Refer to: *Work Placement Agreement* and the *PP1.4 - Training Safety*).

When students are undertaking work placement, they must abide by the work health and safety policies and procedures of the host organisation.

3.6 Verifying work placement opportunities

Prior to agreeing on placing students into a workplace, Skillwise Training Pty Ltd must undertake its own evaluation of the workplace to determine if the workplace is going to be suitable for the purposes of supporting the delivery of nationally recognised training. This verification is to include a visit to the workplace by a representative of Skillwise Training Pty Ltd to meet with workplace managers or supervisors to determine the arrangements that will be in place to support the student's participation at the workplace. This is to be completed using the workplace suitability checklist which must be customised for the specific course on which the work placement is being considered. This means that the checklist will need to be specifically tailored to include the considerations which are relevant to the training package and the unique requirements of the industry in which the work placement is being undertaken. Particular focus should be given to making sure training package requirements particularly the assessment conditions are satisfied, and the student will have available safe working arrangements. The following are the minimum criteria that must be verified prior to agreeing to a venue for work placement:

- all safety requirements identified at paragraph 3.5 of this policy,
- the workplace is properly accredited where this is a requirement of the training package,
- the full range of work tasks and work context is available to support the performance of tasks,
- the workplace has all the necessary facilities, equipment and material to support the performance of tasks required by the units of competency,
- the workplace has available all the relevant policy and procedure to support safe work practice as well as productive work in accordance with the requirements of the units of competency,
- the workplace has suitably qualified and experienced supervisors who are willing to contribute to providing verbal assessment observations to the assessor and verifying completed work by the student,
- there is a suitable area where the trainer can sit down with the student to go over the learning and assessment tasks with minimal interruption, and
- The workplace can confirm the expectations regarding minimum equipment and clothing requirements and preferred working hours for the student.

Completed workplace suitability checklist must include an indication from the workplace in terms of the availability of how many students can be accommodated on each day and must be signed by the workplace representative. These records form a critical component of the preparation for undertaking work placement and are also important compliance records. These completed workplace suitability checklist must be stored securely with the course documentation.

3.7 Establishing the work placement agreement

Prior to agreeing on placing students into a workplace, Skillwise Training Pty Ltd must undertake its own agreement with the workplace that underpins the obligations of each party in the hosting of the student at the workplace to perform duties. This is an important component to establishing a successful work placement as the agreement will define the responsibilities of the employer and Skillwise Training Pty Ltd to work cooperatively for a successful work placement.

Work placement agreements are to be completed prior to any work placement commencing and only after the suitability of the workplace has been verified in accordance with section 3.6 of this policy. Work placement agreements should be recorded using the *Template - Work Placement Agreement*. This template is in generic document, and it is intended that the specific details of the agreement and the content will be customised according to the requirements of each individual workplace. This is specifically required regarding the relevant training products the student is undertaking.

Work placement agreements are to be signed by the Training Manager and a senior representative of the relevant workplace. These records form a critical component of the preparation for undertaking work placement and are also important compliance records. These completed Work placement agreements must be stored securely with the course documentation.

3.8 Volunteer or work experience insurance

It is the responsibility of Skillwise Training Pty Ltd to ensure our students are safe and protected during their work placement. As such, Skillwise Training Pty Ltd is to put in place (and meet the cost of) suitable volunteer or work experience insurance that covers students undertaking work placement for personal injury.

Where a student is an existing employee of the host employer and are already covered by an existing workers compensation policy volunteer or work experience insurance should not be required.

The agreed arrangements for establishing volunteer or work experience insurance to cover students undertaking work placement are to form part of the Work Placement Agreement with the host employer.

4. Considerations

4.1 Employers and other parties contributing to assessment evidence

Where industry representatives are engaged to contribute toward assessment evidence, we will use a standard approach to collect this evidence. We place a high value on the assessment evidence that is provided by supervisors or employers in the workplace. This evidence is usually very current and valid and contributes to the assessment decisions made by a qualified assessor. We do not however advocate the use of industry evidence (also referred to as third party evidence) as a substitute for the gathering of direct evidence by an assessor. In all areas of our operation, industry evidence is only to be used to complement and support the evidence being gathered by a qualified assessor and is **not** to be used as primary evidence.

During the development of assessment tools, assessors are to ensure that the observation criteria used in industry evidence reports is wholly task orientated. These observation criteria should reflect the tasks that the supervisor would expect to issue to an employee and monitor during normal workplace duties. The industry evidence report is not to contain assessment criteria drawn from a unit of competency as these assessment criteria are suitable only for trained and qualified assessors to interpret.

It is also not desirable to collect industry evidence simply by providing a checklist to be completed. This leads to the collection of insufficient evidence and is an annoyance to industry. Where possible, assessors are to engage with industry representatives directly and collect evidence about a student's

performance through discussion with supervisors. This discussion will be based on observable workplace tasks and evidence is to be recorded by the assessor. These discussions may be undertaken face-to-face or over the phone. The assessor must record the industry representative's details, contact information and the date/time of the engagement.

5. Procedure

Steps		Person/s responsible
Work Placement		
i.	**Identify the need for work placement** When any new qualification is added to scope a Training and Assessment Strategy will be prepared which includes identifying if the training package requires work placement (*see PP1.1-Training and Assessment Strategy*).	CEO, Training Manager, Trainer
ii.	**Prepare a Workplace Suitability Checklist** If a work placement is identified, a Workplace Suitability Checklist will be prepared to ensure access to: • All the facilities, resources and equipment included in the training package; • The number of clients included in the training package, if required; • The scope of work that relates to the units of competency being undertaken; • Policies and procedures, and any other information specified by the training package; • Suitably qualified and experienced supervisors; and • Suitable work health and safety arrangements.	Training Manager/Trainer

iii.	**Option 1 - Skillwise Training Pty Ltd identifies organisations for possible work placements** Use industry networks to identify organisations which may be suitable hosts for work placement students. The Training Manager is to research the suitability of the organisation online and also make contact with the workplace to determine the likelihood and viability of work placement before proceeding to visit the workplace and prepare a work placement agreement. **Option 2 – Student identifies host organisation for work placement** Students may choose to select their own organisation for work placement, or may already be working in a workplace where they want to do their work placement. Skillwise Training Pty Ltd supports students to identify their own host organisation, contingent on that organisation meeting the following criteria: – The workplace meets the requirements within the Work Placement Suitability Checklist, – The workplace is within a reasonable travel distance for our assessor to visit the workplace, and – The workplace enters into a completed Work Placement Agreement with Skillwise Training Pty Ltd.	Training Manager, CEO, student
iv.	**Meet potential host organisations and complete Work Placement Suitability Checklist** Once a potential host organisation for work placement has been identified, a meeting and site visit will be arranged with a senior manager at the host organisation to confirm the workplaces suitability and their agreement to becoming a host organisation.	Training Manager, CEO, Trainer
v.	**Confirm work placement organisation** The students work placement host organisation should be confirmed at least 4 weeks prior to the student commencing work placement. The student and host organisation will be notified in writing when they have been confirmed.	Training Manager, Trainer

vi.	**Complete a Work Placement Agreement** The host organisation and Skillwise Training Pty Ltd must complete a Work Placement Agreement to outlining the: • Facilities and equipment to be provided by the organisation. • Range of work tasks and work-related training to be provided by the organisation. • Duration and hours of the placement. • Roles and responsibilities of the student. • Responsibility of the host organisation to provide a person with the appropriate qualifications and/or experience to supervise the student and facilitate their on-the-job training. • Learning objectives and performance expectations. • Confidentiality and privacy requirements. • Safety requirements. • Insurance arrangements in support of the work placement. The student may be required to also sign an agreement with the workplace which is part of the workplace normal induction arrangements.	Training Manager and CEO
vii.	**Prepare students for work placement** Provide the student with information about work placement when they enrol in the Course. Provide training and assessment in foundational units which will be important during work placement, e.g. work health and safety. Ensure students have completed any checks required by the workplace, e.g. police check, Working with Children Check, vaccinations. Issue the student with the required Work Placement Logbook.	Trainer

	Approximately 4 weeks prior to work placement, provide student with a **detailed briefing** on work placement including: • Host organisation name and location • Supervisor's details • Student Support Officer or Work Placement Coordinators details • How and when they will be communicated their shifts, start and finish times • What to wear • Work health and safety requirements • Who to contact and what to do if there are any WHS issues or incidents during their work placement • Who to contact and what to do if there are any other issues with their work placement • What tasks to expect • How they will be assessed in the workplace • Work place visits that their Trainer or work placement coordinator will arrange	
viii.	**Work placement orientation and induction** Prior to commencing work placement, or on the first day of work placement, host organisations are required to complete a work placement induction with the student. The work placement induction will cover: – Organisational structure – Supervision arrangements – Tour of the premises and location of facilities – Briefing on times for starting, finishing, and breaks, what to do if the student is sick – Dress code and expectations – Work health and safety policies and procedures including safe manual handling, risks, hazards, and emergency procedures – Privacy and Confidentiality policy and procedures	Student, host organisation, Trainer

	– Overview of the tasks and expectations of the students during Work Placement	
ix.	**Supervise students on work placement** While the student is on work placement, the Trainer will undertake XX number of workplace visits to oversee the students and conduct workplace assessments. The administration staff will assist the Trainer to schedule and confirm these visits with the student and the workplace. During this scheduling process, the administration staff will confirm any equipment/information/clients required during the assessors visit for the assessor to undertake necessary observations and assessment. ***Collecting and recording evidence*** **-** During workplace visits the Trainer will meet with the student and their supervisor and record details of the visit and feedback on the students' performance in the *Workplace Visit Report.* The *Workplace Visit Report* will be saved in the Student Management System. The Trainer will also observe tasks required to be performed in the workplace and complete the *Observation Checklist* for these tasks. The Observation Checklist must be completed at the time of observation and saved in the Student Management System. Students are to complete a Logbook of work placement hours and activities completed and provide this to their assessor as a compulsory part of their assessment. Logbooks are to be recorded in the Student Management System. Students are to contact their Trainer or the Student Support Officer if they have any issues on work placement.	Student, Trainer, administration staff
x.	**Evaluate Work Placement and ID Opportunities for Improvement** The Trainer will monitor verbal feedback from the student and host organisation during work placement, and Skillwise Training Pty Ltd will send out student and employer surveys upon completion of training (Refer to: *PP4.9 - Reporting Obligations*). Where there are any issues or opportunities for improvement, they will raise these at	

	the Management Meetings and a Continuous Improvement action will be raised. (Refer to: *PP4.3 - Management Meetings*, and *PP4.7 - Continuous Improvement*)	

6. Other documents to consider with this policy

Policies

- PP4.3 - Management Meetings
- PP4.7 Continuous Improvement
- PP4.9 Reporting Obligations

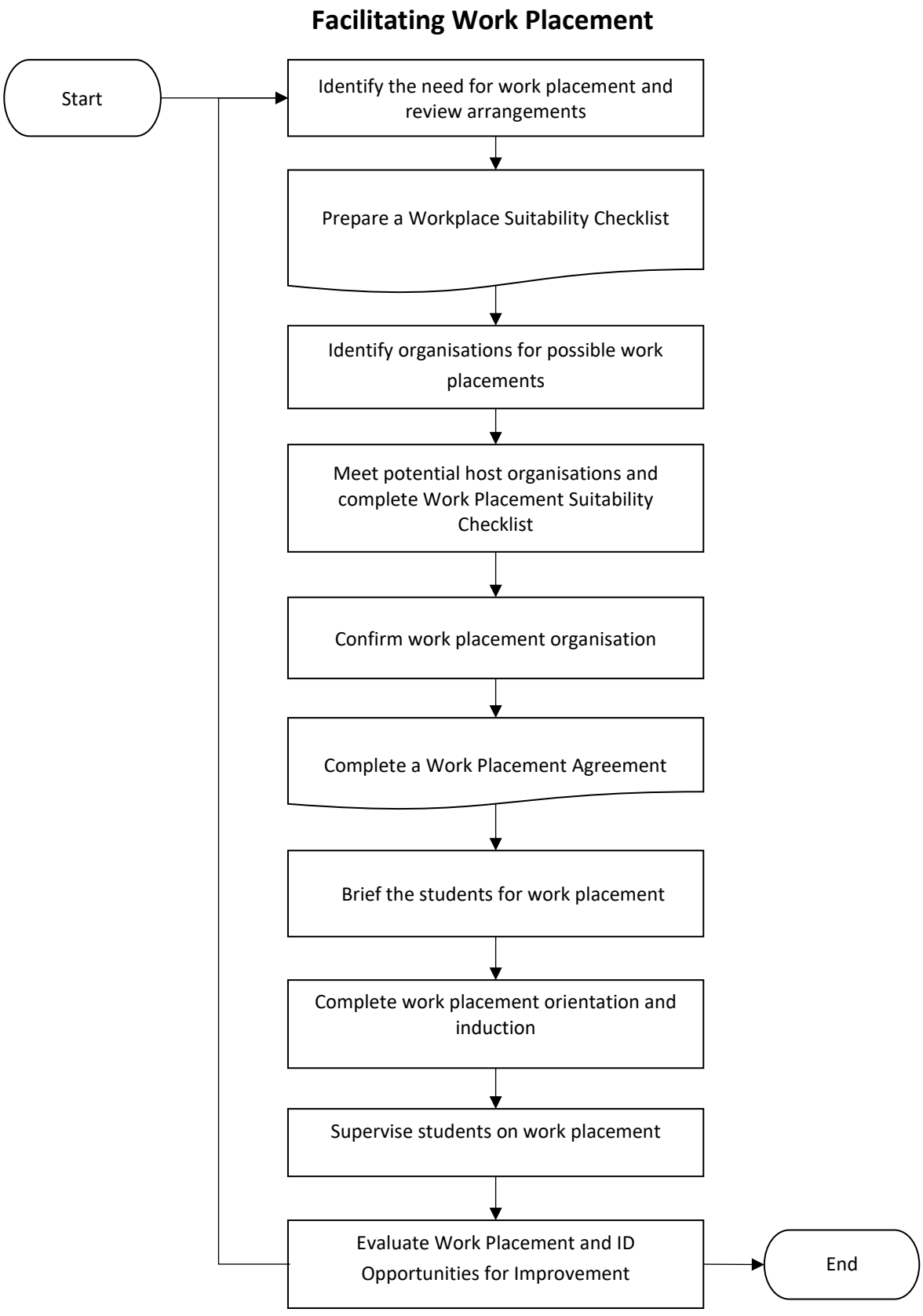
Forms

- Workplace Visit Report
- Work Placement Suitability Checklist
- Work Placement Agreement
- Work Placement Induction
- Continuous Improvement Report

Handbooks, manuals or other documents

None.

7. Flow chart


Facilitating Work Placement
Start
Identify the need for work placement and review arrangements
Prepare a Workplace Suitability Checklist
Identify organisations for possible work placements
Meet potential host organisations and complete Work Placement Suitability Checklist
Confirm work placement organisation
Complete a Work Placement Agreement
Brief the students for work placement
Complete work placement orientation and induction
Supervise students on work placement
Evaluate Work Placement and ID Opportunities for Improvement
End

8. Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment:

- Standard 1.1, Training is engaging and well-structured and enables VET students to attain skills and knowledge consistent with the training product, The RTO demonstrates: (e) where the training product requires work-integrated learning, work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.

- Standard 1.8, Facilities, resources and equipment for each training product are fit-for-purpose, safe, accessible and sufficient: (c) where training involves work-integrated learning, work placements, or other community-based learning, strategies are in place to manage any risks associated with these facilities, resources and equipment.

Fair Work Act 2009 (Student placements - Fair Work Ombudsman)

PP1.8 – Assessment Quality Control

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4 Compliance Standards for RTOs for RTOs, Standard 5
Responsibility	Trainers and Assessors, Administration Staff
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is:

- To ensure all assessments comply with the Standards for RTO's and any competency issued to the student is justified and can be verified prior to issuing a certificate.
- To ensure that the assessment evidence being used in support of competency decisions complies with the rules of evidence of validity, sufficiency, authenticity and currency.
- To ensure the RTO retains the completed student assessment items including the actual piece(s) of work completed by a student or evidence of that work, and the retained evidence of completed assessment has enough detail to demonstrate the assessor's judgement of the student's performance against the standard required.
- To ensure the RTO issues AQF certification documentation only to a student whom it has assessed as meeting the requirements of the training product as specified in the relevant training package.

2. Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence. The following are examples of assessment forms and documents which may be incorporated into an assessment tool in support of each unit of competency:

- assessment instruction for the assessor and the student

- assessment recording tools
- assessment outcome reports
- assessor marking guide
- assessment mapping
- third party reports or work placement records

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

3. Policy statement

3.1 The requirement for Assessment Quality Control

Skillwise Training Pty Ltd takes seriously out obligations to ensure that e only issue AQF certification documentation to a VET student who have been assessed as meeting the requirements of the training product. Assessment quality control is an important component of our overall self-assurance arrangements. Whilst we expect that trainers will be completing assessment properly and recording sufficient detail to demonstrate their judgement of the students' performance, it is not satisfactory to simply trust that this will be occurring.

This policy sets out the arrangements for the quality of assessment completeness and documentation is checked at various stages upon its completion. This includes by the trainer after they have concluded their assessment decision and prior to submitting these assessment records to the administration area for processing. Once the assessment record is received by the administration team, these records will be subject to a final review as part of the quality control process to ensure these records are complete and accurate.

Whilst it is not the role of the administrative team two undertake assessment or two make judgments about the assessment decision, this policy does empower the administrative team with the authority to review these records and determine if the records are accurate and complete. This includes confirming that records have been dated and signed by all parties, assessment documentation and evidence submitted by the student is complete and adequate evidence has been recorded by the assessor to demonstrate their judgement about the students' performance.

This quality control process is really the final opportunity to identify inaccurate and incomplete assessment records and to prevent them from entering the record system and from assessment results to be inappropriately reported that cannot be substantiated with satisfactory assessment records.

3.2 Entering of assessment outcomes into the student management system

Trainers or those undertaking assessment are not authorised to enter assessment outcomes into the student management system, at any time. Only authorised administrative team personnel are to enter assessment outcomes into the student management system.

3.3 Remediation of incomplete or inaccurate Assessments

A critical component of this assessment quality control policy is the procedure to be followed where assessments are received by administrative support and are identified as incomplete or inaccurate. The remediation of these incomplete or inaccurate assessment records in a timely manner will safeguard the compliance of Skillwise Training Pty Ltd and the integrity of our assessment system. Administrative team personnel are authorised to identify in accuracies or incompleteness with assessment records and to return the record to the trainer that undertook the assessment with notes on the areas that the trainer must review and remediate.

It is the responsibility of the relevant trainer to respond professionally to these opportunities to remediate incomplete assessment and to return the complete assessment to the administrative team within the required timeframe as specified in the procedure. It is also the responsibility of the trainer to use this opportunity to identify opportunities for improvement in their own practices to prevent future assessments from requiring remediation.

3.4 Feedback or concerns

Trainers who are required to undertake assessment remediation are not to engage with the administrative team directly about these requirements and are to direct any feedback or concerns only to the Training Manager.

3.5 Identifying trends and opportunities for Professional Development

The administrative team are to monitor the instances of assessment remediation to identify any trends to the issues being identified in submitted assessment documentation that is identified as inaccurate or incomplete. These observations of these trends present a valuable opportunity for management to implement arrangements that will systematically address these problems to prevent the need for assessment remediation. These arrangements may include working directly with trainers to improve their assessment practices and or facilitating professional development for all those involved in the assessment process to achieve better alignment with policy requirements and to support the integrity of our assessment system.

The Office Manager is to prepare a Continuous Improvement Report to report these trends arising from identified assessment remediation which are to be referred to the management meeting for consideration as part of the continuous improvement process. This report should be submitted on the as required basis and should include details of remediation that is required over the period and any recommendations on how this could be improved.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
Assessment Quality Control		
i.	**Assessment completion and submission** The trainer is responsible for completing assessment and submitting these for reporting. – The trainer is to review each assessment record prior to it being submitted for reporting. The trainer is to use the Checklist - Assessment Quality Control – Assessor to consider the requirements for completeness and accuracy. – The complete assessment record and evidence must be submitted for each assessment that is undertaken. This must include all completed assessment records and all work that was submitted by the student for assessment. Other than the assessment record itself, this will include items such as completed written knowledge assessments, project submissions, portfolio submissions, case study responses, completed workplace documents, et cetera. It is critical that administrative support can access in the student management system, or in hard copy, not only the completed assessment record, but all work completed by the student that contributed to the assessment decision. – All submitted assessment records must be complete and accurate including:	Trainer/Assessor

	○ The complete and accurate details of the student in all required spaces. ○ Complete and accurate details of the assessor in all required spaces. ○ Clearly recording the assessment result for each assessment activity and the overall decision of competency for the unit of competency. ○ The date on which the assessment was conducted. ○ Signatures by the assessor in all required spaces and the student where required. – The trainer must review the work to identify the unacceptable use of AI sourced content to ensure the assessment evidence is authentic and the student has not breach academic integrity (*ref PP1.9 – Plagiarism and AI*). – The trainer must review and mark the assessment according to the assessor guide or marking guide to ensure the assessment is conducted with reliability. – Sufficient evidence (comments) recorded by the assessor with enough detail to demonstrate the assessor's judgement of the student's performance against the standard required. Please note, tick and flick will not be accepted. The trainer will notify the administration team that a student has completed a unit of competency. All completed assessment records must be uploaded into the student management system, or returned in hard copy to the office and received by administrative support no later than **five days** after the date on which the assessment was conducted.	
ii.	**Assessment Review** The administrative team are responsible for conducting a quality check on the assessment record using the Checklist - Assessment Quality Control - Admin. To support the assessment quality control process, the administrative team are to:	Administration staff

	– Undertake a detailed quality check of each assessment record within **five days** of record being received at the office. – The quality check must verify that submitted assessment records are complete and accurate including: o The assessment record includes all supporting evidence completed and submitted by the student. o The complete and accurate details of the student in all required spaces. o Complete and accurate details of the assessor in all required space. o Clearly recording the assessment result for each assessment activity and the overall decision of competency for the unit of competency. o The date on which the assessment was conducted. o Signatures by the assessor in all required spaces and the student where required. o Adequate evidence recorded by the assessor with enough detail to demonstrate the assessor's judgement of the student's performance against the standard required. Please note, tick and flick will not be accepted.	
iii.	**Reporting assessment results** i. ***Assessment record is complete and accurate*** - Where the assessment record is determined to be complete and accurate by administrative support, the assessment outcome for the applicable unit of competency is to be recorded within the student management system with the applicable AVETMISS outcome code. The following are the AVETMISS outcomes that may be selected:	Administration staff, Training Manager, Trainers/Assessors

- 20 Competency achieved/pass
- 30 Competency not achieved/fail
- 40 Withdrawn/discontinued
- 41 Incomplete due to RTO closure
- 51 Recognition of prior learning granted
- 52 Recognition of prior learning not granted
- 60 Credit transfer/national recognition
- 61 Superseded subject
- 70 Continuing activity
- 81 Non-assessable activity – satisfactorily completed
- 82 Non-assessable activity – withdrawn or not satisfactorily completed
- 85 Not yet started

Note: The date recorded for the assessment outcome within the student management system must align with the final date recorded by the assessor on the assessment record. The assessment date and the outcome date must be the same.

ii. ***Assessment records are incomplete or inaccurate*** - Where assessment records are identified as incomplete or inaccurate they must be remediated. The following steps will be taken:

a. The assessment record is returned to the responsible assessor within **two working days**. Administrative support personnel are to provide written advice on the specific areas within the assessment record that do not comply with the minimum requirements. Please note, it is not the role of the administrative support team to fix these inaccuracies however so minor.

	b. Administrative support personnel are to inform the Training Manager of instances where incomplete or inaccurate records have needed to be returned to the assessor. This enables the Training Manager to monitor compliance with procedures and provide additional training and professional development to assessors who are not submitting complete or accurate records. Where warranted, the Training Manager may also initiate performance management to ensure compliance. c. Once received by the responsible assessor, the assessment is to be remediated and returned to administrative support within **two working days**. This means that the remediation of incomplete or inaccurate assessment must take precedence over newly completed assessments. It is critical that the assessor apply attention to detail to ensure all records area complete and accurate. Failure to do so will only result in the assessment record being rejected again and further delaying the administrative process. d. Returned assessment records which have been remediated are to undergo an additional review process to ensure compliance. Under no circumstances is an assessment record to be accepted by administrative support personnel where it does not comply with the minimum specified requirements. Any pressure or coercion received by administrative support personnel is to be reported to the Training Manager immediately.	
iv.	**Issue certificate** When all units of competency have been issued as "Competency Achieved", administration staff are to initiate the AQF certificate issuance process. Refer to: *Issuing Certificates and Outcomes Policy and Procedure.*	
v.	**File records**	

	Following the completion of the assessment review and reporting, the assessment record is to be marked as "Quality Checked and Entered" ensuring that the date entered is recorded on the assessment record and is initialled by the reviewer. The assessment record is then to be filed and archived. Refer to: *PP1.14 - Student Records Retention and Management.*	

6. Other documents to consider with this policy

Policies

- PP1.3 – Student Completion and Issuing Certificates
- PP1.14 Student Record Retention and Management
- PP4.7-Continuous Improvement

Forms

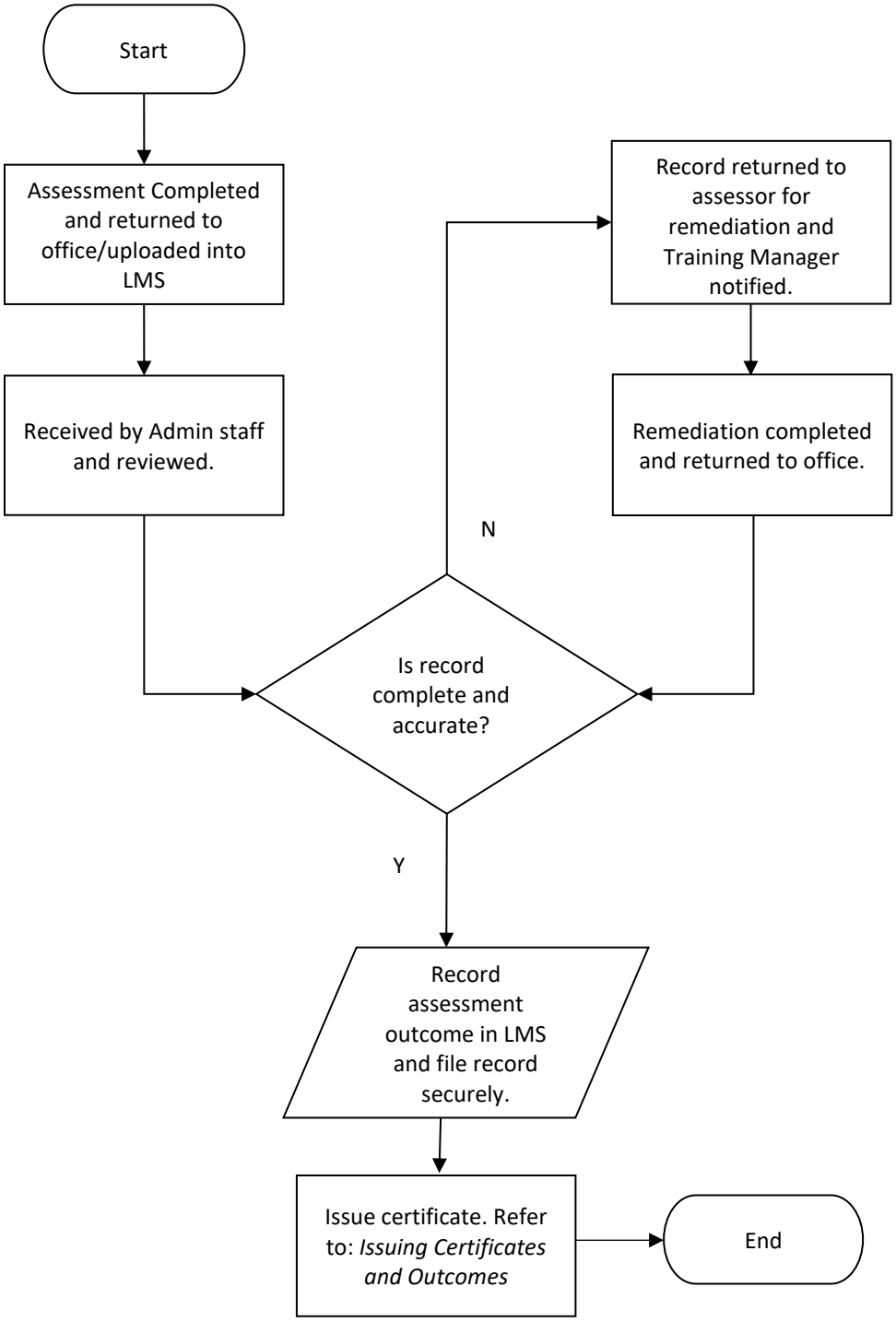
- Checklist - Assessment Quality Control – Admin
- Checklist - Assessment Quality Control - Assessor
- Continuous Improvement Report

Handbooks, manuals or other documents

None

7. Flow chart

Assessment Quality Control Process



8. Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

Compliance Standards for RTOs for RTOs, Standard 5 – AQF certification documentation. The RTO must only issue AQF certification documentation to a VET student whom it has assessed as meeting the requirements of the training product

PP1.9 – Plagiarism and AI

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4
Responsibility	Students, Trainers and Trainers, Training Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to uphold academic integrity and the authenticity of assessment evidence by defining what constitutes plagiarism and outlining the consequences of engaging in plagiarism.

2. Definitions

Plagiarism - Plagiarism is the act of misrepresenting as one's own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media. Plagiarism includes:

- Copying text directly from sources without quotation marks and citation.
- Paraphrasing someone else's ideas without proper acknowledgment.
- Submitting someone else's work as one's own.

Academic Misconduct - Any form of dishonest behaviour in academic work, including plagiarism, collusion, and cheating.

Artificial Intelligence (AI) - Systems or tools capable of performing tasks that typically require human intelligence, such as problem-solving, decision-making, natural language processing, or learning from data.

AI Misuse: Unethical or inappropriate use of AI tools, including cheating, plagiarism, or generating misleading information.

3. Policy statement

Skillwise Training Pty Ltd is committed to ensuring a great learning experience for our students. We aim to provide a learning environment that fosters the qualities of independent learning and academic integrity.

This policy seeks to encourage ethical conduct and to inform staff and students about our standards of academic behaviour. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in assessment and must ensure that they do not plagiarise the work of others or from AI sources.

3.1 Academic integrity requirements

One of our core functions is to develop the student's ability to apply critical reasoning to assessment activities through independent thought and to make decisions that reflect the student's considerations of the task or workplace requirement.

We acknowledge that to develop this ability, the student will study the work of others via issued textbooks, learning material or through their own research. However, it is important that students acknowledge through appropriate referencing in their assessments, earlier work from which they have drawn information.

It is compulsory for students to acknowledge and/or provide appropriate referencing when using the work of others. Failure to comply with this requirement will constitute a breach of academic integrity.

The rules of evidence of assessment also require that the work which trainers are basing their assessment decisions, is the authentic work of the student. Content drawn from AI sources presents a significant risk to the integrity of assessment as students will obtain work through using prompts in AI platforms rather that develop this work themselves. Acknowledging this, the growth in the use of AI in all aspects of society is undeniable. Skillwise Training Pty Ltd has needed to find the right balance between strictly prohibiting the use of AI and allowing the student to use AI like any other tool at their disposal (where it is appropriate to do so) to enhance the work they produce in work and study.

Where permitted in the assessment instructions, it is compulsory for students to acknowledge and/or provide appropriate referencing for any work generated by AI including where the student is paraphrasing, quoting, or summarising this material.

Where permitted in the assessment instructions, it is compulsory for students to acknowledge where work has been edited, rewritten, or translated by AI by providing an acknowledgement and details of this as part of their assessment submission. This acknowledgement can be included in the

Assessment Authenticity Declaration.

Where the assessment instructions expressly do not allow the use of AI or where there is no clear permission to do so, students are not permitted to use AI to respond to assessment tasks. All assessment work will be reviewed for AI content and failure to comply with this requirement will constitute a breach of academic integrity.

3.2 Referencing

Referencing demonstrates that the student has read the issued material or has undertaken their own research using other sources. Failure to reference appropriately is considered unethical academic behaviour and will result in a student's work not being accepted.

Students should understand that assignment and project work submitted for assessment must consist of original effort. It is insufficient to simply copy work from other sources and submit it, even if those sources are appropriately acknowledged. Work submitted by a student must have an original component.

The following are examples of plagiarism where a student intentionally does not acknowledge or reference an author or source:

- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence;
- Direct copying of paragraphs, sentences, a single sentence or significant parts of a sentence with an end reference but without quotation marks around the copied text;
- Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these;
- Paraphrasing, summarising or simply rearranging another person's words, ideas, etc., without reference or explanation;
- Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is;
- A 'cut and paste' of statements from multiple sources;
- Presenting as independent, work done in collaboration with others;
- Copying or adapting another student's original work into a submitted assessment item;
- Copying or adapting a student's own work submitted in a previous essay or assessment; or
- Unintentionally failing to cite sources or to do so adequately.

Careless or inadequate referencing or failure to reference will be considered poor practice. Where careless referencing is identified, the student will be required to correct the error and resubmit an assessment.

3.3 How to reference

Students are encouraged to apply the Harvard Referencing System in-text citation. This approach requires three pieces of information about a source within the text of the students work. This information is:

- the name of the author or authors
- the year of publication
- the page number

Examples

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets, e.g.:

- To succeed, the team will rely on both task process and group process (Dwyer, Hopwood 2010, p. 239)

A reference may also be placed in the text to integrate the author's surname into the sentence, followed by the year of publication and page number, in brackets, e.g.:

- Dwyer and Hopwood (2010, p. 239) identify that to succeed, the team will rely on both task process and group process.

3.4 Reference List

At the end of the students' work, a List of References must be included. This should include all the books, journal articles and other sources of information you have used to research your assignment. The reference list should be laid out alphabetically and the title of the source should be italicised. Each reference must include:

- the name of the author or authors
- the year of publication
- the title of the publication
- the edition of publication

- the publisher
- place of publication

Example

- Dwyer, J and Hopwood, N, 2010, *Management Strategies and Skills*, Sydney, McGraw Hill Australia

3.5 Common Knowledge

In every field, there is a body of knowledge and material that has become part of the public domain, and which can be drawn on without specific acknowledgment. Common knowledge includes facts that are generally known, such as common facts of history, common sense information, accepted folklore and aphorisms that have been adopted as part of common English language.

As examples, it would not be necessary to reference the following:

- That Julia Gillard was the Prime Minister of Australia (common fact of history)
- That humans need food and water for survival (common sense observation)
- That the "Bunyip" is a man-eating Australian animals that live in water-holes, swamps and creeks (accepted folklore)

3.6 Cheating

Cheating is defined as "a form of deceit with a view to gaining an advantage for the cheat." Cheating is usually related to taking unauthorised material into assessments. Trainers have a responsibility to explain clearly the expectations related to any assessment, what constitutes cheating, and to promote a climate of honesty in students.

3.7 AI-Generated Content in Student Submissions

AI-based platforms, such as ChatGPT, are capable of producing detailed and coherent content on a wide array of topics. They pose challenges in ensuring academic integrity. Students might be tempted to use AI-generated content for assessments, mistakenly believing this is a shortcut to achieving their academic goals. In some assessments, student may be permitted to use AI generated content and this will be expressly notified to the student in the assessment instructions. In these circumstances, students will be required to acknowledge and reference this work like any other information source. Where this permission has not been expressly provided, the use of AI sources and tools to prepare assessment submissions is prohibited.

Trainers must remain alert to the distinctive nuances of AI-produced responses, which often lack

the personal touch, individual perspective, and unique voice of a student. The uncritical use or heavy reliance on such AI-generated material without proper attribution in assignments is considered a constitute a breach of academic integrity.

Acceptable uses

Acceptable uses of AI software where no permission is required:

- **Assisting students to understand complex concepts by explaining them in simpler terms**: AI can serve as a supplementary learning tool by breaking down difficult concepts into more digestible explanations. For example, a student struggling with metallurgy could ask an AI to explain the process using simpler language. The AI's explanation would complement, not replace, course materials and lectures, helping students grasp foundational concepts before engaging with more technical sources. Boundaries and limitations for this use case include the following:

  Boundaries:

  - AI should be used to clarify understanding, not to replace learning
  - Students must still engage directly with course materials and lectures
  - AI explanations should be verified against course content
  - Students should not use AI during exams or assessments

  Limitations:

  - AI may provide oversimplified explanations that miss important nuances
  - Subject-specific terminology and concepts should still be learned properly
  - AI should not be the sole source of understanding

- **Researching a subject to understand better**: AI can be used as an initial research assistant to provide background information and context on unfamiliar topics. Students might use AI to generate explanations of basic concepts, identify key themes, or understand the historical context of their subject matter. This preliminary research provides a foundation for deeper engagement with course materials. The AI's input should serve as a starting point for further investigation, not as a primary source. Boundaries and limitations for this use case include the following:

  Boundaries:

- AI should only be used for initial exploration and background understanding
- All facts and information must be verified through reliable sources
- AI cannot be cited as a reference in assessment work unless permitted

Limitations:

- AI knowledge may be outdated or incomplete
- Sources suggested by AI must be independently verified
- Primary research and issued learning material should be the main research tools

– **Assisting with creative thinking and brainstorming ideas**: AI can function as a brainstorming partner to help generate initial ideas and explore different perspectives on a topic. Students might use AI to suggest potential assignment ideas, research questions, or project approaches. For instance, when developing a research topic, students could engage with AI to explore various aspects of their subject and identify interesting concepts to investigate. The final selection and development of ideas should reflect the student's own critical thinking and judgment. Boundaries and limitations for this use case include the following:

  Boundaries:

  - AI suggestions should be starting points, not final solutions
  - Students must develop and refine ideas independently
  - Final work must reflect original thinking
  - Attribution needed if using specific AI-generated suggestions, where permitted

  Limitations:

  - AI suggestions might be generic or lack depth
  - Ideas need to be developed through critical thinking
  - AI is not suitable for generating complete project plans or solutions
  - AI does not know the context of the assessment

– **Explaining phrases or figures of speech that students are unfamiliar with**: AI can help clarify unfamiliar language that students encounter in their course work. This is particularly valuable for students from a non-English speaking background or when working with older texts. For

example, a construction student might use AI to understand phrases like 'toolbox talk' or 'fit for purpose,' while a hospitality student might seek clarification on terms like 'mise en place' or 'front of house.' The AI serves as a quick reference tool, similar to a dictionary or industry guide, helping students better comprehend both their learning materials and workplace communications. This support is especially useful when reading standard operating procedures, workplace health and safety documents, or technical manuals where understanding specific terminology is crucial for both learning and workplace safety. Boundaries and limitations for this use case include the following:

Boundaries:

- AI should supplement, not replace, learning material and resources
- Contextual understanding should still be developed
- Explanations should be verified against reliable sources

Limitations:

- AI may miss specific assessment contexts
- Should not be used as the sole reference for technical terminology
- May oversimplify complex or technical concepts

- **Analysing information to identify trends and patterns**: AI can assist in processing and analysing large amounts of data or text to identify underlying patterns, trends, or themes. Students might use AI to help analyse survey responses, identify recurring themes in literature, or spot patterns in research information. However, the interpretation and significance of these patterns should be determined through the student's own critical analysis and understanding. AI serves as an analytical tool, while the intellectual work of drawing meaningful conclusions remains with the student. Boundaries and limitations for this use case include the following:

  Boundaries:

  - Raw data analysis only; interpretation must be student's own work
  - Statistical methods must follow the assessment requirements
  - Results must be overly critically evaluated

  Limitations:

  - AI may miss contextual factors in the assessment

- Cannot human reasoning and understanding
- Should not be sole basis for research conclusions

– **Improving written communication**: AI can be used as a writing assistant to help students enhance their communication skills. This might include suggesting ways to clarify arguments, improve sentence structure, or ensure consistency in the assessment response. For example, students might use AI to receive feedback on the clarity of their explanations or the logical flow of their arguments. However, the content, ideas, and final expression must be the student's own work. AI should be used to refine and improve communication of the student's original thoughts, not to generate written content. Boundaries and limitations for this use case include the following:

  Boundaries:

  - AI should only suggest improvements, not rewrite content
  - Original ideas and arguments must be student's own
  - Final writing must maintain student's authentic voice
  - No AI-generated content in final submissions

  Limitations:

  - Should not be used for wholesale editing or rewriting
  - Grammar and style suggestions need human review
  - Cannot replace the development of writing skills

Unacceptable uses

If a student uses AI sources to generate material for assessment that they represent as their own ideas, research and/or analysis, they are NOT submitting their own work. The following examples are scenarios which are considered unacceptable use of AI:

- **Direct Generation of Assessment Responses**. Using AI to generate complete or partial answers for assessments, such as:
  - Having AI write workplace documentation like risk assessments or incident reports
  - Using AI to complete practical task descriptions or work procedures
  - Submitting AI-generated responses for knowledge questions

  - Using AI to create workplace portfolios or evidence collections

- **Bypassing Skill Development**. Using AI in ways that prevent learning essential vocational skills such as:
  - Having AI solve workplace calculations instead of developing mathematical competency
  - Using AI to create technical drawings or designs without learning the underlying principles
  - Relying on AI for measurements or specifications instead of developing measurement skills
  - Having AI interpret technical manuals or workplace documents without developing comprehension skills
- **Professional Communication Tasks**. Using AI to complete communication tasks that demonstrate professional competency, such as:
  - Having AI write client communications or workplace emails
  - Using AI to generate workplace reports
  - Submitting AI-generated meeting minutes or briefing notes
  - Using AI to create workplace presentations or training materials
- **Evidence Collection**. Using AI to fabricate or manipulate evidence of competency, such as:
  - Creating artificial workplace scenarios or examples
  - Generating fictional workplace experiences or observations
  - Producing simulated workplace documentation
  - Creating artificial supervisor feedback or third-party reports
- **Practical Skills Documentation**. Using AI to document practical skills without actually performing them, such as:
  - Writing up practical task procedures without completing them
  - Generating safety check documentation without performing checks
  - Creating maintenance logs without conducting maintenance
  - Documenting customer service interactions that didn't occur

- **Group Work and Collaboration**. Using AI to bypass genuine workplace collaboration:
    - Having AI generate team contributions
    - Using AI to complete assigned portions of group tasks
    - Creating artificial peer feedback or evaluations
    - Generating team meeting outcomes without participation

Detection of AI use

Signs to look out for

When marking assessments, trainers are responsible for detecting suspected use of generative AI. Signs to look out for include:

- Sophisticated language that does not match the students' previous writing or verbal language skills (i.e. compare and contrast)
- Lengthy responses that do not reflect the learning material
- Responses that have abrupt topic shifts or irrelevant inclusions
- Unusual patterns of language use, i.e. a more mechanical sentence structure and more frequent use of some words than is normal
- Lack of critical thinking, personal perspective or original ideas
- Inconsistent writing style
- Responses that do not consider the context of the assessment
- Generalist tone and content that lacks personal experiences, opinions, or biases
- Perfect grammar with odd phrasings that sound slightly off or overly formal
- Miss-spelling of words consistent with the English language such as "Analyze"

Trainers may also use AI detection software to help determine inappropriate AI use. The following are some tools that are freely available:

- https://decopy.ai/
- https://www.scribbr.com/ai-detector/

- https://gptzero.me/

The trainer must review the work submitted to identify the unacceptable use of AI sourced content to ensure the assessment evidence is authentic and the student has not breach academic integrity (*ref to PP1.8-Assessment Quality Control*).

Student responsibilities

Students are responsible for:

- Submitting only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;
- Avoiding lending original work to others for any reason;
- Being clear about assessment conditions and seeking clarification if in doubt;
- Being clear about what is appropriate referencing and the consequences of inappropriate referencing;
- Only use AI tool according to the acceptable use guidelines.
- Discouraging others from plagiarising by observing the practices above.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
Plagiarism		
i.	**Educate students about plagiarism.** Students are informed about our policies and procedures in relation to plagiarism in the following ways: • Our policy and procedure on plagiarism is provided to students in the Student Handbook. • Information on plagiarism is provided at the front of each assessment book. • Trainers and Trainers are responsible for:	Trainers and Trainers

	– Informing all students of expectations related to assessment; – Informing all students of referencing techniques and providing clear examples of what is acceptable; – Explaining to students what constitutes plagiarism; – Setting realistic assessment activities and varying assignments and questions; – Assisting students to understand and apply correct referencing techniques; – Setting appropriate conditions for group activities and make clear the distinction between group work and individual work; and – Cultivating a climate of mutual respect for original work.	
ii.	**Identify suspected plagiarism.** Trainers should review assessments for signs of inconsistent writing styles or other indications of plagiarism including the unacceptable use of AI (ref to PP1.8-Assessment Quality Control).	Trainers
iii.	**Report suspected plagiarism.** If plagiarism is suspected, the trainer should document the evidence and discuss the issue with the student. If plagiarism is confirmed, the trainer should submit a formal report to the Training Manager.	Trainer, Training Manager
iv.	**Undertake investigation.** The Training Manager in consultation with the trainer will review the evidence and consider any explanations provided by the student. This preliminary step may involve an informal interview with the student. The Training Manager or Chief Executive Officer and trainer will: – consider the extent of the plagiarism (noting that the more extensive the plagiarism, the more likely it was intentional); – review the course information and other information provided to students by the Trainer to determine if adequate information had been given;	Training Manager, Trainer

	– identify if the student has been previously warned of plagiarism; – determine whether the student is new to adult vocational education and training (it would be expected that continuing students would be more likely to understand plagiarism and its consequences); – determine whether plagiarism has occurred and whether it is the result of poor academic practice or was intentional.	
v.	**Notify student of the result of the investigation.** The student will be notified in writing of the result of the investigation and the remedial action required, if any. The following remedial action will be taken in the following circumstances: • *Plagiarism resulting from poor academic practice* - If it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and submit it for reassessment. • *Intentional plagiarism* – If it is determined that the plagiarism was intentional, the student's work is not to be accepted, and the student is to be issued with an alternative assessment to complete. The student is to be given a formal warning in writing (Warning Letter for Academic Misconduct) by the Chief Executive Officer explaining the seriousness of the incident and the consequences if the student is found to plagiarise again (i.e. withdrawal from the course). Students who are found to continue to plagiarise work in support of their assessment will have their enrolment closed. Where a student has been found plagiarising to a level which is considered to be deliberate and egregious, the student's enrolment will be closed following being notified of the decision. The student will have the right to appeal any decision that they are notified of in accordance with the appeals policy.	Training Manager
vi.	**Appeal.** Students have the right to appeal decisions related to plagiarism. Appeals should be submitted in writing to the Chief Executive Officer, who will review the case and make a final decision (*Ref PP2.10 – Appeals Handling*).	CEO

vii.	**Record evidence and results of investigation.** Records of the initial assessment responses, any interviews held with the student and the results of the investigation are to be saved in the students file and recorded in the student management system (Ref PP2.10 – Appeals Handling).	Training Manager
viii.	**Students who re-offend.** Students who commit plagiarism after being formally warned are to be withdrawn from the training program and issued with a refund of their fees less all expenses incurred by the RTO up to the point of their withdrawal. Refer to: *PP1.13 - Student Completion and Issuing Certificates*.	Trainer, Training Manager
ix.	**Consider Opportunities for Improvement.** At the conclusion of responding to an incident of plagiarism, the Training Manager together with the CEO is to consider any opportunities for improvement for how the instance of plagiarism could be prevented from further occurrence. Identified opportunities for improvement should be recorded onto a continuous improvement report to be considered at the next management meeting.	Training Manager and CEO

6. Other documents to consider with this policy

Policies

- PP1.8 – Assessment Quality Control
- PP1.13 - Student Completion and Issuing Certificates
- PP2.10 – Appeals Handling
- PP4.7-Continuous Improvement

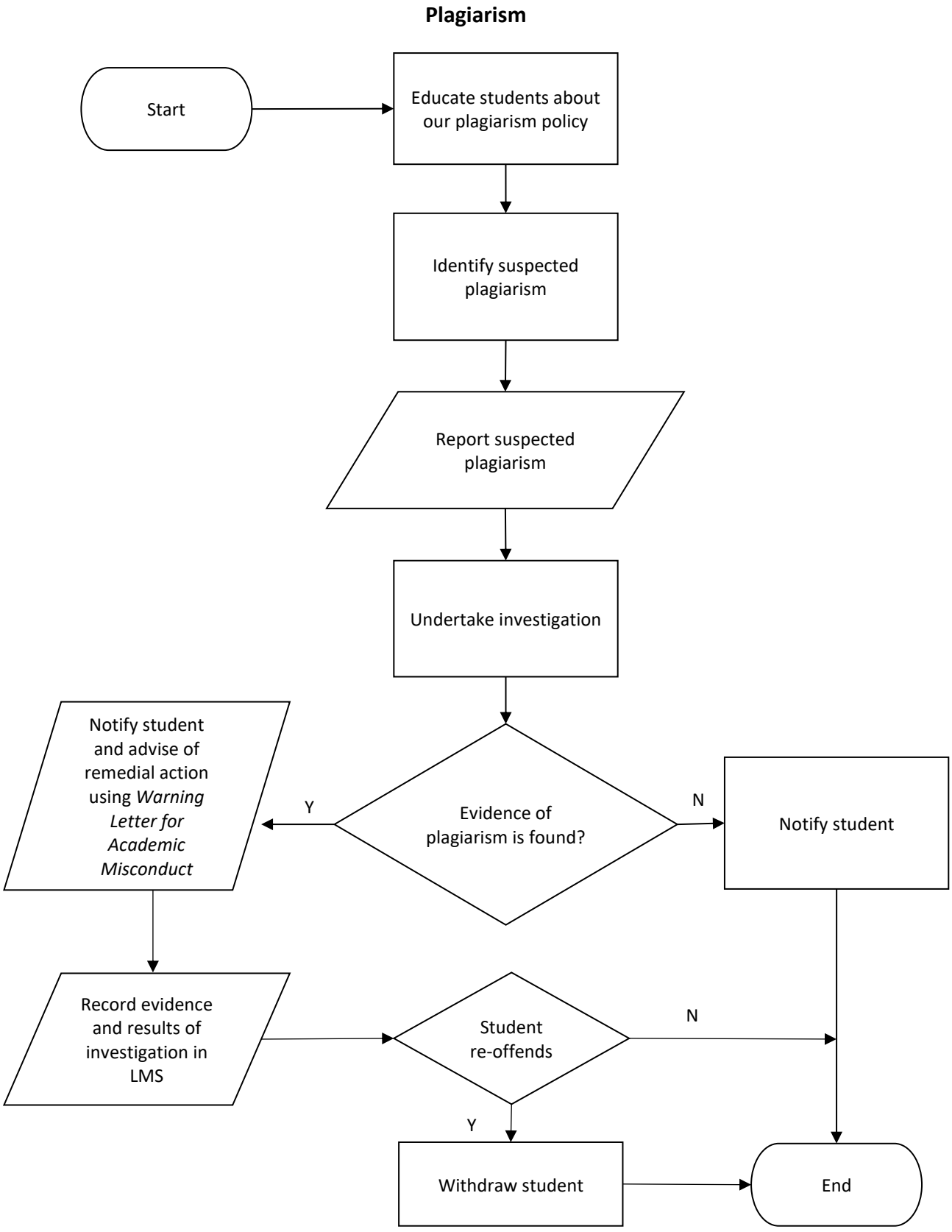
Forms

- Warning Letter for Academic Misconduct
- Continuous Improvement Report
- Request for an Appeal of a Decision Form
- Complaints and Appeals Register
- Appeals Response Letter

Handbooks, manuals or other documents

- Student Handbook

7. Flow chart


Plagiarism
Start
Educate students about our plagiarism policy
Identify suspected plagiarism
Report suspected plagiarism
Undertake investigation
Evidence of plagiarism is found?
Y
N
Notify student and advise of remedial action using *Warning Letter for Academic Misconduct*
Notify student
Record evidence and results of investigation in LMS
Student re-offends
N
Y
Withdraw student
End

8. Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency. (b) assessors make individual assessment judgements that are justified based on the following rules of evidence: (iii) authenticity – the assessment evidence presented is the VET student's own work.

PP1.10 – Post-Assessment Validation

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4 and 1.5.
Responsibility	Training Manager, CEO
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to implement a quality review process that checks that the assessment practices is resulting in assessment in accordance with the rules of evidence, the principles of assessment and aligns with the requirements of the training package.

2. Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Assessment Judgement means the judgement to make a student competent in a unit of competency and in the context of this policy informs the process of determining a statistically valid sample size.

Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence. The following are examples of assessment forms and documents which may be incorporated into an assessment tool in support of each unit of competency:

- assessment instruction for the assessor and the student
- assessment recording tools
- assessment outcome reports
- assessor marking guide
- assessment mapping
- third party reports or work placement records

Assessment Validation. Assessment Validation is the quality review of the assessment process. Validation involves checking that the assessment tool/s produce/s valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the training package are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon such recommendations.

Assessment Validation Plan. The Assessment Validation Plan is an action plan that identifies; when assessment validation will occur, which training products will be the focus of the validation, who will lead and participate in validation activities; and how the outcomes of these activities will be documented and acted upon.

Confidence Level. The confidence level is criteria which is set to calculate a statically valid sample size. This is represented as a percentage of your confidence that the assessment judgements will produce an accurate validation outcome.

Completed student assessment items. The actual piece(s) of work completed by a student or evidence of that work, including evidence collected for an RPL process. An assessor's completed marking guide, criteria, and observation checklist for each student may be sufficient where it is not possible to retain the student's actual work. However, the retained evidence must have enough detail to demonstrate the assessor's judgement of the student's performance against the standard required.[1]

Error Level. The error level is criteria that is set when calculating a statistically valid sample size. The error level relates to the assessment outcome results and can be referred to as the 'margin of error'.

Outcomes. Outcome of assessment validation are the identified improvements for the assessment strategy and practices.

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

3. Policy statement

3.1 Quality review of assessment

[1] ASQA Retention requirements for completed student assessment items, 20 February 2013

The Outcome Standards for RTOs specify that validation of assessment practices and judgements is required to ensure the assessment system consistently produces valid assessment judgements that are consistent with the training product and the requirements of these Standards. This aligns with identifying assessment validation as a quality review process which is the monitoring of an activity which is ongoing as opposed to a quality control process which examines something before its release or implementation. This is an important facet of the model adopted in this policy and the requirements of the Outcome Standards for RTOs. We are not just validating the arrangements for assessment, but, are validating the actual conduct of assessment and the outcomes being produced.

3.2 Preparing the Assessment Validation Plan using a risk based approach

The Outcome Standards for RTOs require us to **validate all training products on our scope of registration at least once every five years,** as informed by risks to training outcomes, any changes to the training product, and feedback from VET students, trainers and assessors, and industry. A risk-based approach is used to determine the component of the training product to be validated and the sample size of assessments.

Where training products are identified as '**high risk'**, we will schedule assessment validation for these training products to occur more frequently as an appropriate risk control. Risk factors may include, but are not limited to:

- The use of new assessment processes or tools
- Training products (or units of competency contained within a course) where safety is a concern
- The use of new or less experienced assessor/s
- Changes in technology, workplace processes, legislation, and/or licensing requirements
- Negative feedback from students, trainers and assessors
- High volume training products

The Training Manager is to conduct an analysis in consultation with Trainers to identify training products which are flagged as high risk. This information will be used to inform the development of the Assessment Validation Plan.

3.3 Selecting units of competency

As outlined within the definitions, a training product can include a qualification, a skill set or a unit of competency. The basis for conducting assessment validation is the unit of competency as it is the assessment outcome which is being validated. This means that when validating qualifications and skill sets, we are validating a sample of the units of competency within those training products and

not all units of competency. Skillwise Training Pty Ltd is to validate a minimum of two units of competency within each qualification. Therefore, the units of competency to be included within the Assessment Validation Plan are as follows:

- 2 x units of competency from each qualification on the explicit scope of registration, and
- all unit of competency which are listed on the explicit scope of registration.

When selecting units of competency to serve as the basis for validating each training product, we must give focus to the units of competency which are indicative of the qualification which is being trained and assessed. We should generally avoid generic or soft units of competency. As an example, if we are validating a qualification in carpentry, it is preferred that the focus of the validation is placed on units of competency which involves carpentry skills taking into account the risk based approach. It is not recommended that we focus on units of competency which involve more generic skills such as communication or teamwork. This is not to say that these skills are not important; however, it is well accepted that assessment particularly on units of competency involving practical application combined with underpinning knowledge is more difficult and therefore this is to be the focus of the selection of units of competency.

We should also avoid selecting the same unit of competency across multiple training products. Whilst this may seem to be efficient, it is counter-productive in respect of the overall purpose of conducting the assessment validation and achieving the best quality outcome. The selection of units of competency should be informed by industry consultation and the risk based approach. In the preparation of the Assessment Validation Plan, it should be avoided validating the same unit of competency across multiple qualifications.

3.4 Documenting the Assessment Validation Plan

The Calendar of Assurance Activities (ref *PP4.7 - Continuous Improvement*) schedules the conduct of regular assessment validation activities conducted on a quarterly cycle. Assessment validation findings are to be recorded on the Assessment Validation Record and outcomes are to be raised as opportunities for improvement in accordance with *PP4.7 - Continuous Improvement*. This allows the outcomes of assessment validation to be responded to in a systematic approach and monitored through to their completion.

The assessment validation plan is a document which identifies:

- The training product which is being validated
- Who will lead the validation activities,
- Participants assisting in the validation activities,
- The date on which the assessment validation will occur.

The Training Manager is to identify the sample of training products in consultation with Trainers to and prepare the Assessment Validation Plan in draft for approval by the CEO. The Assessment Validation Plan is a plan over the following five years and should clearly identify the training products to be validated each quarter considering the identification of risk for the training products sampled. Once the Assessment Validation Plan is approved by the CEO it is to be published to inform all relevant staff.

The Assessment Validation Plan is a dynamic document and will need to be updated periodically as the scope of registration changes, training product risk ratings change, the level of activity for sampled training products, dates need to be amended, and personnel allocated to participate invalidation activities also change. The Training Manager is responsible to maintain the Assessment Validation Plan.

3.5 Scheduling validation activities

The basis for determining when each training product will be validated, should be informed by the combination of the Assessment Validation Plan and Calendar of Assurance Activities (ref PP4.7 - Continuous Improvement). As the assessment validation model is a quality review process, it is not possible to validate a training product which has no delivery. It should be noted that all training products are required to undergo pre assessment validation. If there is no delivery of particular training products on the scope of registration, then undertaking post assessment validation is not necessary.

A period of 6 months delivery is ideal to capture a sample of completed assessments and determine an appropriate sample size. This means that training products should ideally be scheduled validation 6 months after the delivery of the training product commenced. Assessment validation activities are ideally to occur not less than once each quarter in accordance with the Calendar of Assurance Activities. Additional validation activities may be scheduled for high risk training products.

3.6 Retaining records to support future validation activities

The establishment of the Assessment Validation Plan must inform the retention of student assessment items to ensure that a valid sample size is available for scheduled assessment validation activities. This period of retention may be contrary to what is indicated within the record retention policy; however, once the selection of units of competency and training product is established, arrangements must be put in place to ensure that the completed student assessment items are available for the planned future assessment validation activity.

3.7 Selecting or nominating persons to participate in assessment validation activities

To conduct validation in relation to any training product (except the TAE training product), at least one of the people undertaking the validation must have one of the following training and assessment validation credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- TAE40110 Certificate IV in Training and Assessment,
- A secondary teaching qualification and TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- TAESS00019 Assessor Skill Set or its successor,
- TAESS00011 Assessor Skill Set,
- TAESS00001 Assessor Skill Set, or

A diploma or higher-level qualification in adult education or vocational education and training.

Persons selected to conduct assessment validation must collectively hold the vocational competencies and current industry skills relevant to the assessment being validated. Persons must also be competent in training and assessment. This requirement for both vocational and training and assessment competency must be verified before persons are nominated on the assessment validation plan. Where the person involved in validation is not a trainer employed by the RTO, evidence relied on to determine competency should be retained on file with the validation records.

The involvement of industry representatives or subject matter experts is encouraged. These participants will need to be supported by a member of the assessment validation team who is competent in competency-based training and assessment. Industry representatives provide a valuable insight particularly regarding the validity of the assessment tasks.

Validation outcomes must not solely be determined by those who have designed or delivered the assessment for the relevant training product. This is an important integrity mechanism that must ensure that the assessment validation outcomes are informed by input from participants which is not affected by bias.

The preferred composition of an assessment validation team is as follows:

- 1 x lead validator who holds the required competency, is without bias and is experienced at facilitating robust discussions and negotiating consensus.
- 1 x validator who hold the required competency, may have designed or delivered the unit of competency and have a positive interest in improving the quality and consistency of assessment.
- 1 x industry representative who is the subject matter expert in the performance of the task relevant to the units of competency.

3.8 Calculating a valid sample size

Assessment sampling involves choosing a valid sample of completed student assessments. The selection of completed student assessment items should be informed by using the following criteria:

- The assessment work of a range of students in the selected program;
- The assessment work of a range of assessors across different sites;
- The assessment works reflects the diversity of the current delivery model;
- The sample size reflects the level of risk of the training product.

Equally, the sample size must be large enough that the validation outcomes can be applied to the entire sample applicable to the unit of competency being validated.

When calculating a sample size the lead validator may choose to use the sample size calculator provided by ASQA at the following website: https://www.asqa.gov.au/resources/tools/validation-sample-size-calculator.

This calculator is to be used by entering the number of assessment judgements that have occurred for a particular unit of competency over the last 12-month period. The settings relating to the percentage of error (15%) and confidence level (95%) are recommended to remain at their pre-set levels. The resulting sample size is to be used as a basis for selecting completed student assessment items from student records and archive. These documents will be accessed and collated ready for the assessment validation activity.

It is ideal that these documents only include the assessment records relevant to the units of competency being validated. If unnecessary documents are presented to the assessment validation team it will simply impede their progress, and the required outcomes may not be achieved.

Alternatively, the lead validator may choose to use the following Sample Size table which provides a recommended sample size based on the number of judgements that has occurred in the previous six months:

Number of Assessment Judgements	Recommended Sample Size
5-15	12
16-20	14
21-25	17
26-30	18
31-35	20
36-40	21
41-45	23
46-50	24

51-60	25
61-70	27
71-80	28
81-90	30
91-100	31
101 - 125	33
125 -150	34
151-175	35
176-200	36
201 – 225	37
226 – 250	37
251-275	38
276-300	38

3.9 Validating the selected unit of competency

When planning for the conduct of the assessment validation session it recommended that the assessment validation activity only focus on one unit of competency for each session. Where a unit of competency is included within a clustered assessment design, the unit of competency remains the focus of the assessment validation. Additional assessment tasks included within the clustered assessment, and which do not relate to the selected unit of competency should be ignored. The assessment validation must focus on the requirements of the selected unit of competency.

3.10 Conducting Assessment Validation Remotely

The assessment validation activities may be conducted using teleconference or conducted face-to-face. Ideally, these activities are conducted face-to-face to enable better interaction and discussion; however, this should not be a barrier to carrying on with the assessment validation schedule.

3.11 Retention of Assessment Validation Records

The lead validator will ensure that all assessment validation records are securely retained and are accessible. Complete validation records are to be retained securely for a minimum of five years. This includes retaining evidence of:

- the details of the person leading and participating in the validation activities (including their qualifications, skills and knowledge)
- details of the sampled training product
- details of the sampled student completed assessment records
- the completed Post-assessment Validation Checklist that was completed by all participants and the central record that was created as an outcome

- copies of any Continuous Improvement Reports that were raised based on the assessment validation outcomes
- Details of the rationale used to select the sampled training product and the valid sample size

4. Considerations

The Assessment Validation model utilised at Skillwise Training Pty Ltd is adapted from the publication Maximising Confidence in Assessment Decision-Making, Resource Kit for Assessors, NCVER, 2002. This relies on the review of quantitative and qualitative information based questions framed around the principles of assessment and the rules of evidence to examine how assessment for a particular unit is occurring. This is a valuable resource and is recommended to all those participating in assessment validation.

5. Procedure

Steps		Person/s responsible
Post-assessment validation		
i.	**Plan Assessment Validation**. Prepare an Assessment Validation Plan using the risk-based approach outlined in the Policy Section 3.3 - 3.5 above, that identifies when assessment validation will occur, which training products will be the focus of the validation, who will lead and participate in validation activities, and how frequently these validation activities will occur.	Training Manager
ii.	**Confirm participants and schedule the validation**. The lead validator will actively plan for scheduled assessment validation activities by organising a venue, liaising with participants, and arranging relevant documentation and evidence. (Refer to policy Section 3.7 on how to select validation participants.) Based on the Assessment Validation Plan, an event will be scheduled that identifies the training product and units of competency to be validated, the time and place for the meeting and who is designated to lead and assist with the validation.	Training Manager

	The lead validator should organise and send a reminder email to those identified to participate in the assessment validation event no later than *one month* before the event is scheduled to occur. It is ideal that the lead validator personally make contact with any identified industry representatives or subject matter experts in order to positively facilitate their participation.	
iii.	**Compile and distribute documentation and validation samples**. The lead validator will plan the day and begin to gather the required documentation and validation samples (Refer to policy Section 3.8 on calculating a valid sample size). This will include: – the complete assessment tools and resources for the subject unit of competency (i.e. the assessment book, marking guide, assessor instructions, observation checklists, third party reports and logbooks if relevant), – any available assessment mapping for the subject unit of competency, – relevant references relating to the unit requirements, (including the reference information listed for the unit of competency on the National Register training.gov.au) – available data on completion rates or reassessment, – the relevant training and assessment strategy, and – the selected valid sample of completed student assessment items. Each participant is be provided a complete set of assessment tools and resources for the nominated training product. This will allow each participant to make their own notes and refer to the resources individually.	Training Manager
iv.	**Conduct assessment validation**. Participants will gather for the assessment validation activity. Each participant will be issued the assessment tools, resources and an equal number of sampled completed student assessments. The lead validator will brief the participants on;	Training Manager

	• the purpose of the validation, i.e. to evaluate a sample of completed assessments within a training product after the use of the assessment system to see if it has achieved consistent and valid assessment outcomes, regardless of who has made the assessment judgements • the assessment validation process • the use of the *Post-Assessment Validation Checklist* and the criteria which comprise the tool and need to be responded to. At the beginning of the activity, each participant should be allocated an hour or two to individually review the assessment tools and resources, the training and assessment strategy and their allocated sample of completed student assessment items relevant to the training product being validated. During this time each participant will make their own notes against the criteria within the assessment validation tool. Whilst this is a time for individual review, it is acceptable for participants to ask each other questions and exchange views about the assessment and the evidence they are reviewing. At the end of this initial time, it is expected that each participant will have formed their own views and recorded their notes within an assessment validation tool and be ready to contribute to a group discussion. The assessment validation team must determine whether the assessment sample is valid, reliable, sufficient, current and authentic. The *Post-Assessment Validation Checklist* is to be used by the RTO and validators. The Assessment Validation Checklist identifies whether the assessment: ▪ is compliant with training product requirements ▪ adheres to the principles of assessment; fairness, flexibility, validity and reliability ▪ produces valid, sufficient, authentic and current evidence ▪ meets industry requirements and reflects real work-based environments	

	▪ assesses the right level of difficulty aligned with the skills and knowledge requirements of the unit of competency ▪ includes assessment instructions are clearly explained, logically structured ▪ provides adequate benchmarks for assessment ▪ identifies areas for improvement The lead validator will facilitate a discussion about the assessment of the training product following the points identified within the *Post-assessment Validation Checklist*. This is to provide the opportunity for participants and the lead validator to exchange their views and come to a consensus on the current assessment practice and needs for improvement.	
v.	**Record findings**. The lead validator will note the discussion points. They will summarise the collective findings and identify areas for improvement to the assessment arrangements relevant to the training product being validated, and record these in the final Assessment Validation Checklist. The completed Assessment Validation Checklist will become the official record of validation activity. The final assessment validation tool will record the details of all evidence reviewed including the assessment sample and the names of those who participated in the assessment validation. Note: It is important that any suggested improvements to the assessment arrangement are clearly stated so that the original intent of the improvement carries through to the continuous improvement process. The assessment validation record must be fully completed including recording the details of those who participated, the sample size and the student assessment records which were validated.	Training Manager
vi.	**Raise and Implement Continuous Improvements.** The lead validator is responsible raising a Continuous Improvement Report to be considered at the next management meeting. Opportunities for improvement to the assessment system will then be considered and implemented in a systematic way. Refer to: *PP4.7 - Continuous Improvement* and *PP4.3 Management Meeting*.	Training Manager

vii.	**Retain validation records.** The lead validator will ensure that all assessment validation records are securely retained and are accessible. Complete validation records are to be retained securely for a minimum of five years. This includes retaining evidence of: – the details of the person leading and participating in the validation activities (including their qualifications, skills and knowledge) – details of the sampled training product – details of the sampled student completed assessment records – the completed Post-assessment Validation Checklist that was completed by all participants and the central record that was created as an outcome – copies of any Continuous Improvement Reports that were raised based on the assessment validation outcomes – Details of the rationale used to select the sampled training product and the valid sample size	Training Manager

6. Other documents to consider with this policy

Policies

– PP4.7 - Continuous Improvement

– PP4.3 - Management Meeting Procedure

Forms

– Assessment Validation Checklist

– Assessment Validation Plan

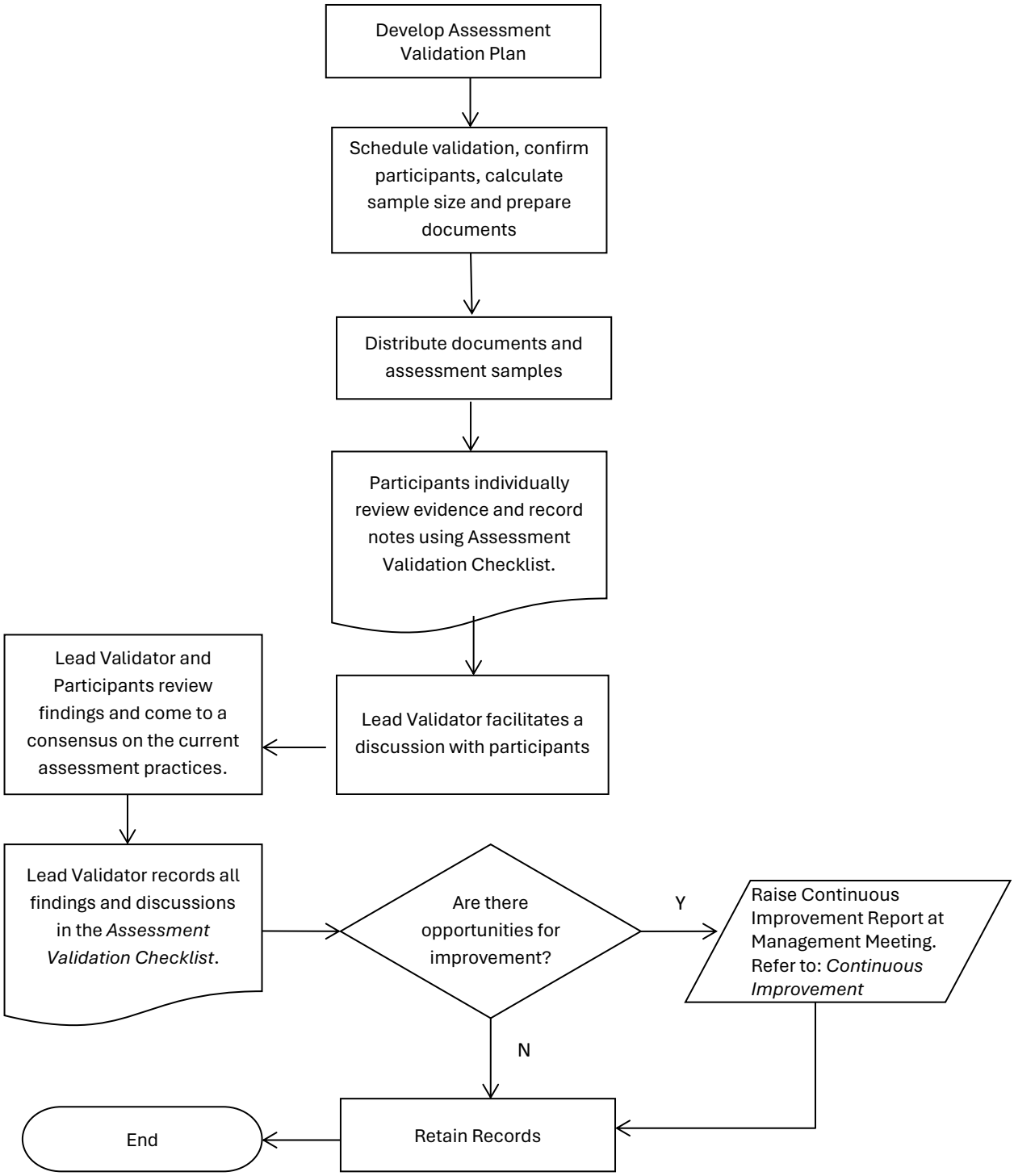
– Continuous Improvement Report

Handbooks, manuals or other documents

- Maximising Confidence in Assessment Decision-Making, Resource Kit for Assessors, NCVER, 2002
- Sample size calculator provided by ASQA: https://www.asqa.gov.au/resources/tools/validation-sample-size-calculator

7. Flow chart

Assessment Validation Flow Diagram



8. Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.4, The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.5, The assessment system is quality assured by appropriately skilled and credentialled people through a regular process of validating assessment practices and judgements.

Maximising Confidence in Assessment Decision-Making, Resource Kit for Assessors, NCVER, 2002

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PP1.11 – Recognition of Prior Learning

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.4 and 1.6
Responsibility	Trainers and Assessors, Office Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to provide students with the opportunity to apply to have prior learning recognised toward a qualification or units of competency for which they are enrolled.

2. Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Assessment only pathway means a student will be assessed using the normal assessment methods usually involving a form of knowledge assessment and observation assessment of the student performing the tasks required by the unit of competency. Assessment only pathway implies that the student demonstrated their prior competency as part of the enrolment process and therefore was approved not to participate in training but to move directly to undertaking the assessment.

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

Recognition of Prior Learning (RPL) means the assessment of previously unrecognised skills and knowledge an individual has achieved outside the formal education and training system. RPL assesses this unrecognised learning against the requirements of a unit of competency, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, RPL encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment

outcomes. This has benefits for the individual and industry. Most importantly, it should be noted that RPL is just another form of assessment and requires the same application of policy and procedures outlined in the Assessment Policy and Procedure.

3. Policy statement

3.1. RPL guidelines

The following guidelines are to be followed when an application for RPL is received:

- Any student is entitled to apply for RPL in a course or qualification in which they are currently enrolled.
- students may not apply for RPL for units of competency or qualification which are not included in Skillwise Training Pty Ltd's scope of registration.
- Whilst students may apply for RPL at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- students who are currently enrolled in a training program are eligible to apply for RPL in that program at no additional charge.
- Assessment via RPL is to apply the principles of assessment and the rules of evidence.
- RPL may only be awarded for whole units of competency.

3.2. Forms of evidence

RPL acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

In evaluating assessment evidence, we apply the following rules of evidence:

- Sufficient,
- Valid,
- Authentic, and
- Current.

Like assessment, RPL is a process whereby evidence is collected, and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by students of the skills and knowledge that they have previously learnt through work, study, life and other experiences,

and that they are currently using. It also includes evidence to confirm a student's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward RPL may include:

- Work records;
- Records of workplace training;
- Assessments of current skills;
- Assessments of current knowledge;
- Third party reports from current and previous supervisors or managers;
- Evidence of relevant unpaid or volunteer experience;
- Examples of work products;
- Observation by an assessor in the workplace;
- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient evidence on their own. When combined together with a number of evidence items, the student will start to provide a strong case for competence. We reserve the right to require students to undertake practical assessment activities of skills and knowledge to satisfy ourselves of a student's current competence.

3.3. Short Courses

For particularly short, low-cost courses, the process of conducting recognition of prior learning process will generally require the student to undertake more time and effort to prepare the recognition of prior learning evidence rather than simply attend a face to face assessment which only may require attendance for a few hours. For these short, low-cost courses, Skillwise Training Pty Ltd will offer an assessment only pathway for those students who can demonstrate significant prior on the job experience or previous competency during the enrolment process. Students will be invited to attend assessment only activities usually at the same time as a group course is being delivered and the student will simply join in with the group and undertake assessment with the group.

This opportunity will be communicated to students in pre-enrolment information.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
RPL process		
i.	**Inform students of RPL process.** Provide sufficient information to prospective students to inform them of opportunities for alternative pathways via RPL and the RPL process. Information on RPL is provided to the student in the student Handbook and in the Enrolment Interview. Refer to: *PP2.2 - Enrolment*.	Student Support Officer
ii.	**Student completes self-assessment.** The student should be provided an electronic version of the RPL application documents specific to the qualification or unit of competency they are enrolling in (Refer to the appropriate RPL Kit for that qualification or unit of competency). students who request RPL of their current competence are to be invited to carry out a self-assessment prior to enrolment (using the RPL Self-Assessment Guide included in the appropriate RPL Kit). The self-assessment will help to determine their suitability for a RPL application. This step is not compulsory but is strongly suggested.	Student Trainer/Assessor
iii.	**RPL Interview.** Undertake a RPL assessment planning interview between the assessor and the candidate (using the RPL Assessment Plan included in the RPL Kit). This RPL planning interview should be used to assist the candidate to make informed decisions about the valid opportunity for RPL or to consider alternative pathways. It should also assist the student to identify appropriate forms of evidence on units of competency which are considered suitable for recognition of prior learning. This is to include where possible: – Helping the candidate to identify valid units of competency which are suitable for recognition of prior learning; – identifying alternative options where RPL is not a suitable option. Alternative options may include:	Trainer/Assessor

	○ recommending a learning and assessment pathway, or ○ recommending an assessment only pathway. – Helping the candidate to identify appropriate forms of evidence; – Guiding the candidate on the use of RPL tools; and – Informing the candidate about the assessment process Including their rights and obligations.	
iv.	**Students compile evidence and complete RPL submission.** students are to compile their RPL submission (using a RPL Evidence Report from the RPL Kit). This form allows students to record their documentary evidence against each unit of competency and to attach this evidence as required.	Students
v.	**Review RPL evidence and determine assessment outcome.** The Assessor is then to review the assessment evidence and decide on the need for additional evidence on perceived gaps. The Assessor may invite the student to undertake a RPL interview to answer verbal questions or a practical assessment. The Assessor is to record student responses, and their review and consideration of evidence against each unit of competency requirement in the appropriate RPL Kit. Evidence should be recorded in such detail to demonstrate the judgement of the assessor about the candidate's performance. Documentation must support fair, consistent and transparent RPL assessment.	Trainer/Assessor
vi.	**Notify student of assessment outcome.** At the end of the evidence gathering process the Assessor is to provide the student with written feedback regarding the assessment outcomes, including the procedure for the student to appeal the assessment outcome.	Trainer/Assessor
vii.	**Appeal.** If the student is not satisfied with the outcomes of a RPL application, they may appeal the outcome like any other assessment decision. Refer the student to the appeals process which can be found in the student Handbook. Refer to: *PP2.10 - Appeals Policy.*	Student
viii.	**Record outcome and issue certificate.** When all assessment and appeal processes have concluded, the assessment outcome is to be recorded in the student management system. This may include	Trainer/Assessor

	issuing statements of attainment or qualifications awarded through RPL in accordance with the *PP1.13 - student Completion and Issuing Certificates*.	
ix.	**Review RPL process.** On completion of the assessment process, the assessor must: ▪ Review the assessment process; ▪ Report on the positive and negative features of the RPL assessment to those responsible for the assessment procedures; and ▪ If necessary, suggest methods of improving the RPL assessment procedures through raising a *Continuous Improvement Report.*	Student Support Officer

6. Other documents to consider with this policy

Policies

- PP1.13 - student Completion and Issuing Certificates
- PP2.10 - Appeals Handling
- PP4.7 - Continuous Improvement

Forms

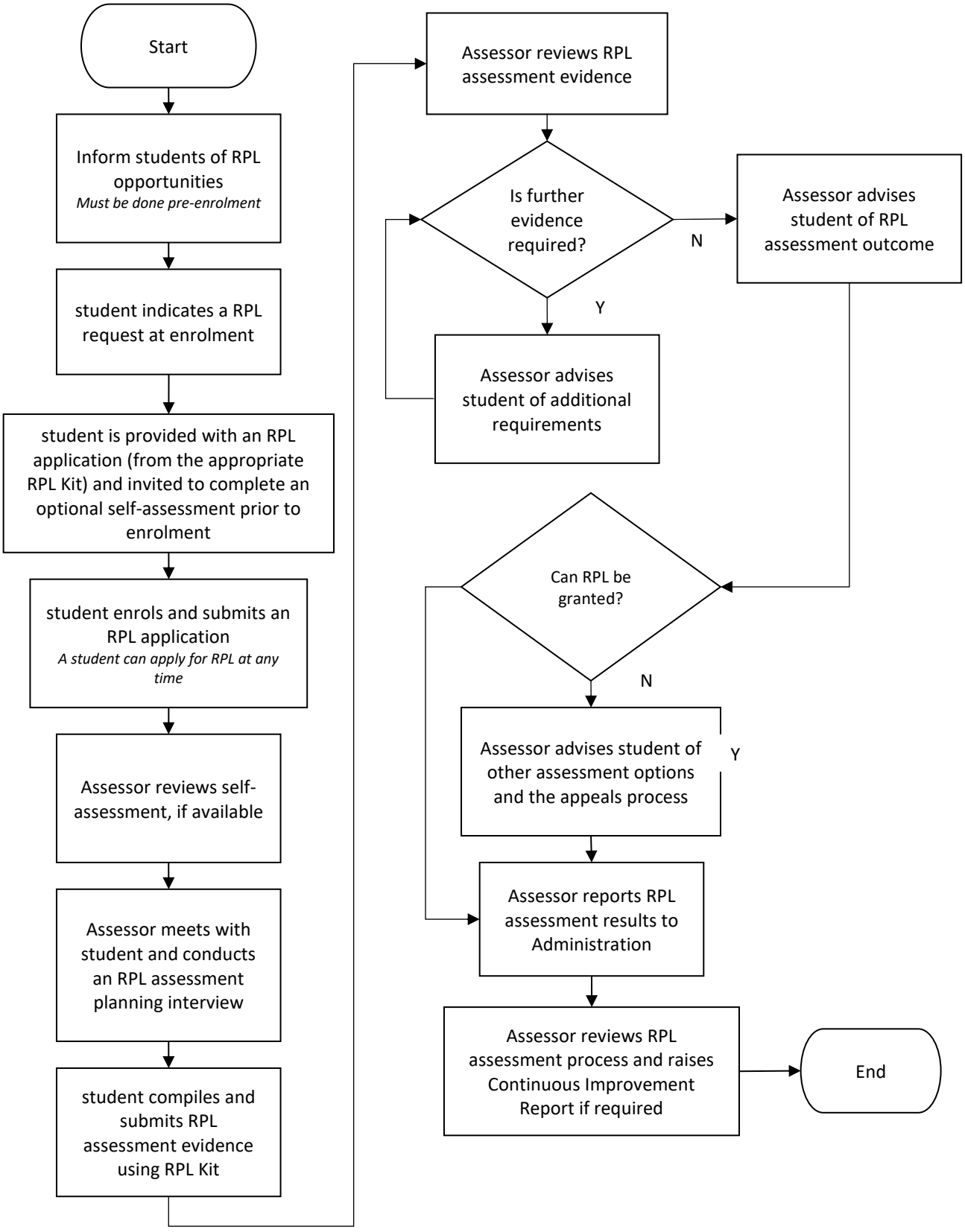
- Recognition of Prior Learning Package
- Continuous Improvement Report
- Request for an Appeal of a Decision Form
- Complaints and Appeals Register
- Appeals Response Letter

Handbooks, manuals or other documents

- student Handbook

7. Flow chart

Recognition of Prior Learning Process



8. Reference(s)

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.4: The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

Outcome Standards for RTOs, Quality Area 1 – Training and Assessment, Standard 1.6: VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.

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PP1.12 – Credit Transfer

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.7
Responsibility	CEO, Office Manager, Training Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to recognise equivalent training products previously completed by students. This includes units of competency awarded and accurately identified in statements of attainment and qualifications.

2. Definitions

Credit transfer - Credit transfer is the recognition of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript. Credit transfer allows the unit of competency previously achieved by a student to be recognised when they are enrolling in a related course where those units can assist them in meeting the requirements for a qualification. It is important to note that **credit transfer is not recognition of prior learning** (RPL). RPL is assessment and is addressed within *PP1.11 - Recognition of Prior Learning*.

Equivalent Unit of Competency means a current or superseded unit of competency that is nominated on the national training register https://training.gov.au/ as being equivalent to the unit it replaced when the training package was updated.

3. Policy statement

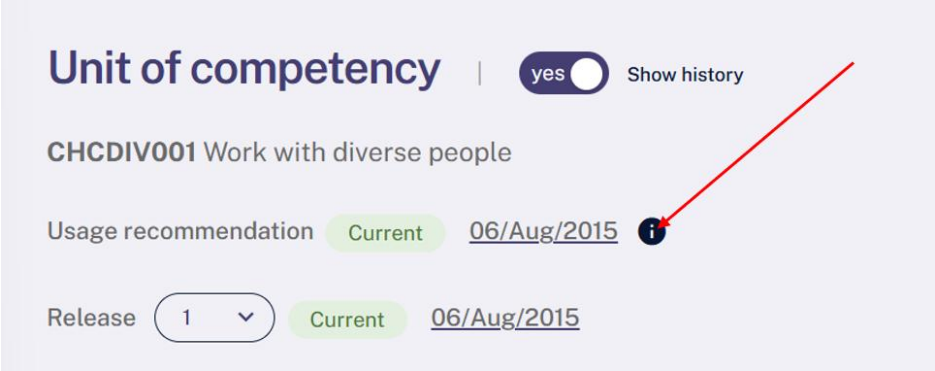
3.1 When unit codes and titles are different

If credit transfer is being sought for a unit of competency which has a different title or code, then it is necessary to establish the equivalence status between the unit held and the unit being sought. In many cases this information can be found in the mapping guide published on the National Training Register www.training.gov.au.

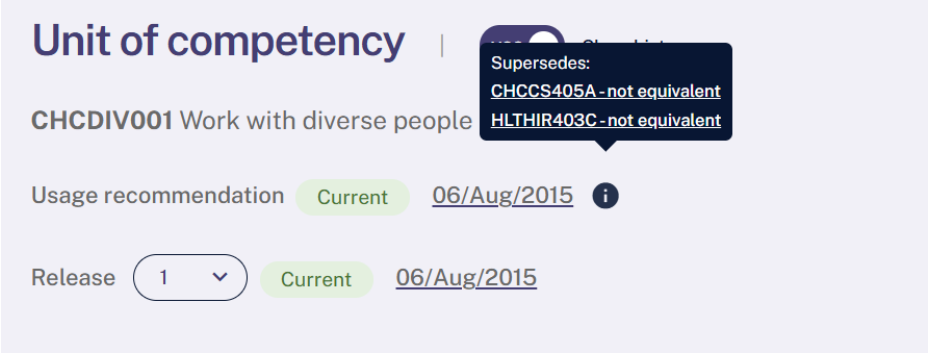
Note: Mapping notes within the National Training Register are sometimes very clear and in general will use language such as “not equivalent” or “Is superseded by and is equivalent to,,”. In some cases, there will appear to be no direction, and this may be because the unit is new and has no previous version of the unit. In some cases, it will say words to the effect: “Is superseded by:”

without any clarification about the equivalence status. In these cases, the new unit should be considered as not equivalent.

To identify the equivalent status using the national training register, navigate to the unit of competency and select the information icon adjacent to the “Usage recommendation” section as show below:



The above image shows the information icon that should be selected to identify the equivalent status of the unit of competency to units which have been superseded.



The above image shows the displayed information of the equivalent status of the unit of competency to units which have been superseded.

If there is no mapping available, the unit is deemed not equivalent, and we are not to recognise the unit through credit transfer. In these circumstances, the applicant should be referred for RPL (Refer to*: PP1.11 - Recognition of Prior Learning*). Under no circumstances is a comparison between units to be used as the basis for issuing credit transfer.

3.2 Evidence requirements

Electronic evidence. An applicant will be required to provide the RTO with access to their USI to access the students USI VET transcript, to identify any units of competency which are eligible for credit transfer. This only applies to units of competency that were awarded from 1st January 2015.

For units of competency that were awarded prior to 1st January 2015, please refer below.

Hard copy evidence. Where a unit of competency has not yet been added to a student's USI, or is from a qualification pre-dating the USI registry, an applicant will be required to present his or her statement of attainment or qualification record of results to Skillwise Training Pty Ltd. These documents will provide the detail of what units of competency the applicant has been previously issued. Applicants must provide satisfactory evidence that the statement of attainment or qualification record of results is authentic. Statements of attainment or qualification record of results should be in the correct format as outlined in the Compliance Standards for RTOs for RTOs, Standard 7 and 8. The applicant is required to submit copies which are certified as a true copy of the original by a Justice of the Peace (or equivalent). Alternatively, the student may bring in the original document and a copy may be obtained.

Verifying the Authenticity of Credit Transfer Evidence. Skillwise Training Pty Ltd needs to exercise caution and attention to detail when verifying the evidence an applicant submits regarding credit transfer applications. This is a common area of fraud where a person will attempt to gain the issuance of a training product using fraudulent documents. The first and preferred strategy that should be used to authenticate competency that has been issued is to access the student's USI VET transcript.

If this option is not available, a member of the administration team is to complete the following steps:

1. Look up the training organisation on the national training register https://training.gov.au/ and verify that the training organisation is valid and the scope of registration at the time of the training product was issued is also valid. Note the contact details of the training organisation under the "Contacts" section and "Public enquiries".

2. Contact the issuing RTO directly either by phone or email and request to authenticate a certificate they have issued. The majority of training organisations are very used to this type of request and will have a process to respond.

3. If evidence is received via email that authenticates the certificate, this email should be printed and a copy retained with the credit transfer application and initialled and dated by the person who facilitated the evidence. If the evidence is via phone call, the administration team member should record on the copy of the certificates the time and date and the details of the person that was contacted and the status as verified. It should be very clear to anyone looking at the record about the process that was undertaken to authenticate the evidence.

4. This evidence together with the certificates and the credit transfer application should be retained securely on the student's record.

5. If the training organisation does not cooperate and it is not possible to authenticate the certificate presented as evidence, then the certificate cannot be accepted, and the student is to be advised to contact the RTO directly and request their cooperation. The student should be provided a period of seven days to seek further information. If this information is not received then the application will be closed.

If it is identified that the training organisation Is no longer registered and is not contactable, the administrative team member maybe utilised the service provided by the national regulator where it can authenticate the training products issued by training organisations which have now closed. This service can be accessed at the following link. The student should be advised that confirmation via this service could take three to four weeks. https://www.asqa.gov.au/students/student-record

3.3 Credit transfer guidelines

The following guidelines are to be followed when an application for credit transfer is received:

- Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
- Students may not apply for credit transfer for units of competency or qualification which are not included in our scope of registration, or those which are prevented by licensing or regulatory requirements or the training product.
- Whilst students may apply for credit transfer at any time, they are requested in pre-enrolment information to apply before commencing a course. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- Applications for credit transfer submitted after the student has commenced the course will not be accepted. This is because, administering a credit transfer application after the course has commenced causes quite significant disruption to the planned training programme and also in relation to the payment of fees.
- The student does not incur any fees for credit transfer, and we do not receive any funding when credit transfer is granted.
- Credit transfer may only be awarded for whole units of competency. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and the applicant will be advised to seek recognition of prior learning.
- Credit transfer will only be issued when the student's enrolment includes at least one other unit of competency for which the student is participating in training or is seeking recognition. Student may not enrol only for credit transfer.

- The recognition of a unit of competency under a credit transfer arrangement is not contingent on the applicant demonstrating their currency. If the unit has been previously awarded and equivalence can be demonstrated, then the unit can be issued as a credit transfer. The currency of the applicant is not a factor to be considered.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
Credit Transfer		
i.	**Provide information to students on credit transfer.** We will provide sufficient information to students to inform them of opportunities for alternative pathways via credit transfer and the credit transfer policy. This information will be provided to students in the Student Handbook and the enrolment interview prior to enrolment.	Student Support Officer
ii.	**Student applies for credit transfer.** To apply for credit transfer, the applicant must: ▪ Complete and submit a *Credit Transfer Application Form*; ▪ Provide evidence of their AQF certification documentation or an authenticated VET transcript (this may be done by providing access to their USI or a certified copy of the qualification record of results or statement of attainment); and ▪ Sumit an *Enrolment Application* for the training program applicable to the units of competency for which credit transfer is requested.	Student
iii.	**Determine whether the RTO can grant credit transfer**. On receipt of the application, we will check the USI registry, qualification or statement of attainment for units that are deemed equivalent on the National Training Register (training.gov.au) and grant credit transfer for equivalent units of competency that have been completed at any other Registered Training Organisation.	Student Support Officer

	Hard copy certificates provided as evidence must be checked for authenticity prior to granting credit transfer. The following methods may be used for authentication: • First option. Obtaining a USI transcript from the applicant and comparing the outcomes identified in this transcript with the documents to be verified, • Second option. Directly contacting the issuing authority by either phone or email and confirming the document validity by cross matching the document number and the details of the recipient, • Final option. If it is identified that the training organisation Is no longer registered and is not contactable, contact the national regulator where it can authenticate the training products issued by training organisations which have now closed. https://www.asqa.gov.au/students/student-record If during the second option the training organisation does not cooperate and it is not possible to authenticate the certificate presented as evidence, then the certificate cannot be accepted, and the student is to be advised to contact the RTO directly and request their cooperation. The student should be provided a period of seven days to seek further information. If this information is not received, then the application will be closed.	
iv.	**Save credit transfer evidence.** Copies of the USI record and/or verified copies of qualifications and statements of attainment used as the basis for granting credit transfer must be kept on the student file.	Student Support Officer
v.	**Sign and save Credit Transfer Application Form.** The completed credit transfer application form must be signed by the student and Skillwise Training Pty Ltd Chief Executive Officer (or delegate) and retained on the student's file at Skillwise Training Pty Ltd.	Student, CEO, Student Support Officer
vi.	**Notify student of outcome**. Students will be notified in writing of the outcome of their application. This may include issuing statements of attainment or qualifications awarded through credit transfer in accordance with *PP1.13 - Student Completion and Issuing Certificates*.	Student Support Officer

6. Other documents to consider with this policy

Policies

- PP1.13 Student Completion and Issuing Certificates
- PP2.2-Enrolment

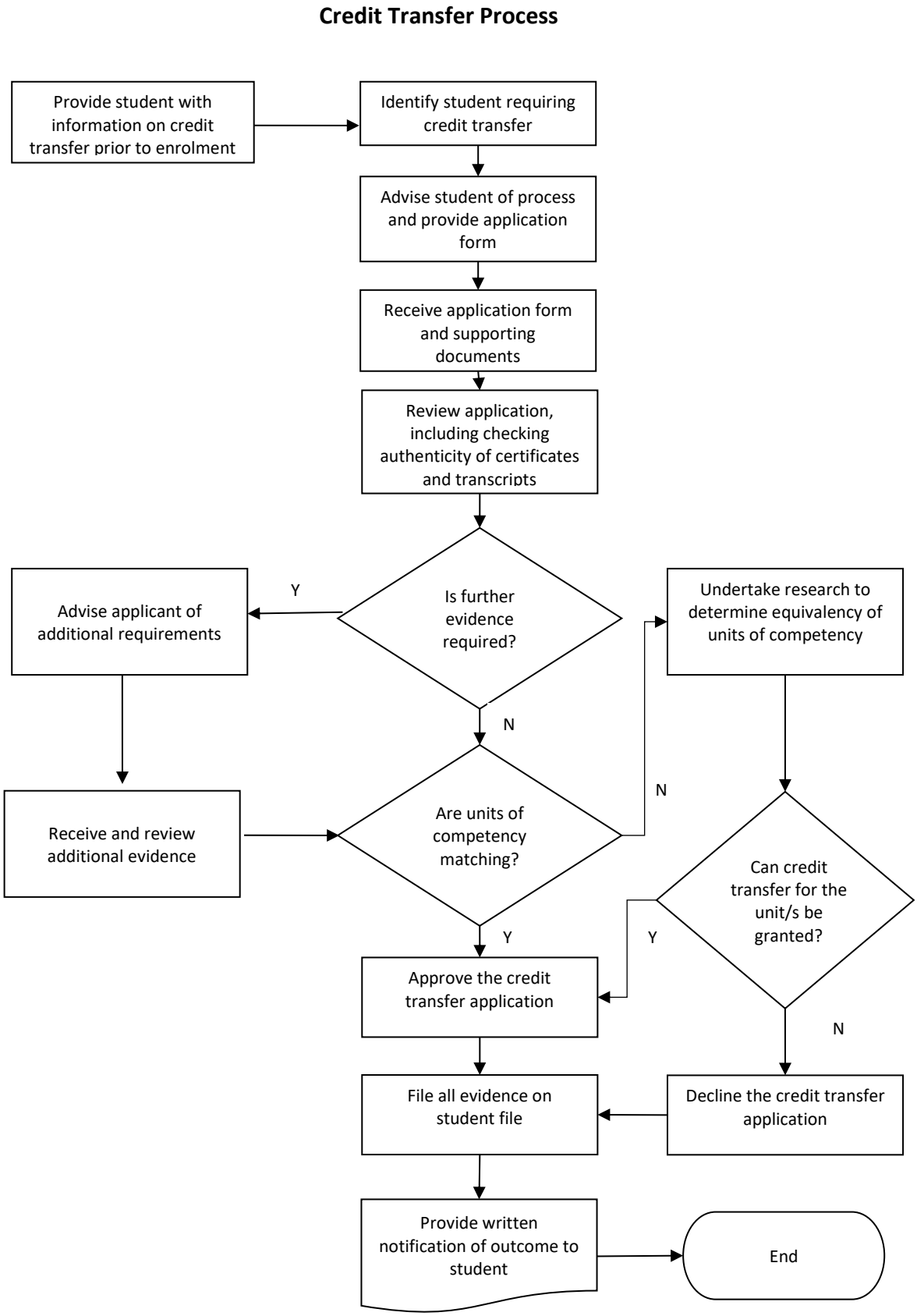
Forms

- Credit Transfer Application Form
- Enrolment Application

Handbooks, manuals or other documents

None.

7. Flow chart


Credit Transfer Process
Provide student with information on credit transfer prior to enrolment
Identify student requiring credit transfer
Advise student of process and provide application form
Receive application form and supporting documents
Review application, including checking authenticity of certificates and transcripts
Is further evidence required?
Y
Advise applicant of additional requirements
Receive and review additional evidence
N
Are units of competency matching?
N
Undertake research to determine equivalency of units of competency
Can credit transfer for the unit/s be granted?
Y
N
Y
Approve the credit transfer application
Decline the credit transfer application
File all evidence on student file
Provide written notification of outcome to student
End

8. Reference(s)

Outcome Standards for Registered Training Organisations, Quality Area 1 – Training and Assessment, Standard 1.7: VET students who have previously completed an equivalent training product are supported to have their training recognised.

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PP1.13 – Student Completion and Issuing Certificates

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 1.3 Compliance Standards for RTOs for RTOs, Standard 9 to 13
Responsibility	Office Manager, CEO
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to ensure:

- Skillwise Training Pty Ltd only issues AQF certification documentation to a student whom it has assessed as meeting the requirements of the training product
- AQF certification documentation is issued in the correct format
- AQF certification documentation is issued to a student within 30 calendar days of the student being assessed as meeting the requirements of the training product, providing all fees have been paid
- Records of student AQF certification documentation is maintained by the RTO and are accessible to current and past students

To provide a clear and efficient process for a student's completion where:

- The student wishes to defer, transfer or withdraw their enrolment
- A student has displayed poor behaviour, misconduct or plagiarised
- A student is not contactable or responding
- A student does not achieve course requirements, attendance or progress benchmarks

2. Definitions

Statement of attainment means a statement issued to a person confirming that the person has satisfied the requirements of the unit(s) of competency, modules or accredited short course specified in the statement.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Record of Results. A record of results is a record of the achieved units of competency leading to an AQF qualification. A record of results is always issued with an AQF qualification to specify the units of competency that were issued to the student as part of the achievement of the qualification.

3. Policy statement

Issuing AQF Certificates

3.1 Issuing Qualifications and Statements of Attainment

Skillwise Training Pty Ltd will issue qualifications or statements of attainment to students who have achieved the required outcomes of the training product **within 30 calendar days** of the final assessment being completed, provided:

a) the AQF qualification in which the VET student is enrolled is complete (Qualification), or

b) The student has completed one or more unit of competency (Statements of Attainment), and

c) all agreed fees the VET student owes to Skillwise Training Pty Ltd have been paid and the student has provided a verified Unique Student Identifier.

3.2 Format for AQF Qualifications and Statements of Attainment

Skillwise Training Pty Ltd must comply with the formatting requirements for AQF Qualifications and Statements of Attainment as outlined in the Compliance Standards for RTOs for RTOs specified at requirement 7 (Qualifications) and 8 (Statements of Attainment).

3.2.1 All testamurs for **AQF qualifications** issued by Skillwise Training Pty Ltd will:

a) include the following information:

i) the name, RTO code and logo of the issuing organisation

ii) the code and title of the awarded AQF qualification

iii) the NRT Logo in accordance with the NRT Logo Conditions of Use Policy

iv) the authorised signatory

v) the issuing organisation's seal, corporate identifier or unique watermark

vi) the words 'The qualification is recognised within the Australian Qualifications Framework' or any AQF logo authorised by the AQF Council

b) include the following information where applicable:

i) the industry descriptor, e.g. Engineering

ii) the occupational or functional stream, in brackets, e.g. '(Fabrication)'

iii) where relevant, the words, 'achieved through Australian Apprenticeship arrangements'

iv) where relevant, the State/Territory Training Authority logo (only where use of the logo is directed by State/Territory Training Authorities)

v) where relevant, the words, 'these units/modules have been delivered and assessed in <insert language>' followed by a listing of the relevant units/modules

c) comply with the AQF Qualifications Issuance Policy.

3.2.2 All **statements of attainment** issued by Skillwise Training Pty Ltd will:

a) include the following information:

i) the name, RTO Code and logo of the issuing organisation

ii) a list of units of competency (or modules where no units of competency exist) showing their full title and the national code for each unit of competency

iii) the NRT Logo in accordance with the NRT Logo Conditions of Use Policy

iv) the authorised signatory

v) the issuing organisation's seal, corporate identifier or unique watermark

vi) the words 'A statement of attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units or modules'

b) include the following information where applicable:

i) the words 'These competencies form part of [code and title of qualification(s)/course(s)]'

ii) the words, 'These competencies were attained in completion of [code] course in [full title]'

iii) where relevant, the State/Territory Training Authority logo (only where use of the logo is directed by State/ Territory Training Authorities)

iv) where relevant, the words, 'these units / modules have been delivered and assessed in <insert language>' followed by a listing of the relevant units/modules.

c) comply with the AQF Qualifications Issuance Policy.

Skillwise Training Pty Ltd is not to include a VET student's Student Identifier on a testamur or statement of attainment consistent with the *Student Identifiers Act 2014.*

3.3 Skills Sets

When a recognised skill set has been achieved by a student, a Statements of Attainment is issued to recognise the achievement of a skill set. The statement of attainment may include the code and title of the skill set and list all of the units of competency which comprise the skill set.

3.4 Nationally Recognised Training logo

Skillwise Training Pty Ltd will only use the Nationally Recognised Training Logo in accordance with the Compliance Standards for RTOs for RTOs, Schedule 2 Nationally Recognised Training Logo Conditions of Use Policy. Without completely repeating the schedule in this policy, the following are the key rules to apply:

a) The NRT Logo Is a registered trademark and cannot be modified or adjusted in any way,

b) The NRT Logo must be used on any AQF Certificate that Skillwise Training Pty Ltd issues,

c) The NRT Logo must not be depicted on other transcripts or record of results,

d) The NRT Logo may be used in authorised marketing by Skillwise Training Pty Ltd but only in direct connection with nationally recognised training products that are on the Skillwise Training Pty Ltdscope of registration,

e) The NRT Logo must not be used in connection with non-accredited training or any other training that is not nationally recognised.

f) The NRT Logo may only be used in direct connection with nationally recognised training products that are properly described in accordance with how they appear on the national training register.

g) The NRT Logo must not be used on corporate stationary, on business cards, building signage, merchandise or learning and assessment material.

h) The NRT Logo may only be used in the colour and format as specified within the Compliance Standards for RTOs for RTOs, Schedule 2 Nationally Recognised Training Logo Conditions of Use Policy, section 6 Standards for the use of the NRT Logo.

3.5 Unique student identifier

All students studying nationally recognised training in Australia are required to have a Unique student identifier (USI). A USI is a reference number made up of numbers and letters. The USI will allow students online access to their training records and results (VET Transcript) through their online USI account. https://www.usi.gov.au/help/login-to-usi-registry

Skillwise Training Pty Ltd will comply with the requirements of the *Student Identifiers Act 2014*, including:

a) verifying with the USI Registrar a student's USI before using that USI for any purpose,

b) not issuing AQF certification documentation to an individual without being in receipt of a verified USI for that individual, unless an exemption applies under the *Student Identifiers Act 2014,*

c) ensuring that where an exemption described in clause 3.4(b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar.

Students are advised within the pre-enrolment information that there are a number of unique circumstances where a person may be exempt from requiring a USI. These do not apply to the majority of students in Australia. The USI Exemption Table is available from the USI website which explains these circumstances https://www.usi.gov.au/exemptions. Students who exercise an exemption from submitting a USI should be aware that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar.

3.6 Retention and reporting of AQF qualifications and statements of attainment issued

Skillwise Training Pty Ltd will:

a) maintain registers of AQF qualifications it is authorised to issue and of all AQF qualifications and statements of attainment issued. This is maintained within the student management system.

b) retain records of AQF certification documentation issued for a period of:

   a) **seven years** if a student completes a training product on or after 1 January 2015

   b) **thirty years** if a student completes a training product before 1 January 2015

c) ensure records of VET student AQF certification documentation are accessible to current and past VET students. These Records are not retained physically but the details of these issued outcomes are retained within the student management system and these records can be reproduced on request. This may be requested by the national regulator or may be required to issue the student a replacement certificate if required.

d) provide reports of records of qualifications and statements of attainment issued to the VET Regulator on a regular basis as determined by the VET Regulator (Refer to: *PP4.8 - Interaction with the National VET Regulator*).

Completion of enrolment

3.7 Completion and Certificate Issuance

The completion of a student's enrolment is an important step in the journey of the learning and assessment with Skillwise Training Pty Ltd. The completion is a complex administrative process that requires careful attention and detail by the administrative team to verify the competencies that have been awarded, finalise all the enrolment documentation and update student management system records to ensure Skillwise Training Pty Ltd is complying with its reporting obligations. The steps to this process are outlined very clearly in detail within the procedure. The administrative support team are also supported by a completion and certificate issuance checklist which details the key tasks to be completed as part of the completion of enrolment. This checklist will be completed for each student completion and retained as evidence on the student record. Students will typically finalise their enrolment under the following circumstances:

a) The student has completed all units of competency and is eligible to receive an AQF certificate,

b) The student has requested to withdraw from the course,

c) The student has not achieved the course requirements and enrolment is being closed,

d) The student is not contactable, and enrolment is being closed, and

e) The student's enrolment is being closed due to the student's behaviour misconduct or academic misconduct due to reoccurring plagiarism.

Please refer to the procedures for the detailed steps of the enrolment completion process.

3.7 Students who have requested to withdraw from the course

Students who have requested to withdraw from the course are to be offered counselling on their options which may include transferring to a different course or receiving additional student support to assist them in the current course. Where the student declines these options and request withdraw from the course, the completion process will follow the normal process; however, the student will be issued a statement of attainment only for units of competency they have achieved. Requests for course withdrawal are to be submitted using the *Application for Course Withdrawal*.

For policy relating to student requests for course substitutions or transfer ref to *PP2.2 - Enrolment*. Please note that deferral from a course after the course has commenced are not permitted. Course deferral may only be requested in writing more than 10 working days prior to the course commencing.

3.8 Students who are not contactable or not responding (Inactive Students)

Where a student is not contactable or fails to respond to requests by the Skillwise Training Pty Ltd, the student's enrolment is to be closed in absentia. Before a student's enrolment can be closed without their written or expressed consent, a minimum of three attempts (one week apart) must be made using the last known contact details (email, phone and mail) to contact the student and issue the student with a warning letter notifying them of the intent to close the enrolment. Every reasonable attempt must include attempting to contact the student via all means possible including phone, text, and email. If Skillwise Training Pty Ltd is holding any alternate points of contact for the student, they should also be contacted.

Prior to closing the enrolment, the student should be sent a warning letter to the postal address held within our student management system and given a period of no less than 28 days to respond before the enrolment is completed. It should be noted that 28 days is the period which the student has to appeal a decision that Skillwise Training Pty Ltd makes. It is administratively fair process to provide the student this notification and give them an opportunity to respond before taking final action.

3.9 Students who have not achieved course requirements

Students who are assessed as not yet competent and have exhausted their reassessment opportunities, are to be provided with detailed verbal and written feedback. It is the policy of Skillwise Training Pty Ltd to provide three opportunities for training and re-assessment at no additional cost to the student or employer. The initial assessment is one and therefore the student will have two remaining opportunities if they are not able to demonstrate competency on the first attempt. students who require additional training and re-assessment after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment.

Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be determined through mutual agreement. The completion process will follow the normal process; however, the student will be issued a statement of attainment only for units of competency they have achieved.

3.10 Students who have demonstrated behaviour misconduct

Skillwise Training Pty Ltd seeks to provide an environment that is free from unacceptable behaviour and promotes a positive learning environment for all students. Behaviour misconduct is defined (ref to *PP2.7-Behaviour Misconduct*) unacceptable behaviour and includes, but is not limited to:

- Behaviour that impairs the reasonable freedom of other persons to pursue their studies and participate in the activities of the RTO
- Any act or failure to act that endangers the safety or health of any other person
- Actions that impair any person's participation in a legitimate RTO activity or, by act or omission disrupts the peace or good order of the RTO
- Acting in a way that causes students or staff or other persons within the RTO to fear for their personal safety
- Wilfully obstructing or disrupting any official RTO meeting, ceremony, activity, class or examination/assessment
- Any form of harassment, whether based on gender, race, age, sexual preference or religious belief
- Wilfully damaging or wrongfully dealing with any RTO property, or the property within the RTO of any person, including theft
- Being under the influence of prohibited drugs and/or substances including alcohol
- Trespassing or knowingly entering any place within the premises of the RTO that is out of bounds to students
- Making a false representation as to a matter affecting student status
- Possession of dangerous articles or banned substances
- Abusive behaviour to others

A student must at all times, maintain a high standard of behaviour while engaged in RTO activities either within the premises of the RTO or at another location. Students who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund (ref to *PP2.7 – Behaviour Misconduct*). This does not limit the requirement to provide the student suitable warning in writing, the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision. Where the

student's behaviour is so egregious or leads to the actual damage to property or harm to another person, the student's enrolment can be closed immediately. This does not remove the students right to appeal a decision made by Skillwise Training Pty Ltd (ref to *PP2.10-Appeals Handling*). Only after any appeal process has been completed that the completion process will follow the normal process; however, the student will be issued a statement of attainment only for units of competency they have achieved.

3.11 Students who have been identified for academic misconduct due to plagiarism

Where it has been determined that the plagiarism has arisen from poor academic practice, the student is to be requested to revise the work and resubmit it for the assessment.

If it has been determined that the plagiarism was intentional, the student's work is not to be accepted and the student is to be handled in accordance with the PP1.9 - Plagiarism and AI. The student is to be given a formal warning (in writing) by the CEO explaining the seriousness of the incident and the consequences if the student is found to plagiarise again.

Students who are found to have plagiarised after being formally warned are to have their enrolment cancelled and will not be entitled to a refund. This does not limit the requirement to provide the student suitable warning in writing, the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision (ref to *PP2.10-Appeals Handling*). Only after any appeal process has been completed that the completion process will follow the normal process; however, the student will be issued a statement of attainment only for units of competency they have achieved.

4. Considerations

Staff with responsibility for preparing certificates for issue must be familiar with the policy outlined on the ASQA website at the following address: ASQA - Issuing qualifications and statements of attainment. Specific reference should be made to the Compliance Standards for RTOs of the Revised Standards for RTO's – Policy Guidance 2014: Policy Draft - Compliance Standards for RTOs - Department of Employment and Workplace Relations, Australian Government.

5. Procedure

Steps		Person/s responsible
5.1 Student Completion and Issuing AQF Certificates (within 30 days)		
i.	**Notify administration staff and check for completeness** Assessors must notify the administrative staff when the student has completed all required units of competency. When the administrative staff receive the completed student assessment records, they are to check them for their completeness accuracy (ref to *PP1.8-Assessment Quality Control*). **Note.** To comply with the requiremer Standards for RTOs for RTOs to issue stude 30 calendar days of the student being requirements of the training product, all c be returned to the head office for proces from the date the assessment was comple with this requirement to allow sufficient recorded into the student management system and the certificate to be produced and dispatched to the student. If the assessment record is required to be returned to the trainer for remediation, the assessment should not be considered as complete, and this 30 day requirement will only commence once all completed assessments have been properly assessed. *Adjust this issuance procedure to align with your student management system. You may also adjust the procedure depending on if you are issuing your certificates in hard copy or digitally (or both).* *(Delete this text box when finished)*	Administrative staff Trainers and Assessors
ii.	**Enter outcomes into the student management system** Enter assessment outcomes into the student's enrolment within the student management system ensuring that the correct Outcome Identifier National is selected and the date assessed corresponds with the date the student was assessed by the assessor. **Note**. The date field linked with the Outcome Identifier National within the competency record (within the student management system) may automatically default to the date the outcome is entered. This means that administrative staff must ensure they select the correct date before exiting the student's record. The date of competency achieved	Administrative staff

Steps		Person/s responsible
	entered into the student management system must correspond with the assessment record completed by the assessor. To comply with the requirement under the Compliance Standards for RTOs for RTOs to issue student's their certificates within 30 calendar days, all assessment results must be entered into the student management system **within 10 working days** from the date the assessment was completed.	
iii.	**Complete the Certificate Issuance Checklist** Recognise when all units of competency have been completed by the student (or the student's enrolment has otherwise ended), complete the *Certificate Issuance Checklist*, and commence the process to produce the certificate. The *Certificate Issuance Checklist* must be fully completed prior to producing the certificate and the completed checklist is to be retained on the student's file. **Note.** Before a certificate can be issued, administrative staff are to confirm that the student has paid all outstanding fees owed to Skillwise Training Pty Ltd and that we have a verified the student's USI recorded within the student management system. If either of these items are identified as being outstanding, administrative staff are to contact the student via phone immediately (and send an email to confirm the discussion or message) and seek their assistance to resolve the issue as a matter of urgency. Detailed notes are to be recorded within the student notes section of the student management system of attempts to contact the student and to resolve these issues. The delay caused by these outstanding items does not impact on our obligation under the Compliance Standards for RTOs for RTOs to issue student's their certificates within 30 calendar days. The day count (for the 30-day requirement) is suspended until these items are resolved. It should be noted however that active collection of the student's fees in accordance with the agreed fee schedule and early verification of	Administrative staff

Steps		Person/s responsible
	the student's USI (at enrolment) must occur to prevent these issues hindering the timely completion of the certification process.	
iv.	**Generate Certificate** Once all the requirements of the *Certificate Issuance Checklist* have been met, the relevant certificate should be generated, the following steps are to be followed: • **Digital certificates** should be generated from the student management system in accordance with its operating instructions. Authorisation should be automated to allow production of the digital certificate. Certificates should be encrypted or locked to prevent fraudulent production or copying. A digital Letter of Completion should also be produced. • **Hard Copy Certificates** should be printed with the Letter of Completion and handed to the CEO. At no time should certificates be left unattended or have any opportunity to be overlooked by the CEO. It is critical that record integrity of the certificate is maintained. The CEO may want to review the student's records to confirm the validity of the certificate being issued. Once the CEO is satisfied the certificate is valid, the CEO is to sign the certificate as the authorised person. The CEO is also to sign the letter of completion. With the certificate now properly authorised, together with the Letter of Completion; it is passed back to administration. **Note.** To comply with the requirement under the Compliance Standards for RTOs for RTOs, all certificates requiring authorisation must be handed to the CEO **within 15 working days** from the date the assessment was completed, and all authorised certificates must be handed back to administration **within 20 working days** from the date the assessment was completed.	Administrative staff

Steps		Person/s responsible
v.	**Issue Certificate** Issue the certificate, along with the Letter of Completion, to the student. All AQF certificates must be dispatched, or handed to the student, **within 25 working days** from the date the assessment was completed. It is accepted that this process for producing certificate and issuing it to the student may occur in a quicker timeframe however the above time frames identified are the maximum. **Note.** At no time is the certificate to be handed to any third party (e.g. an employer) unless the student has provided written and signed instructions for this to occur, and these instructions are confirmed with the student verbally. In such instances, these details are to be recorded within the student notes section of the student management system and any written instructions received from the student are to be retained on their student file.	Administrative staff
vi.	**Record certificate issuance into the student management system** Record in the student management system that the certificate was issued together with the date of issue.	Administrative staff
vii.	**File records** File the student's records into archive and note this within the archiving register of the student management system.	Administrative staff
5.2 Re-issue of Certificates		
Skillwise Training Pty Ltd acknowledges the requirement to provide past and present students with re-issued qualifications and statements of attainment when required. The following step are to be applied to reissuing Qualifications and Statements of Attainments:		
i.	**Receive written request** The individual must make a written request (via email) to Skillwise Training Pty Ltd for a re-issue of certificate and must verify their identity by providing a license, birth certificate, passport or other formal identity document in support of the request.	Student

Steps		Person/s responsible
	Re-issues will only be produced for the individual to whom the Qualification or Statement of Attainment was originally issued.	
ii.	**Authorise re-issue of certificate** The CEO must authorise all reissues. No other staff member of Skillwise Training Pty Ltd is authorised to re-issue Qualifications and/or Statements of Attainments under any circumstances.	CEO
iii.	**Invoice and receive payment for re-issued certificate** Charge a fee for reissue of Qualifications or Statements of Attainments. For a full list of current fees and charges please refer to *Schedule of Fees and Charges.*	Accountant
iv.	**Produce re-issued certificate** Check all re-issues are replicas of the original document, including the 'student name', 'student number' and other distinguishing features such as paper weight and the logo or corporate identifier in the top centre of the certificate. The only detail which is to be changed is the 'issued on' date, which will be the date of re-issue and specified as 're-issued'. Check re-issues comply with the AQF requirements; identify the RTO by its national provider number from Training.gov.au; include the Nationally Recognised Training (NRT) logo in accordance with the current conditions of use. These requirements are consistent with those for the original issue of a Qualification or Statement of Attainment.	Administrative staff
v.	**Record re-issued certificate in LMS** Publish the re-issue using the student management system. Cross check the information for the relevant certificate with the photocopy or scan of the original which has been retained in the student file.	Administrative staff
vi.	**Issue the re-issued certificate to the student** Once authorised, issue the re-issued certification to the student.	Administrative staff

Steps		Person/s responsible
	Record the date of the re-issue in the student management system. Retain the written request from the student for re-issue in the student management system.	
5.3 Closing a students' enrolment at the students' request (Withdrawal)		
i.	**Student Requests to withdraw from the course** Where a student wishes to finalise their enrolment early for personal or academic reasons, they are to complete the form *Application for Course Withdrawal.* Where the student is not willing to complete an *Application for Course Withdrawal,* advice received from a student via email or phone conversation communicating their request to be withdrawn is to be accepted. Email records and written records of phone conversations are to be retained on the students file as evidence of these expressed instructions from the student. The student should specify their reasons and select to defer their enrolment, to transfer their enrolment to another course, or to terminate their enrolment.	Student Student Support Officer Administrative staff
ii.	**Issue Statement of Attainment for completed units**. Where the enrolment is being deferred or terminated, students are to be issued a Statement of Attainment to recognise the outcomes they have achieved during their enrolment.	Administrative staff
iii.	**Update SMS.** Record in the student management system that the certificate was issued together wit	Administrative f
iv.	**Returning Students**. A student wh course will be eligible to recomme and receive a credit transfer for ar there is a suitable place in a suitable class (cohort) available. Enrol the student and credit transfer any units of competency achieved.	inistrative f
5.4 Cancelling a student's enrolment		

RTO's should adjust the timeframe allowed for students to defer and return to studies to meet their own requirements. The timeframe is typically 6-12 months.

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Steps		Person/s responsible
i.	a. **Students who are not responding** - Before a student's enrolment can be terminated without their written or expressed consent, a minimum of **three attempts** (one week apart) must be made using the last known contact details (email, phone and mail) to contact the student and issue the student with a warning letter given the student 15 days' notice notifying them of the intent to terminate the enrolment. b. **Poor behaviour or misconduct** - If the student has misbehaved or conducted themselves in an inappropriate manor, they are to be reprimanded and formally warned in writing against repetition of misconduct. The student may be suspended from using all or some RTO facilities and/or services for a period of time. If the student commits behavioural misconduct after being formally warned they are to have their enrolment cancelled and will not be entitled to a refund. Note: This does not limit the requirement to provide the student suitable warning in writing given the student 15 days' notice notifying them of the intent to terminate the enrolment and the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision. c. **Students who have not achieved course requirements -** Students who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment. Provide **three** opportunities for additional training and re-assessment at no additional cost to the student or employer. Students who require additional training and re-assessment	Office Manager Training Manager

Steps		Person/s responsible
	after they have exhausted their three opportunities will be required to pay a fee for additional training and re-assessment. Student's requiring additional learning support are to be brought to the attention of Skillwise Training Pty Ltd management, so the progress of the student can be monitored closely, and additional support services can be applied well before it becomes necessary to impose an additional fee for re-assessment. Where students repeatedly do not demonstrate competence following significant learning and assessment support, a student's enrolment can be terminated through mutual agreement.	
ii.	**Notify the student.** Notify the student in writing that their enrolment has been terminated and on what grounds. Include in the notification, information on the student's right to appeal this decision and refer them to *PP2.10 Appeals Handling*.	Office Manager or Training Manager
iii.	**Inform the trainer.** Applicable trainers are to be informed of the students' enrolment termination and advised to inform the Office Manager if the student makes contact.	Office Manager Trainers
iv.	**Update the student's record.** Update the student's record within the student management system with details of termination and enter the outcome of "withdrawn" into each unit of competency that has not been completed at the time.	Office Manager
v.	**Issue final Statement of Attainment.** Any final AQF certificate to which the student is entitled is to be sent or emailed to the student.	Office Manager
vi.	**Archive student record.** The student's record is to be archived in accordance with the *PP1.14 - Student Record Retention and Management*.	Office Manager

Steps		Person/s responsible
vii.	**Consider any Opportunities for Improvement.** Consider any opportunities for improvement and raise a Continuous Improvement Report to be considered at the next management meeting. Opportunities for improvement to the assessment system will then be considered and implemented in a systematic way. Refer to: *PP4.7 - Continuous Improvement and PP4.3 Management Meeting*.	Office Manager or Training Manager

6. Other documents to consider with this policy

Policies

- PP1.14 Student Record Retention and Management
- PP2.7 Behaviour Misconduct
- PP2.10 Appeals Handling
- PP2.8 Fees and Refunds

Forms

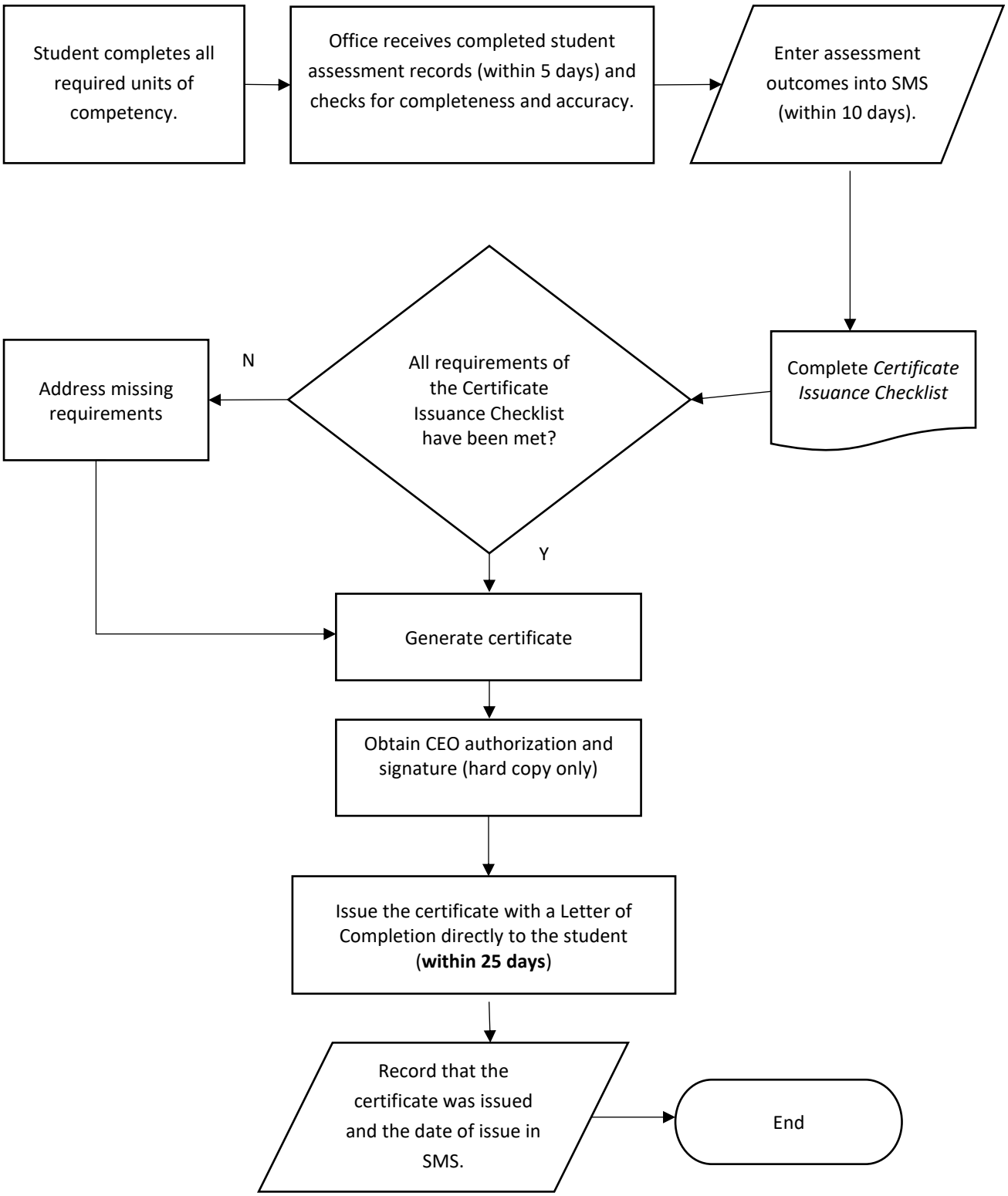
- Application for Course Deferment / Transfer / Withdrawal
- Certificate Issuance Checklist
- Schedule of Fees and Charges

Handbooks, manuals or other documents

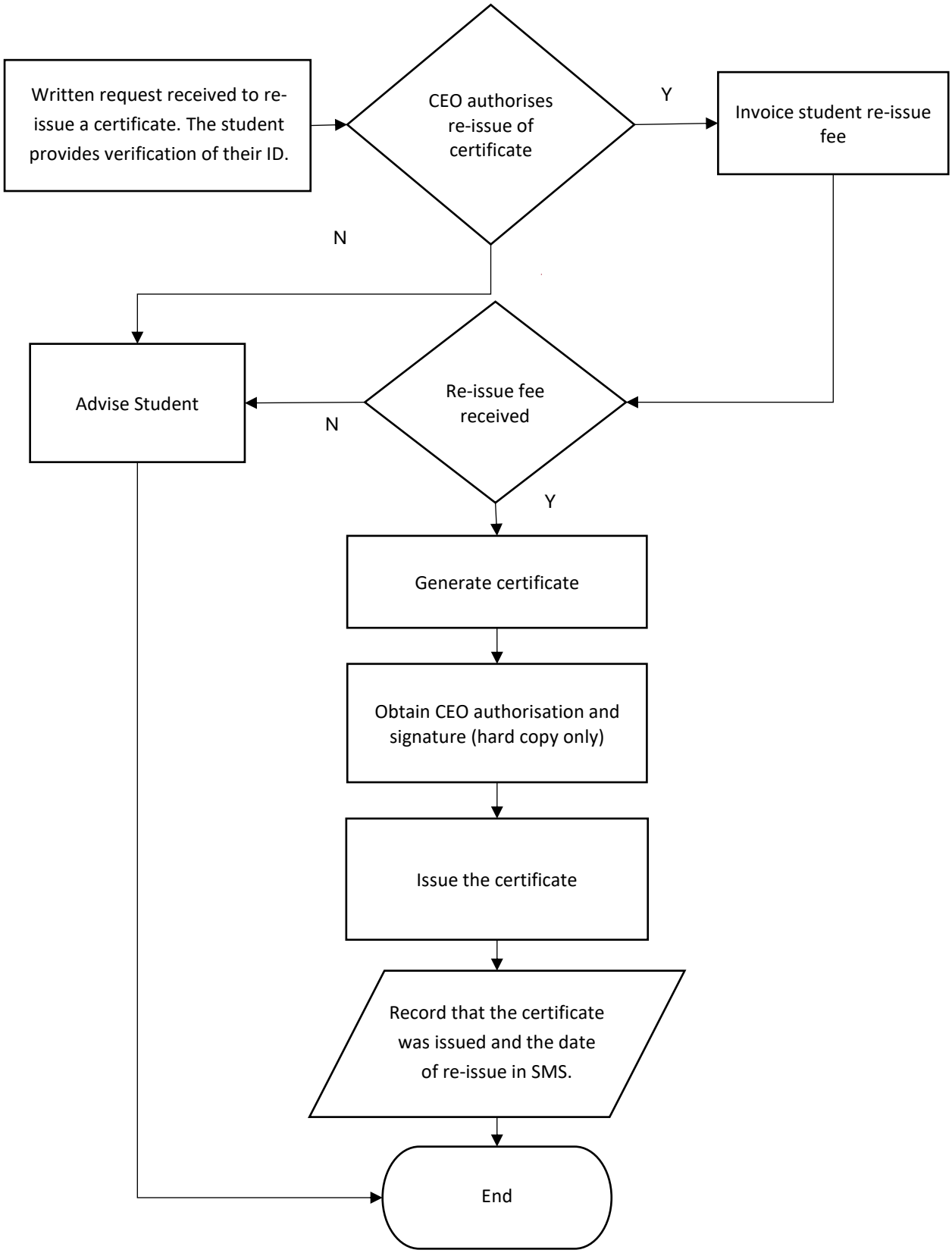
- USI verification

7. Flow chart

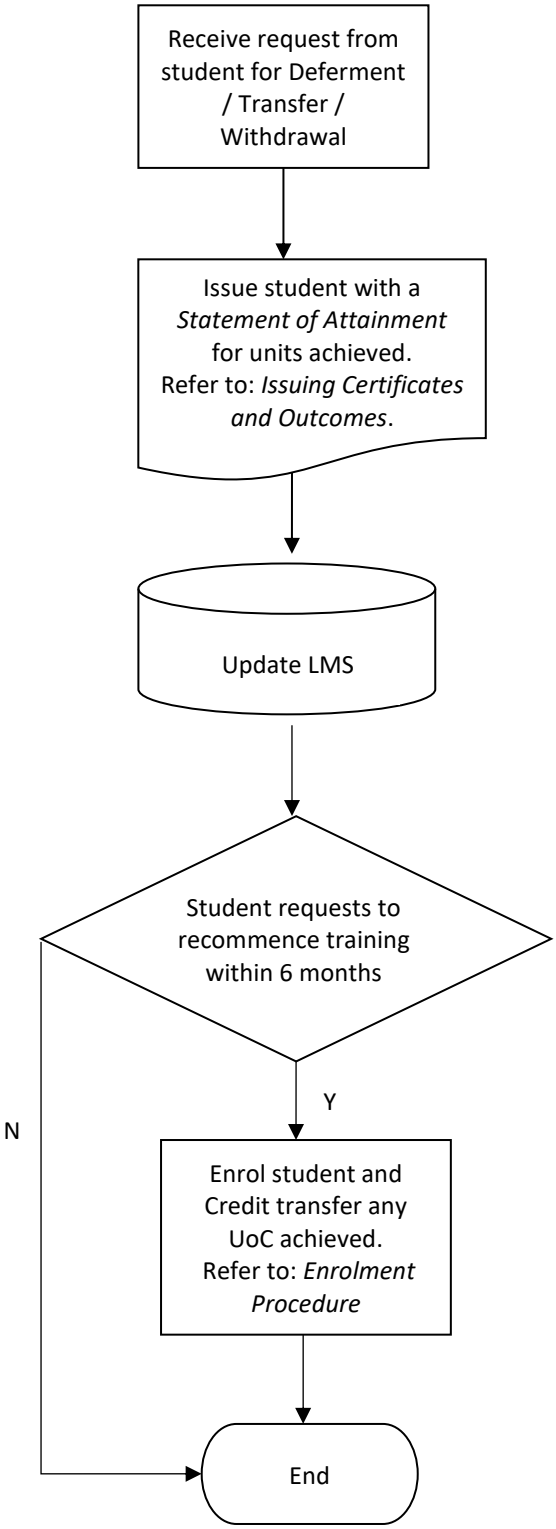
Student Completion and Issuing AQF Certificates



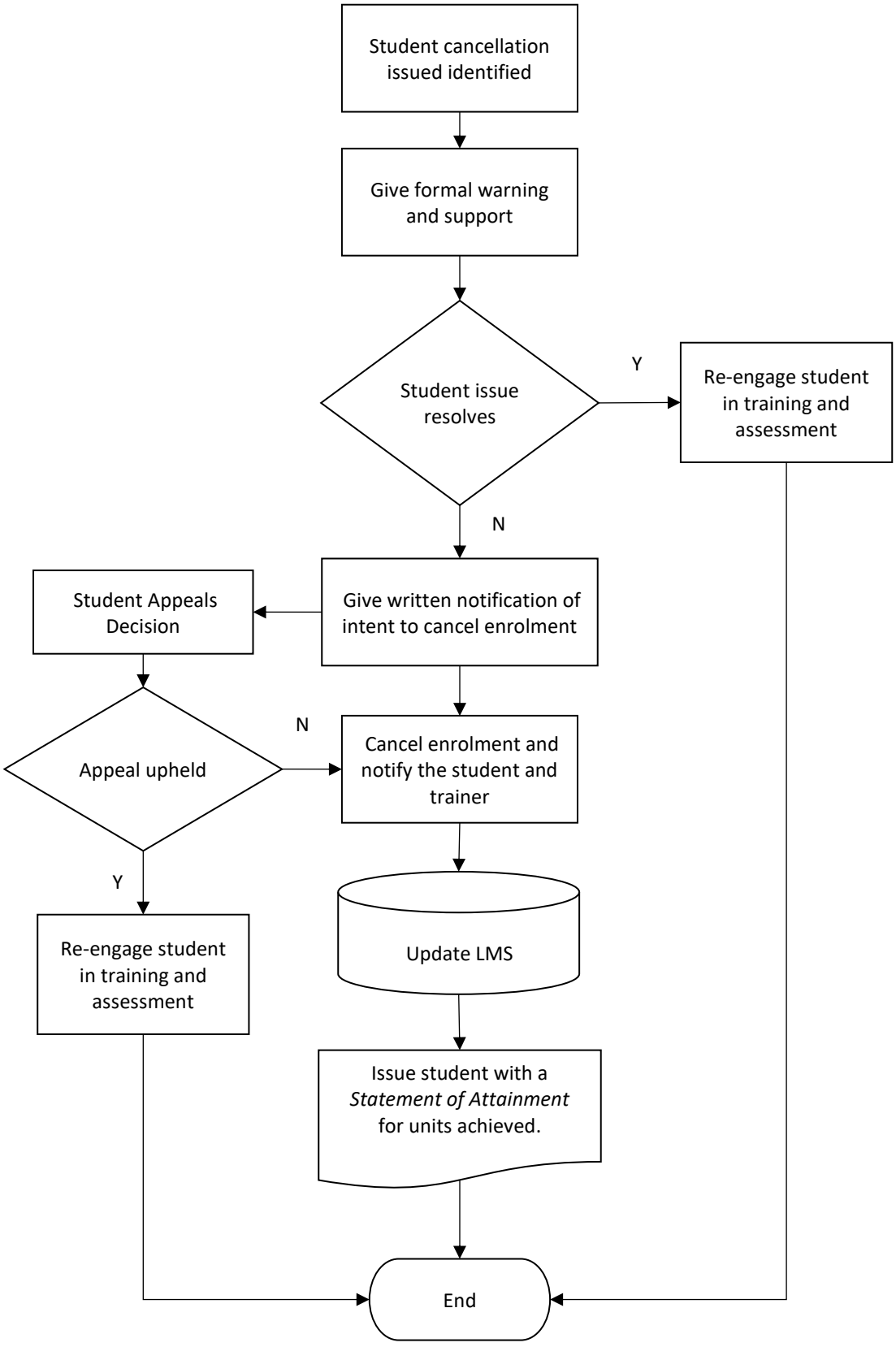
Re-issuing AQF Certificates



Deferring or terminating a students' enrolment at the students' request



Cancelling a students' enrolment



8. Reference(s)

Compliance Standards for RTOs for RTOs, Standard 9 to 13

Division 2 – Integrity of Nationally Recognised Training Products

9 Issuance of AQF certification documentation

(1) An NVR registered training organisation must not issue AQF certification documentation to any person unless the person is a VET student who the organisation has assessed as meeting the requirements of the training product.

(2) Where an NVR registered training organisation has assessed a VET student as meeting the requirements of the training product in accordance with subsection (1), the organisation must ensure the AQF certification documentation is issued to the VET student within 30 calendar days from the completion of the assessment, provided the VET student:

(a) has completed the AQF qualification or completed one or more units of an AQF qualification which they have subsequently withdrawn from; and

(b) has paid to the organisation all agreed fees associated with the training product.

10 Records of AQF certification documentation and assessments

(1) An NVR registered training organisation must:

(a) maintain a register in accordance with the AQF Qualifications Register Policy of all:

(i) AQF qualifications it is authorised to issue; and

(ii) AQF qualifications and VET statements of attainment the organisation has issued to VET students;

(b) retain records, in accordance with the AQF Qualifications Register Policy, of all AQF certification documentation issued to VET students for a period of thirty years;

(c) retain records of all assessments submitted by a VET student to the organisation or a third party for a period of 2 years after the student has completed the training product;

(d) ensure VET students – including those previously enrolled with the organisation – are able to access copies of their AQF certification documentation retained under paragraph (b); and

(e) upon request from the National VET Regulator, provide a report of all AQF qualifications and VET statements of attainment the organisation has issued during the period specified in the Regulator's request.

11 Issue of VET qualifications and VET statements of attainment

(1) All VET qualifications issued by an NVR registered training organisation must comply with the AQF Qualifications Issuance Policy and must include:

(a) the name, registration code and logo of the organisation;

(b) the code and title of the AQF qualification;

(c) the NRT logo – in accordance with the requirements of the NRT Logo Conditions of Use policy;

(d) the signature of an individual who the organisation has authorised to sign the AQF qualification;

(e) the organisation's seal, corporate identifier or unique watermark;

(f) the following statement: "The qualification is recognised within the Australian Qualifications Framework", or any Australian Qualifications Framework logo authorised by the Conditions for the use of the Australian Qualifications Framework Logo policy;

(g) where the AQF qualification has an industry descriptor as listed on the National Register in the corresponding training product – the industry descriptor;

(h) where the AQF qualification has an occupational or functional stream listed on the National Register under the corresponding training product – the title of the stream in brackets after the code and title of the AQF qualification;

(i) where the AQF qualification has been obtained by a VET student in the course of undertaking an Australian apprenticeship – the statement: "Achieved through Australian Apprenticeship arrangements"; and

(j) where any part of the AQF qualification has been delivered in another language – the statement: "these units of competency/modules have been delivered and assessed in [insert relevant language]" followed by a list of all units of competency or modules that have been delivered in the relevant language.

(2) All VET statements of attainment issued by an NVR registered training organisation must comply with the AQF Qualifications Issuance Policy and must include:

(a) the name, registration code and logo of the organisation;

(b) the full title and national code, as set out on the National Register, of:

(i) each unit of competency to which the statement relates; or

(ii) if no units of competency exist – each module to which the statement relates;

(c) the NRT logo – in accordance with the requirements of the NRT Logo Conditions of Use policy;

(d) the signature of an individual who the organisation has authorised to sign the statement;

(e) the organisation's seal, corporate identifier or unique watermark;

(f) the statement: "A VET statement of attainment is issued by an NVR registered training organisation when an individual has completed one or more accredited units or modules";

(g) where the units of competency form part of a VET course or qualification – the following statement: "These competencies form part of [code and full title of the relevant VET course or qualification]";

(h) where the units of competency have been attained in the course of completing a VET course – the following statement: "These competencies were attained in completion of [VET course code] course in [full title of the VET course]"; and

(i) where any of the units of competency or modules listed on the statement have been delivered in another language – the statement: "these units of competency/modules have been delivered and assessed in [insert relevant language]" followed by a list of all units of competency or modules that have been delivered in the relevant language.

12 Student identifier requirements

(1) An NVR registered training organisation must:

(a) not include any individual's student identifier on a VET qualification or VET statement of attainment; and

(b) request the Registrar to verify that any student identifier provided to it by an individual belongs to that individual before the organisation uses the identifier for any purpose.

(2) Subject to subsections (3) and (5), an NVR registered training organisation must not issue a VET qualification or a VET statement of attainment to a VET student unless the student has been assigned a student identifier.

(2) Exemptions given by the Minister

(3) The Minister may, in writing and as agreed by the Ministerial Council, specify an issue to which the requirement in subsection (2) does not apply, by reference to one or more of the following:

(a) the organisation doing the issuing;

(b) the VET qualification, or VET statement of attainment, being issued; or

(c) the VET student to whom the VET qualification, or VET statement of attainment, is being issued.

(4) Where an exemption described in subsection (3) or subsection 53(3) of the *Student Identifiers Act 2014* applies – an NVR registered training organisation must inform the VET student prior to the completion of enrolment or commencement of training and assessment, whichever occurs first, that the results of the training:

(a) will not be accessible through the Commonwealth; and

(b) will not appear on any authenticated VET transcript prepared by the Registrar.

(5) Subsections (2) and (3) only apply to NVR registered training organisations that are not constitutional corporations.

(3) Note: Similar requirements to those set out in subsections (2) and (3), that apply to NVR registered training organisations that are constitutional corporations, are set out in section 53 of the *Student Identifiers Act 2014*.

13 Nationally Recognised Training logo

(4) An NVR registered training organisation must ensure that it uses the NRT logo in accordance with the requirements specified in the NRT Logo Conditions of Use policy.

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PP1.14 – Student Record Retention and Management

Policy area	Training and Assessment
Standards	Compliance Standards for RTOs for RTOs, Standard 10 National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, Part 2 Data Provision Requirements, 7 Requirements in relation to AVETMISS
Responsibility	CEO, Administrative staff, Trainers and Assessors
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- To securely archive and manage student records to ensure compliance with regulatory requirements, safeguard confidentiality, and maintain record accuracy for future reference.
- To maintain a well-structured records retention system.
- To ensure we meet our legal and quality assurance requirements.
- To ensure the accuracy and integrity of records retained.

2. Definitions

AVETMISS Data. AVETMISS stands for the Australian Vocational Education and Training Management Information Statistical Standard. It is a national data standard which ensures the consistency and accuracy of vocational education and training (VET) information and provides the data to meet the Total VET Activity data collections specified in the mandatory reporting policy. AVETMISS data includes all the data collected during the enrolment process and the details of the training products in which the student is enrolled and completes and details of training delivery locations and about Skillwise Training Pty Ltd. This data is entered into our student management system and will capture outcomes such as if the student withdrew, was assessed as competent or not-yet-competent, was recognised as competent through an RPL process or was issued credit transfer for current competency held. For the purposes of the requirement to retain records of AQF certification documentation issued for a period of 30 years specified within Schedule 5, Paragraph 4c of the Standards for Registered Training Organisations, the retention of the AVETMISS data is sufficient to meet this requirement.

Completed student assessment items are the completed student assessment records include documents or other media where assessments evidence has been recorded by students and assessment decisions are recorded by assessors. It may be a combination of completed assessment

tools, templates, questionnaires, checklists, summary sheets, RPL tools, or records of assessment and feedback from assessors to students. Assessment resources include all those items which substantiate the assessment decision made by an assessor. ASQA refer to these records as "*Completed student assessment items*"[2].

Assessment tools are the media (electronic or hard copy) used to gather evidence about a student's competence. The following are examples of assessment forms and documents which may be incorporated into an assessment tool in support of each unit of competency:

- assessment instruction for the assessor and the student
- assessment recording tools
- assessment outcome reports
- assessor marking guide
- assessment mapping
- third party reports or work placement records

RTO management records are those files which assist management and staff to coordinate RTO services. These may include policies and procedures, data registers, enrolment registers, attendance records, financial records and records of complaints and appeals. Some of these records will be stored within the student management system.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

Archiving. The process of transferring student records that are no longer active but must be retained for future reference to safe storage from where they can be accessed.

Student Records: Includes all documents and data related to a student's training and assessment, enrolment, attendance, assessment outcomes, and personal information. These records will be stored within the student management system.

Retention Period: The required time for which student records must be maintained before they can be securely destroyed.

[2] ASQA General direction: Retention requirements for completed student assessment items, 22 June 2012

3. Policy statement

3.1 Storage of records

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.
- Records must be kept confidential to safeguard information and to protect the privacy of students and Skillwise Training Pty Ltd staff.
- Records must be kept in a manner to avoid damage by fire, flood, termites or any other pests.
- Student results and Qualification / Statements of Attainment must be entered into and stored within the student management system and must be available to be retrieved at any time.
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed up off site. Cloud based storage service providers are to have verified backup and recovery arrangements in place.

3.2 Period of retention

Skillwise Training Pty Ltd must comply with a range of record retention requirements including:

- State or Commonwealth funding agency requirements relating to training and assessment records (if applicable),
- Compliance Standards for RTOs for RTOs, Standard 1, 2, 6, and 10, and
- National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, Part 2 Data Provision Requirements, 7 Requirements in relation to AVETMISS.

In determining our period of retention, Skillwise Training Pty Ltd has selected retention periods beyond some requirements to simplify our approach and to ensure compliance with all requirements under the one approach. The following time periods are to apply to the retention of student electronic records at Skillwise Training Pty Ltd:

- **AVETMISS Data.** AVETMISS Data is to be retained for a minimum of thirty (30) years.
- **Completed student assessment items.** Completed student assessment items (100%) are to be retained for a minimum of **two (2) years** from the date of the student's completion of the training product.

- **Completed student assessment items. – That relate to High Risk Work Outcomes.** Completed assessment resources (100%) are to be retained for a minimum of seven (7) years.
- **Assessment tools.** Assessment tools (100%) are to be retained for a minimum of five (5) years.
- **RTO management records.** ned for a minimum of five (5) years. This requirement
- **Administrative records.** A for a minimum of five (5) years. This requirement relates to the versions of these records and completed records.

Adjust the periods of record retention to align with your obligations and/or any funding contract record management requirements.
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Note. Records may be retained in hard copy or electronically.

3.3 Destruction of Records

Skillwise Training Pty Ltd CEO is the only person who can authorise (in writing) the destruction of records. Records are only to be authorised for destruction after the retention period has lapsed.

Documents identified for destruction are to be shredded before being recycled. The archive register must be updated in the notes section to identify that a particular record has been destroyed.

Digital records authorised for deletion are to be permanently deleted.

3.4 Student Records Integrity

During the handling of records relating to a student's enrolment and training and assessment outcomes, there is potential within a busy office that records may be misplaced, not entered correctly or mishandled. To minimise the potential for inaccurate record keeping, this policy includes specific guidelines for both administrative and training staff on the handling of records during the critical end stages of training. These include procedures and processed guidelines on the validation and entering of student results into the Skillwise Training Pty Ltd student management system. These procedures must be strictly applied by all staff handling student records.

Combined with this, Skillwise Training Pty Ltd will also undertake periodic integrity audits of student records to ensure the information entered the student management system is accurate. To achieve this, the Office Manager will undertake periodic desk audits of student records. The Office Manager will aim to undertake a desk audit of at least 10% of student records each quarter. Refer to procedure 5.2 Integrity Audits of Student Records below.

3.5 Unique student identifier

The *Student Identifiers Act 2014* came into effect from the 1st January 2015. Any USI provided to Skillwise Training Pty Ltd by a student must be **verified** with the USI Registrar. This may be achieved by inserting the USI into the Student details within the student management system and changing the USI status to "Verify". The student management system will verify any records with the USI

Registrar with this status every 30 seconds. Once verified the status will have changed to "Valid". If the status does not change to valid then one of the following student details in incorrect:

- First name
- Last name
- Date of Birth
- The Unique student identifier

These are the only data elements used to verify a USI so if it does not verify then one of these elements is incorrect. A common error is the abbreviation of the student's name. The student may have registered their USI with the first name of "Benjamin" but has completed the enrolment application form with the first name of "Ben". The first name provided by the student must align with the name they provided when they registered their USI.

- Student Identifier details and all related documentation under the control of Skillwise Training Pty Ltd **must be kept secure**. This includes the information stored within the student management system. User profiles and password protections to the student management system are to be used to prevent any unauthorised access to USI information. Where Skillwise Training Pty Ltd assisted the student to create their USI, additional details such as the students Driver's Licence information will have been collected and stored within the student management system - Document Verification System (DVS). Once the student's USI has been successfully created, these details within the DVS are automatically removed (deleted) from the database. This is a requirement of the USI legislation and is aimed at protecting the student's privacy.

Further information on the Unique student identifier can be accessed via the following website:

https://www.usi.gov.au/providers

3.6 Student Access to Records

Students who require access to their records are required to complete a Records Request Form. This form can be obtained from any Skillwise Training Pty Ltd staff member. It is the responsibility of all staff to respond positively to these requests and assist the student to complete the request form and facilitate access.

It should be noted that access will only be provided to the student in person and only after identification has been confirmed. Photo ID is required. Skillwise Training Pty Ltd also requires the payment of an administrative fee of $10.00 if the student requires a copy of their records. This is a one-off admin fee that is only payable where copies are requested to take away by the student. If the student is simply requesting access to view records, then this incurs no cost. The student does

however need to complete the Records Request Form on all occasions where access is requested. The completed Records Request Form can be submitted to any staff member who will pass the request to the Office Manager. The Office Manager will respond to the request within two business days.

What records can be accessed?

The Records Request Form seeks to identify what specific records are requested to access. These may include:

- hard copy records from your student file which will include enrolment administrative records and assessment evidence, and
- activity data which is contained within the Skillwise Training Pty Ltd student management system including your electronic training plan and details of awarded units of competency.

3.7 Student requesting correction of personal information

Students may request a correction to personal information held by Skillwise Training Pty Ltd. This may be a correction of personal information which may include an individual's name, signature, address, phone number, date of birth, employee record information, photographs, internet protocol (IP) addresses, biometric data like voice prints and facial recognition, and location data from mobile devices. It is important to note that personal information may also include sensitive information, credit information and high risk personal information such as drivers licence or passport details. Please refer to *PP4.10 – Privacy Protection* for a detailed description of personal information and our obligations under the Privacy Act 1988.

3.8 Treatment of records on ceasing operation

Skillwise Training Pty Ltd acknowledges that it has a responsibility to retain accurate copies of records to enable these to be transferred to ASQA should Skillwise Training Pty Ltd ceased to operate. It is a requirement that RTOs who ceased to operate[3] must within 30 days of registration ending, forward to ASQA an electronic copy of the records for each student who were enrolled in a course during the period of registration.

This requirement does not include hard copy student files and relates specifically to electronic data providing evidence of training activity which includes records on the outcomes achieved by students. This will include records of qualifications and units of competency which have been issued by Skillwise Training Pty Ltd during the entirety of its registration period. Skillwise Training Pty Ltd will retain these records electronically within the student management system and will provide this

[3] This includes voluntarily withdraws its registration, whose registration either lapses or is not renewed, or is cancelled by ASQA.

information electronically in Microsoft Excel format to ASQA on request. The following information must be included:

- Students full name
- Residential post code
- Date of birth
- Student ID number (if issued)
- Enrolment/commencement date(s)
- Code and title of qualifications
- Codes and title of units of competencies
- Results for each unit of competencies
- Date the certificate or statements of attainment were issued
- Unique student identifier (2015 onwards students only)

These reports are to be generated by year and supplied to ASQA in a suitable file structure and format to enable it to be navigated and used. The spreadsheet file is supplied by ASQA and will be populated by Skillwise Training Pty Ltd by exporting the data from the student management system.

4. Considerations

Record Handling Responsibilities

To ensure records are maintained in a safe and suitable condition, the following responsibilities apply:

- The **Chief Executive Officer** is to ensure that Skillwise Training Pty Ltd implements suitable arrangements to comply with the requirements of this policy and the requirements of the Standards for Registered Training Organisations. This is to include the acquisition and installation of records and data storage facilities, the application of records retention procedures and staff training / supervision.
- **Administrative support staff** are to ensure that procedures for the achieving and storage of records are applied including the backing up of electronic data. Administrative support staff are to monitor the sufficiency of records storage and handling procedures and propose opportunities for improvement in accordance with the continuous improvement policy as

required. Administrative support staff are also to liaise with Trainers and Assessors to ensure that approaches to records handling are consistent throughout Skillwise Training Pty Ltd operation and identify and report opportunities for improvement.

- **Trainers / Assessors** are to ensure that student records are appropriately gathered during and at the completion of a training program and are suitably bundled and packaged in accordance with records archiving procedures, including:
    - Liaising with administrative support staff to ensure that their practices are aiding the efficient retention of student records.
    - Ensure student records are fully completed with sufficient information recorded by Assessors to allow an independent review of the assessment decision by a third party.
    - Record, in detail, the interpretation of assessment evidence with suitably detailed comments to support their assessment decision.
    - Monitor the sufficiency of records storage and handling procedures and propose opportunities for improvement in accordance with the continuous improvement policy and identify and report opportunities for improvement.
    - Use authorised Skillwise Training Pty Ltd records only to record student progress and the outcomes of assessment activities

5. Procedure

Steps		Person/s responsible
5.1 Assessment Records – Completion and Archiving		
i.	**Retain evidence.** Retain all evidence collected during assessment. Work submitted outside the SMS must also be retained and is to be gathered on a suitable electronic storage media such as a hard drive, or flash-drive for archiving. **Note:** Trainers are to ensure that their observations and comments recorded onto completed assessment resources are detailed and complete. It is an ASQA requirement that retained evidence of assessment must have enough detail to demonstrate the assessor's judgement of the student's performance against the standard required.	Trainers and Assessors

Steps		Person/s responsible
	Students may retain a copy of any work they have produced and submitted as evidence toward the assessment. Refer to policy Section 3.2 above for periods of retention.	
ii.	**Electronic Assessment Records** At the completion of each training product, the assessor is to; – upload any work submitted outside the SMS into the SMS – clearly record the assessment result in the SMS for each assessment activity and the overall decision of competency for the unit of competency – notify the Office Manager that a student has completed all requirements of a training product. **Hard Copy Assessment Records** At the completion of each training product, all student records are to be sorted and returned to Skillwise Training Pty Ltd. Records may be scanned using a document scanner or phone app (e.g. Scanner Pro) and emailed to the administration team or uploaded to a secure location shared with the administration team. Alternatively hard copy records may placed into an archiving envelope with the Skillwise Training Pty Ltd Student Archive Record printed on the front. The Trainer / Assessor is to complete this form with as much detail as possible. The archiving envelop is **not** to be sealed and should either be handed personally to Skillwise Training Pty Ltd administrative support staff. If being mailed via registered post, send the unsealed archiving envelop together with all records back to Skillwise Training Pty Ltd, Office Manager.	Trainers and Assessors Office Manager
iii.	**Check records.** On notification that a student has completed all Units of Competency, (or on receipt of an archiving envelope), the administrative staff are to: – Undertake assessment quality control on any newly received completed student assessment records (ref to *PP1.8-Assessment*	Office Manager

Steps		Person/s responsible
	Quality Control) and enter the outcome into the student management system. – Check on the student management system to ensure that all of the competencies have been completed and the evidence and assessment records correspond with the units of competency being issued to the student. – Scan and append any hard copy records received to the relevant electronic file. This includes any hard copy student work and evidence of assessment.	
iv.	**Update Training Plan**. Enter assessment outcomes into the student's training plan within the student management system ensuring that the correct Outcome Identifier - National is selected and the date assessed corresponds with the date the student was assessed by the assessor. **Note**. The date field linked with the Outcome Identifier - National within the student training plan (within the student management system) will automatically default to the date the outcome identifier is selected. This means that administrative staff must ensure they select the correct date before exiting the student's training plan. It is an important requirement to ensure that the date entered into the student management system and the date the outcome was achieved corresponds with the date recorded by the assessor that the assessment decision was made.	Office Manager
v.	**Update student management system**. When the student has completed all required units of competency, administrative staff will update the student's enrolment record within the student management system to record; • the completion of the student's training and enrolment, and • all evidence and assessment records that correspond with the units of competency being issued to the student. (For hard copy records this may require inserting a hyperlink to scanned documents in the student's electronic file).	Office Manager

Steps		Person/s responsible
	This then presents the opportunity to create the appropriate Qualification or Statement of Attainment. Refer to: *PP1.13 - Student Completion and Issuing Certificates.*	
vi.	**Archive records.** Once a student's record becomes inactive (e.g., upon completion or withdrawal), the data must be transferred to a secure archiving system. Electronic records must be stored in a secure, and backed-up system to prevent unauthorized access, data loss, or corruption. Hard copy records should be stored in locked, secure, and fireproof filing system or off-site storage facility, with access restricted to authorised personnel.	
5.2 Undertake periodic integrity audits		
i.	**Plan integrity audits of student records** Plan the periodic integrity audits of student records to ensure the information entered the student management system is accurate. To achieve this, the Office Manager is to determine the number of student enrolment and completions in the last quarter (across all courses) and calculate 10%. This number of student record should then be accessed from archive and should be based on the last students to complete their respective course. The Office Manager is to brief those assisting in what to check for in each record and in the use of the Student Records Integrity Checklist and how findings are to be reported. Remember that the focus is on ensuring that the information contained within the student management system is consistent with records retained in archive.	Office Manager
ii.	**Complete integrity audits of student records** This will be done by making a direct comparison with the student's record (enrolment record and assessment result) with the data entered into the student's enrolment profile within the student management system. Specifically, the checking process will seek to	Office Manager and supporting staff

Steps		Person/s responsible
	identify inaccuracies in student's enrolment information and the details relating to the achievement of units of competency. The items to be checked on every sampled record include: – Student details correct – Course details correct – AVETMISS fields complete – Retained student record available – Units of competency entered correctly – Reported outcomes align with retained record date and decision – Certificate entered and issued – Tuition Fees reconciled – USI verified – Credit transfer evidence retained The Student Records Integrity Checklist is to be fully completed for each record and retained on the sampled student file.	
iii.	**Review results of audit and identify opportunities for improvement** Review the findings of the student record integrity audit and identify any trends to discrepancies. Consider the relevant administrative processes involved in the handling of records including: – PP1.13 Student Completion and Issuing Certificates – PP1.8 Assessment Quality Control – PP2.2 Enrolment – PP4.10 Privacy Protection Determine if the discrepancies identified are a breakdown on these procedures and if there are opportunities for improvement.	Office Manager
iv.	**Report opportunities for improvement**	Office Manager

Steps		Person/s responsible
	Recommendations for improvement to student record retention and management practices are to be recorded into the *Continuous Improvement Report* and submitted to the regular Management Meeting for review via the continuous improvement process.	
5.3 Providing students access to records		
i.	**Student requested access to records** Student is to complete the Student Records Request Form and submit this to any staff member. Student Records Request Form that are received from a student are to be passed to the Office Manager. The Office Manager is authorised to approve and act up on these requests.	Student Any staff member
ii.	**Process a payment for student access to records if required** where a student is requesting printed copies of records, Skillwise Training Pty Ltd requires the payment of an administrative fee of $10.00 if the student requires a copy of their records. This is a one-off admin fee that is only payable where copies are requested to take away by the student. If the student is simply requesting access to view records, then this incurs no cost.	Office Manager and supporting staff
iii.	**Providing student access to records** Once a student has requested access to records, the Office Manager will organise for the student to attend the Skillwise Training Pty Ltd office where controlled access will be provided. Controlled access means, hardcopy records may be viewed by the student in the presence of an Skillwise Training Pty Ltd staff member. Students who request activity data from the Skillwise Training Pty Ltd student management system can be provided this in a printed report format which details all activity recorded within the student's training plan for any specific enrolment which includes achievement of units of competency.	Office Manager and supporting staff

Steps		Person/s responsible
	Students who request to access their records are to be provided with this access at the earliest opportunity. Skillwise Training Pty Ltd is committed to maintaining a transparent and equitable training environment.	

6. Other documents to consider with this policy

Policies

- PP1.13 Student Completion and Issuing Certificates
- PP1.8 Assessment Quality Control
- PP2.2 Enrolment
- PP4.10 Privacy Protection

Forms

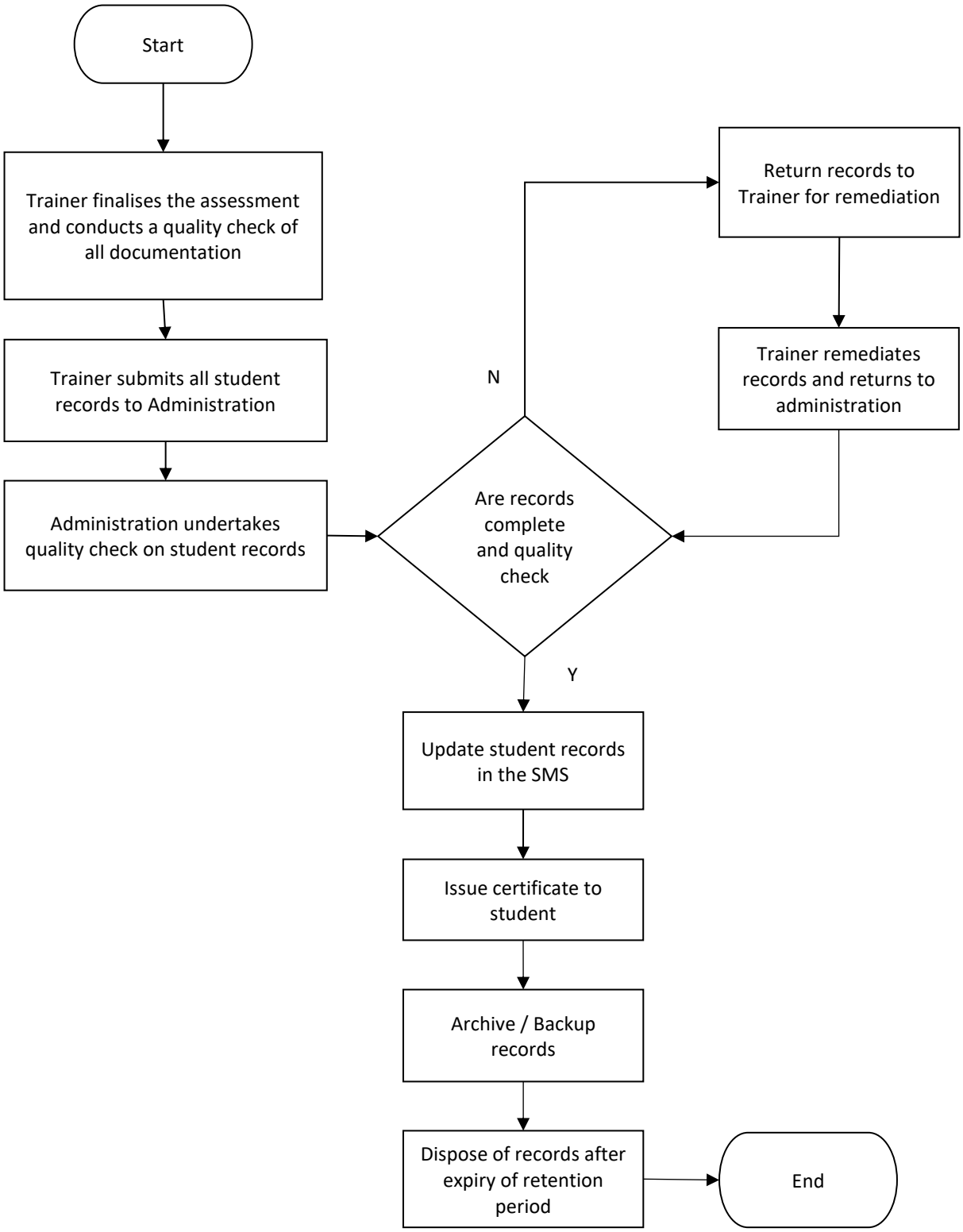
- Student Records Integrity Checklist
- Student Archive Report Form
- Student Record Archiving Register
- Student Records Request Form
- Enrolment Procedure Checklist
- Certificate Issuance Checklist
- Continuous Improvement Report

Handbooks, manuals or other documents

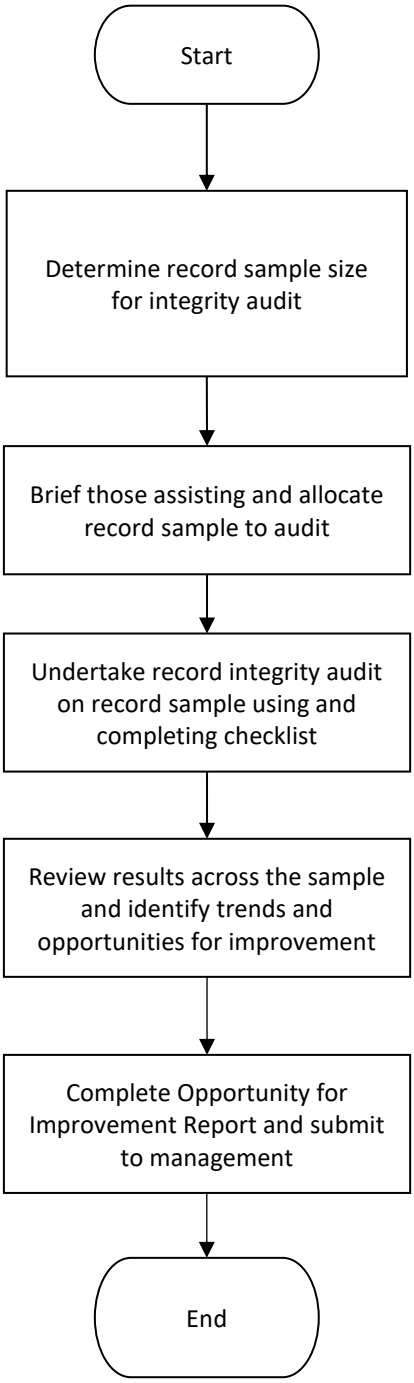
None.

7. Flow chart

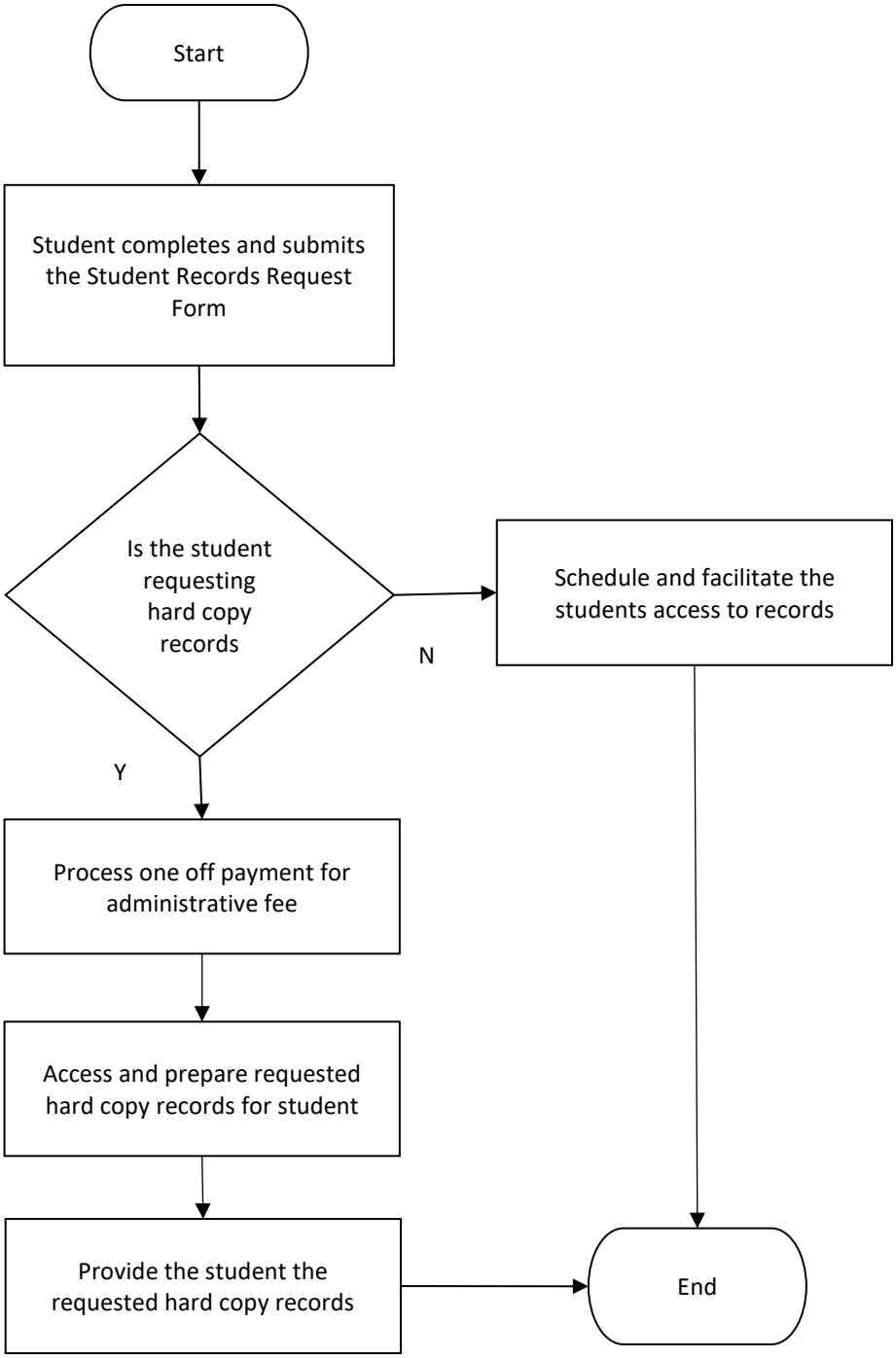
Archiving and Completion Process



Undertake periodic integrity audits



Provide students access to records



8. Reference(s)

Compliance Standards for RTOs for RTOs, 10 Records of AQF certification documentation and assessments

(5) An NVR registered training organisation must:

(f) maintain a register in accordance with the AQF Qualifications Register Policy of all:

(i) AQF qualifications it is authorised to issue; and

(ii) AQF qualifications and VET statements of attainment the organisation has issued to VET students;

(g) retain records, in accordance with the AQF Qualifications Register Policy, of all AQF certification documentation issued to VET students for a period of thirty years;

(h) retain records of all assessments submitted by a VET student to the organisation or a third party for a period of 2 years after the student has completed the training product;

(i) ensure VET students – including those previously enrolled with the organisation – are able to access copies of their AQF certification documentation retained under paragraph (b); and

(j) upon request from the National VET Regulator, provide a report of all AQF qualifications and VET statements of attainment the organisation has issued during the period specified in the Regulator's request.

National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, Part 2 Data Provision Requirements, 7 Requirements in relation to AVETMISS

Ctr+Click to Return to Contents

PP1.15 - Changing Scope of Registration

Policy area	Training and Assessment
Standards	Outcome Standards for RTOs, Standard 1.1, 1.2, 1.3 and 1.4
Relates to	CEO, Training Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- guide the work of those seeking to both add and remove training products from our scope of registration.
- ensure that we have the required resourcing in support of applications to add to our scope of registration including requirements for trainers and assessors, educational and support services, learning resources, facilities, equipment and assessment systems.
- ensure we only offer, deliver and issue AQF certificates for those training products which are included on our scope of registration.

2. Definitions

Assessment means the process of gathering evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as specified in a training package or a vocational education and training accredited course.

Accredited course means a nationally recognised course accredited by vocational education and training regulators (or delegates) and developed to meet training needs not addressed by existing training packages. Most accredited courses are identified by a training product code beginning with “NAT” such as NAT12345678. These courses are privately owned, and a licence or evidence of permission must be obtained from the course owned before these courses can be added to scope and delivered.

Scope of Registration means the training package qualifications, accredited courses and units of competency that an RTO is approved to deliver.

Training (Competency-based training) means the process and actions of incrementally teaching a person particular skills, knowledge and attitudes to perform a task required by a unit of

competency and to prepare the person for assessment. Training is usually delivered by a Trainer and where appropriate may also be delivered using self-directed methodologies such as online, distance or in the workplace.

Training and assessment strategy means information (usually a document) that describes the approach or method adopted by a registered training organisation in relation to training and assessment designed to enable students to meet the requirements of a training product or accredited course.

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

TAS means Training and Assessment Strategy.

3. Policy statement

Skillwise Training Pty Ltd will ensure that where applications for change to scope are submitted that we meet the requirements of the relevant training package and ensure that we:

a) have training and assessment strategies consistent with the requirements of the relevant training package and enables each student to meet the requirements for each unit of competency with training that is structured to support students to progress, providing sufficient time for instruction, practice, feedback and assessment;

b) have sufficient trainers and assessors with the vocational competency and currency in the units of competency to be delivered and assessed and current knowledge and skills in vocational training and training;

c) have sufficient educational and support services to meet the needs of the students undertaking the training and assessment;

d) have sufficient learning resources to enable students to meet the requirements for each unit of competency which are accessible to the student according to the planned delivery location or mode of delivery;

e) have assessment tools in support of each unit of competency that ensure assessment complies with the unit of competency assessment requirements and is conducted in accordance with the principles of assessment and the rules of evidence; and

f) have sufficient facilities, whether physical or virtual, and equipment to accommodate and support the number of students undertaking the planned training and assessment.

4. Considerations

4.1 **Industry demand for the training product**. Adding a training product to scope of registration is an expensive and time consuming undertaking. This process should not be commenced unless it has been verified that there is sufficient demand for the training product in industry that will justify the commitment of cost and time to prepare the entire delivery arrangements. The Chief Executive Officer should consider the cost benefit of adding a training product to scope in the context of the overall business strategy and financial viability before authorising this work to commence.

4.2 **When to apply to add to scope**. An application to add to scope should only submitted when all resource requirements to support the delivery of the training product have been confirmed as available and sufficient to meet the requirements of the relevant training package and planned delivery arrangements.

4.3 **Equivalent training products.** Where a training product that is already on the Skillwise Training Pty Ltd scope of registration is replaced and is mapped to be "equivalent", these training products are automatically added to the scope of registration. This usually happens soon after the replacement training products is released. No application to add to scope is required in this circumstance. If the replacement training product is mapped to be not equivalent, Skillwise Training Pty Ltd will need to apply to add the new training product to scope. This should follow the normal add to scope process and Skillwise Training Pty Ltd must take the time to understand the new training product requirements and adjust resourcing before an application is made.

4.4 **Accredited courses.** Training products which are accredited courses including either qualification or accredited unit only or skill set courses referred to as a "Course in", are usually privately owned either by an individual, business entity or in some cases by State or Federal government entities. A licence or evidence of permission from the course owner will be required to apply to add an accredited course to the scope of registration. The course owner's details are listed in the course information on the national training register. This licence or permission should be sought and obtained before commencing any work to add these courses to the scope of registration.

4.5 **Delivery of elective units**. Where a unit of competency is named in a qualification that is already on the Skillwise Training Pty Ltd scope of registration (Implicit Scope), Skillwise Training Pty Ltd is permitted to advertise and deliver these units of competency individually or as a local course which includes multiple units of competency drawn from the qualification. There is no need to separately add these units of competency to the scope of registration. However, where these units of competency have been individually superseded but are named in a qualification that

remains current, Skillwise Training Pty Ltd should not advertise or deliver units of competency that are superseded.

4.6 **Licencing**. Some training products are associated and linked with industry licences or other certifications. The delivery of the training product in these cases is redundant without the necessary approval or authorisation linked to the relevant licence. Skillwise Training Pty Ltd must consider this early where it is considering adding a training product to the scope of registration. This should include investigating the requirements to be approved by the licencing or certification authority, the approval process and other requirements that may apply. These approval arrangements are handled separately from the national regulator, although where an application is being made to add a related training product to the scope of registration, the national regulator is likely to request evidence of our understanding and preparation to assist students in the relevant licencing pathway. Skillwise Training Pty Ltd must investigate these requirements early and engage with the licencing authority before commencing work on any addition to scope application.

4.7 **Risk Assessment**. Our scope of registration can be thought of as our licence to deliver. It is an asset and a liability. It is an asset because having the training product on our scope of registration allows us to offer these courses to meet the needs of our industry and students. It is a liability because we must always maintain our compliance with the requirements of each training product regardless of if we are actively delivering these courses or not. It also is acknowledged that applying to change the scope of registration can trigger a regulatory audit or performance assessment by the national regulator. Each application will be risk assessed by the regulator and where the regulator feels that the risk warrants further investigation, supporting evidence to demonstrate our readiness will be requested. We must always assume that supporting evidence will be requested. When we apply to change our scope of registration, we declare that we are ready to deliver the training product. Following the guidance in this policy and procedure will ensure we can have confidence in these declarations and are always ready to demonstrate or compliance.

5. Procedure

Steps		**Person/s responsible**
5.1. **Add training products to scope of registration**		
i.	Identify the industry need and undertake a **cost benefit analysis** of the viability for proceeding with the addition to scope application. This should include consideration of the likely resource, facility and equipment requirements to support the delivery of the training product including the availability of competent and current trainers and	Training Manager

Steps		Person/s responsible
	assessors. A cost benefit analysis should be completed considering the cost of preparation and delivery of the course compared with realistic estimates underpinned by market analysis of the market size and the potential revenue sources. Update Change of Scope - Add to Scope Checklist.	
ii.	Investigate any **licencing or certification requirements** that may apply to the relevant training product being considered for the addition to scope application. This should include engaging with licencing or certification authorities to determine how the proposed training will be delivered within the licencing pathway. This should also consider if there are any mandatory requirements that must be complied with to make an application for approval. These requirements may relate to time frames for registration, qualified personnel, access to mandatory equipment and curriculum, etc. Update Change of Scope - Add to Scope Checklist.	Training Manager
iii.	Undertake **industry engagement** in respect of the planned course delivery to identify any industry preferences regarding the selection of units of competency, integration of relevant industry standards, alignment with common workplace practices and incorporation of any relevant common industry equipment (ref to PP1.2-Industry Engagement). Update Change of Scope - Add to Scope Checklist.	Training Manager
iv.	Identify and **analyse the proposed training product** training package requirements to understand how these requirements will inform the development of the related training and assessment arrangements including the following: a) the qualification framework rules, b) the selection of units of competency, c) any mandatory entry requirements, d) any mandatory pre/co-requisites, e) performance evidence requirements, f) common knowledge evidence requirements, g) unit of competency assessment conditions,	Training Manager

Steps		Person/s responsible
	h) equipment, resource, facility requirements, and i) mandatory work placement requirements. Update Change of Scope - Add to Scope Checklist.	
v.	Undertake an **analysis of the target student** to identify their existing worker status, expected pre-existing knowledge or skills, entry level to the planned training product, availability to participate in the training and assessment, motivation for undertaking the course, access to required technology and geographic location, student support requirements, likely access to required equipment and availability to commence the training. Update Change of Scope - Add to Scope Checklist.	Training Manager
vi.	Consider the **enrolment and delivery model** of the planned course. This should include consideration of necessary unit sequencing to enable a logical learning sequence for students, identification of the preferred enrolment model such as cohort or rolling enrolment, identification of the delivery model with regards to the course being either synchronous (students working and progressing together) or asynchronous (students working and progressing individually). The enrolment and delivery model should be considered early before any development on the course as this can have a significant effect to the course design and development. The following article on enrolment models will inform this consideration (Enrolment Models). Update Change of Scope - Add to Scope Checklist.	Training Manager
vii.	Develop a draft **Training and Assessment Strategy** to in accordance with all of the research that been completed taking into account the training package requirements, licencing, industry requirements and the enrolment and delivery model. Please refer to the policy on Training and Assessment Strategy Development. Update Change of Scope - Add to Scope Checklist.	Training Manager
viii.	Acquire the **learning materials and assessment tools** in support of the planned units of competency to be delivered. These may be acquired commercially off a resource supplier or may be developed internally. These learning materials and assessment tools should be validated to ensure they align with the requirements of the training package and	Training Manager

Steps		Person/s responsible
	customised according to the planned delivery model. A record of this validation and customization should be retained. Please refer to the policy on assessment validation regarding undertaking pre assessment validation. Update Change of Scope - Add to Scope Checklist.	
ix.	Finalise the **Training and Assessment Strategy** to in accordance with any findings or lessons that emerged from the validation and customization of learning materials and assessment tools. This process can sometimes inform the sequencing and structure of the planned training and assessment and the required resources to support delivery. Please refer to the policy on Training and Assessment Strategy Development. Update Change of Scope - Add to Scope Checklist.	Training Manager
x.	Develop or update the delivery site **course schedule** to incorporate the planned new courses to taking into account the planned commencement date, the use of training spaces, the number of students to be trained at any one time, the number of trainers available to support these student groups and the overlap with existing courses. A course schedule is a fundamental component of the operational plan for any delivery site to ensure the delivery of the planned courses at the delivery site is feasible. Update Change of Scope - Add to Scope Checklist.	Training Manager
xi.	Recruit or identify suitable **Trainers and Assessors**. This should include the verification of the nominated trainer competency and industry currency / experience according to the training products to be delivered, availability, engagement terms and ongoing professional development. Please refer to the policy on Trainer Induction, Trainer competency and Trainer currency. Update Change of Scope - Add to Scope Checklist.	Training Manager
xii.	Identify and put in place **student educational and support services**. These services should complement or augment existing services and are informed by the analysis of the target student undertaken in an earlier step. The student support arrangements will usually relate to the unique situation that each target student group presents. This may include organising access to relevant equipment, IT support, access to remote learning material, LLN support, assistance with coordinating work placement, individual study support, etc. Please refer to the policy on	Training Manager

Steps		Person/s responsible
	student Support Services. This policy may need to be updated where additional student support services are introduced. Update Change of Scope - Add to Scope Checklist.	
xiii.	Organise or acquire the **facilities and equipment** in support of the planned course. These facilities or equipment should complement the requirements of the training product consistent with the planned delivery arrangements and the number of students to be trained at any one time. This may include purchased premises; a current lease; a written agreement to rent a site pending registration; or plans to hire premises as required, and as appropriate to the training product and strategies for training and assessment. Update Change of Scope - Add to Scope Checklist.	Training Manager
xiv.	The Chief Executive Officer is to verify that all previous steps have been completed and if satisfied complete the **Declaration by Chief Executive** (click) in support of the addition to scope application. Update Change of Scope - Add to Scope Checklist.	CEO
xv.	Submit the application on **ASQAnet** to apply for the addition to scope. This should include the following steps: a) Login to ASQAnet b) Select VET/CRICOS applications from the Registration drop-down menu or Select Registration (New Application) from the home page. c) Select Application to add scope to RTO and/or CRICOS registration from the VET/CRICOS applications menu. d) Choose the scope items you would like to add from the drop-down list and use the arrows to navigate through the application. e) If you would like to add multiple items in the same application, select the + (plus) icon at the bottom of the form to add a new page. f) Upload the signed **Declaration by Chief Executive** and **submit** and pay for the application.	Training Manager

Steps		Person/s responsible
	Update Change of Scope - Add to Scope Checklist.	
xvi.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during this process and record these within a record of continuous improvement for consideration at a future management meeting. Update Change of Scope - Add to Scope Checklist.	Training Manager CEO
5.2. Remove training products from scope of registration		
i.	**Identify training products to be removed** from the scope of registration. Reasons for removing a training product from the scope of registration may include but not limited to, insufficient market interest or enrolment, unable to meet resourcing requirements such as having available competent and current trainers, excess to the business needs according to the operational and strategic direction of the business, loss of government funding or training subsidies making the delivery of the course not viable, etc. Update Change of Scope – Remove from Scope Checklist.	Training Manager
ii.	Undertaken **analysis of the related issues** to removing the training product from the scope of registration. Relates issues may include the impact on students who are currently enrolled in the training product, funding or training subsidy schedules that need to be amended (if applicable), marketing that needs to be adjusted, resources or equipment that are no longer required and excess to the business needs, licences or authorisations that are no longer required and need to be closed, etc. **Please note**, a training product that still has students enrolled must not be removed until all students are either finished or their enrolment is ended with appropriate notice and care to ensure these students are not disadvantaged. Skillwise Training Pty Ltd will keep affected students informed and administered in accordance with the terms of their enrolment. Prepare a *Remove Training Product from Scope Form* with details of any related issues and pass this to the Chief Executive Officer for authorisation. Update Change of Scope – Remove from Scope Checklist.	Training Manager

Steps		Person/s responsible
iii.	Obtain **written authorisation** from the Chief Executive Officer for the removal of training products from scope of registration. This authorisation should be recorded on the *Remove Training Product from Scope Form*. This authorisation should be retained. Update Change of Scope – Remove from Scope Checklist.	CEO
iv.	The Chief Executive Officer is to verify that all previous steps have been completed and if satisfied complete the **Declaration by Chief Executive** (click) in support of the removal from scope application. Update Change of Scope – Remove from Scope Checklist.	CEO
v.	Submit the application on **ASQAnet** to remove scope items. This should include the following steps: a. Login to ASQAnet b. Select VET/CRICOS applications from the Registration drop-down menu or Select Registration (New Application) from the home page. c. Select Update minor VET details and remove scope from the VET/CRICOS applications menu. d. Choose the scope items you would like to remove from the drop-down list and use the arrows to navigate through the application. e. If you would like to remove multiple items in the same application, select the + (plus) icon at the bottom of the form to add a new page. f. Upload the signed **Declaration by Chief Executive** and **submit** the application. Update Change of Scope – Remove from Scope Checklist.	Training Manager
vi.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during this process and record these within a record of continuous improvement for consideration at a future management meeting. Update Change of Scope – Remove from Scope Checklist.	Training Manager CEO

6. Other documents to consider with this policy

Policies

- PP1.1 Training and Assessment Strategy
- PP1.16 Training Package Transition
- PP1.2 Industry Engagement
- PP2.4 student Support and Wellbeing
- PP1.5 Pre-Assessment Validation
- PP1.10 Post-Assessment Validation
- PP3.1 Workforce Planning, Recruitment and Induction
- PP3.2 Trainer Credential Requirements
- PP3.3 Professional Development and Trainer Currency

Forms

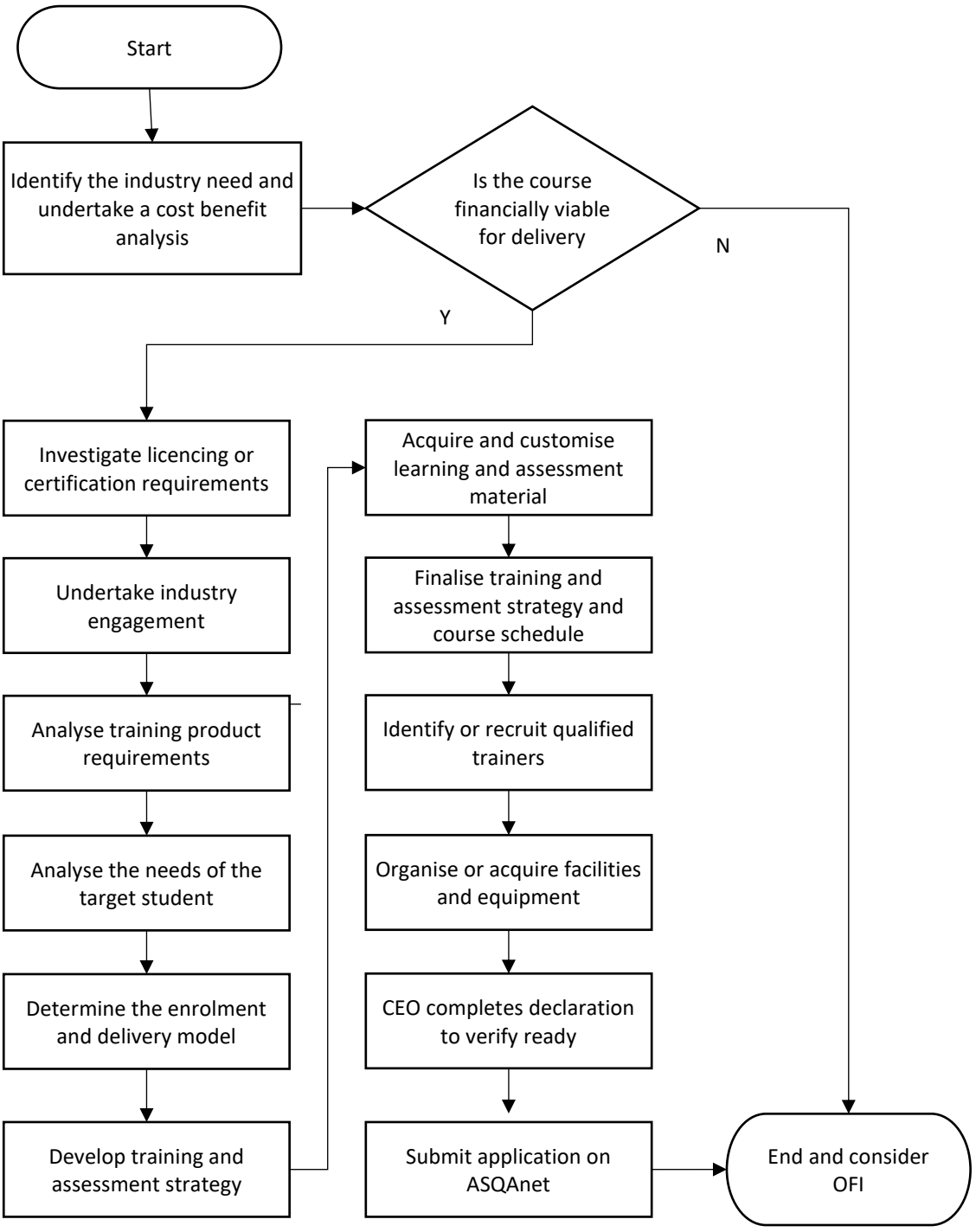
- Training and Assessment Strategy
- Checklist - Change of Scope - Add to Scope
- Checklist - Change of Scope - Remove Scope
- ASQAnet (Link: Welcome to asqanet - ASQA ANX Portal)

Handbooks, manuals or other documents

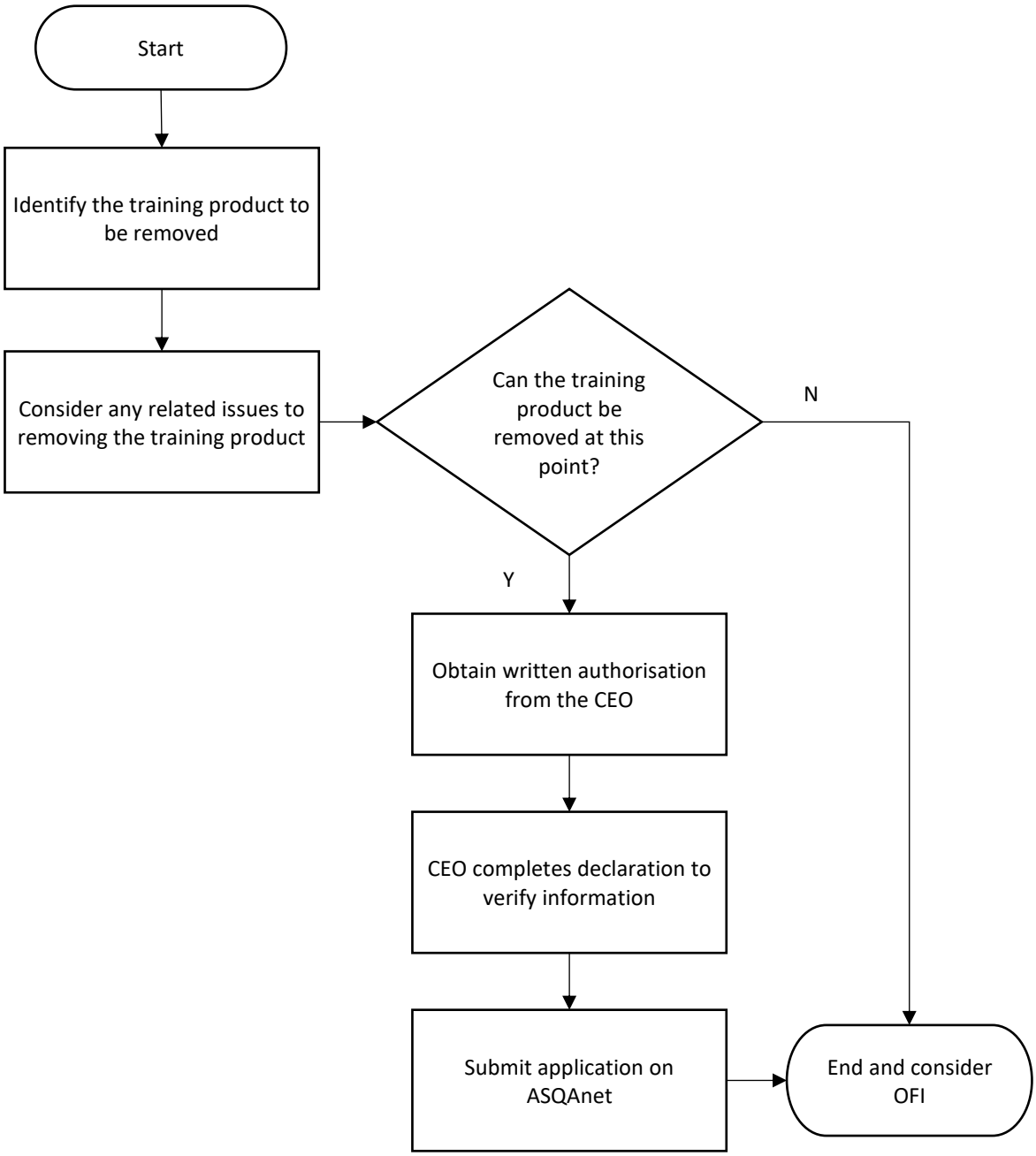
None.

7. Flow chart

Adding Training Products to Scope of Registration



Remove Training Products from Scope of Registration



8. Reference(s)

This policy is relevant the Standards for Registered Training Organisations (RTOs) 2015, Clause 1.1, 1.2, 1.3, 1.4 and 1.8. This policy is also informed by published guidance to providers by the national regulator including:

ASQA Guidance - Resourcing requirements for applicants seeking change to scope of registration (click)

PP1.16 – Training Package Transition

Policy area	Training and Assessment and Student Support
Standards	Compliance Standards for RTOs for RTOs, Standard14 Outcome Standards for RTOs, Standard 2.1(e)
Responsibility	CEO, Office Manager, Training Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- remain informed of changes to training packages
- establish transition arrangements for existing students and those students who may be enrolled during a transition period
- ensure Skillwise Training Pty Ltd is delivering the most current outcomes to students

2. Definitions

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

3. Policy statement

Introduction

Like all things in the national training system, nationally endorsed training packages are amended from time to time under a continuous improvement approach to ensuring that training packages are aligned with industry requirements. In addition to these smaller changes, training packages can be entirely reviewed on a cyclic basis, and this often leads to new versions being issued or new training packages being developed and released.

The impact of these changes can mean that qualifications and unit of competency codes and titles can change. Qualification issuing rules can change and units of competency that are superseded may or may not be equivalent. This will all happen at different times during a student's enrolment and requires Skillwise Training Pty Ltd to manage the change process so that we comply with the Standards for Registered Training Organisations and ensure that our students are not disadvantaged by these changes.

New training packages are published and released using the National Training Register (training.gov.au). It is the date of release that marks the date for subsequent transition arrangements which are covered in this policy.

Skillwise Training Pty Ltd will comply with the requirements of the Compliance Standards for RTOs for RTOs, Standard 12 and 13. The following policy requirements must be applied by all Skillwise Training Pty Ltds taff.

3.1 Training product on our scope of registration has been superseded

Where a training product on our scope of registration has been superseded, Skillwise Training Pty Ltd will ensure that no new students are enrolled in the superseded training product from the period commencing one year from the date the replacement training product was released on the National Training Register. In addition, all existing students enrolled in the superseded training product are to be completed and the relevant AQF certification documentation issued (ref to *PP1.13 - Student Completion and Issuing Certificates*), or these students are to be transferred into the replacement training product, in a timely manner.

The decision to either complete the student in the superseded training product or to transfer the student's enrolment to the replacement training product will be guided by multiple factors. This includes having the replacement training product on the scope of registration to transfer students into this training product and weather the student is impacted by units of competency which are not equivalent therefore making it advantageous to complete the superseded training product they are currently enrolled in. The Training Manager is responsible for undertaking the analysis of the

transition options when a training product is superseded and prepare a training package transition plan to guide the Skillwise Training Pty Ltd response and the preferred option for students.

3.2 AQF qualification is no longer current and has not been superseded (deleted)

Where an AQF qualification is no longer current and has not been superseded (deleted), all students training and assessment is completed and the relevant AQF certification documentation issued within a period of two years from the date the AQF qualification was removed or deleted from the National Training Register.

This policy reflects the reality that there is no option to transfer the student to a revised training product. The best way that we can serve the students is to encourage them to complete the qualification that they are currently enrolled in within the planned timeframe of their current enrolment and no longer than a period of two years from the date the AQF qualification was removed or deleted. This will require clear communication with students who are affected to ensure they are able to achieve the requirements of the qualification within the allowable timeframe.

3.3 Skill set, unit of competency, accredited short course or module is no longer current and has not been superseded

Where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded, all students training and assessment is completed and the relevant AQF certification documentation issued within a period of one year from the date the skill set, unit of competency, accredited short course or module was removed or deleted from the National Training Register.

3.4 New students do not commence training and assessment in a training product that has expired or been removed or deleted

Skillwise Training Pty Ltd must ensure new students do not commence training and assessment in a training product that has expired or been removed or deleted from the National Training Register. This requires careful coordination of enrolments based on the scope of registration and the date that training products are removed or deleted. The Training Manager Is responsible to put implies controls to prevent students from being enrolled into training product that has expired or been removed or deleted from the National Training Register.

3.5 Informing students of changes including transition of superseded, deleted, or expired training products

Skillwise Training Pty Ltd identifies changes that affect VET students, including transition of superseded, deleted, or expired training products, and informs VET students of these as soon as practicable.

The Training Manager is responsible to coordinate communication with existing students as soon as practicable to inform them about changes to training products in which they are enrolled. Following the preparation and approval of the training package transition plan, students are to be updated on the options that are available to them and also the Skillwise Training Pty Ltd recommended pathway.

3.6 Transition principles

Skillwise Training Pty Ltd is to apply the following principles to the management of a training package transition:

- Skillwise Training Pty Ltd is to monitor the status of training packages by subscribing to the National Training Register at (Link) notification service and the notification service offered by the relevant Industry Skills Council. The Training Manager is to subscribe to notifications on the National Training Register to be notified of changes to training products that are on the Skillwise Training Pty Ltd scope of registration.

- Skillwise Training Pty Ltd will initiate transition arrangements in response to training package changes as soon as possible following the publication on the National Training Register of revised qualifications or units of competency. Within the period of **one year** from the date the replacement training product was released on the National Training Register students must have either completed their training and have been issued with their AQF certificate or they must have been transferred to the revised training product. The student cannot remain in or be issued a certificate for a superseded training product beyond the 12-month time period from the release date published on the National Training Register unless the National VET Regulator has approved an extension and this is published on the ASQA website (Link).

- Once a new qualification or unit of competency has been added to the scope of registration of Skillwise Training Pty Ltd, enrolments in the superseded item must cease as soon as practical and all new enrolments must be made into the revised qualification or unit of competency. Please note that, the Compliance Standards for RTOs for RTOs does allow enrolments in superseded qualifications to continue until the superseded qualification or unit is removed from the national register of the RTO (which occurs 12 months after it is superseded). Skillwise Training Pty Ltd has taken the position to cease enrolments into superseded qualifications or units of competency as soon as possible to ensure students are receiving the most current training product.

- Where a qualification is listed on our scope of registration and that qualification includes a superseded unit of competency that has been imported from a different training package, the qualification must be delivered in accordance the units which are named in the current version of the qualification as published on the national training register. To be clear, Skillwise Training Pty Ltd must continue to deliver the units of competency which are named in the qualification.

This applies even if the unit of competency has been superseded. Skillwise Training Pty Ltd must not substitute the superseded unit of competency with the new unit of competency. If the superseded unit of competency is an elective, consideration should be given to selecting an alternate elective unit of competency that is current.

3.7 Teach out arrangements

Students who are enrolled in qualifications which are superseded part way through a training program are to be offered and encouraged to transfer their enrolment to the new qualification once it is obtained on Skillwise Training Pty Ltd scope of registration. Students who choose not to transition to a new qualification are to be 'taught out' to the conclusion of their qualifications. To support this arrangement, the following business rules are to apply:

- Skillwise Training Pty Ltd may continue to deliver training and assessment services, and issue AQF Certificates, to current students of the superseded qualification for a period of **one year** from the date the replacement training product was released on the National Training Register.

- Students who have not completed a superseded qualification within 12 months from the date the replacement training product was released on the National Training Register must be immediately issued with a Statement of Attainment with any eligible units of competency and transferred to the new qualification.

- Except to replace an AQF Certificate issued by the RTO previously, an RTO must not issue an AQF certificate to a student for a qualification that was superseded more than 12 months from the date the replacement training product was released on the National Training Register. To be clear, once the qualification has dropped off the scope of registration of Skillwise Training Pty Ltd, it is a breach of the NVR Act to issue a training product that is not on the scope of the RTO. This is why it is critically important that all students who are being taught out must complete their enrolment well before the end of the transition date.

- Where a specific cohort of students is likely to be disadvantaged by the forced transition of a qualification within the 12-month timeframe the National VET Regulator may make a determination that provides Skillwise Training Pty Ltd additional time to teach the student out. These determinations will be published by the National VET Regulator.

4. Considerations

4.1 Identifying changes in training products

The common changes will include when training products are superseded:

- revised unit of competency and the qualification codes and titles;

- revised packaging rules for qualifications changing the requirements in relation to the allocation of core or elective units;
- revised units of competency, this may include the combining of two units of competency into one or minor changes where the unit of competency has remained equivalent;
- revised pre-requisites, co-requisites or entry requirements; and
- revised assessment guidelines which may relate to identifying new requirements relating to trainers and assesses.

Whilst not an exhaustive list, the common changes identified in the list above are certainly the most commonly seen in the transition of training packages. I detailed analysis can be undertaken of the changes between training products that are superseded using the compare function available on the National Training Register at the following link: https://training.gov.au/training/compare

5. Procedure

Steps		Person/s responsible
5.1 Transition process		
i.	**Monitor the status of training packages.** The Training Manager and CEO is to monitor the status of training packages to remain aware of changes in the revised training package and how these might affect Skillwise Training Pty Ltd scope of registration. The primary information source for monitoring the status of training packages is the National Training Register (training.gov.au).	Training Manager and CEO
ii.	**Report changes**. Changes to training packages are to be reported to the Management Team by completing a Continuous Improvement Report and added to the *Continuous Improvement Register.*	Training Manager and CEO
iii.	**Analyse the changes and identify the best option for transition.** In accordance with paragraph 3.1, the Training Manager is to undertake an analysis of the superseded and replacement training product to identify the best options for both the organisation and students to manage the transition pathway. This will need to consider a range of factors, including: – the equivalence of training products and how this will affect a student transitioning to the replacement training product and receiving credit transfer, – the substantial changes that have occurred to the replacement training products where the training product is not equivalent and gap training and assessment may be required, – the number of students who are impacted by the superseded training product and what stages of training they are currently at, – any extension that has been issued by the National VET Regulator to the transition period,	Training Manager and CEO

Steps		Person/s responsible
	– the need (or not) to apply to add the replacement training product to the Skillwise Training Pty Ltd scope of registration and the time required to do this, and – The likely timing for ceasing to take new enrolments in the superseded training product and opening enrolments for the replacement training product. The Training Manager is to discuss the findings of this analysis and the options for transition with the CEO to identify a preferred option. As a general guide to this analysis: – Students who are enrolled in a training product which are superseded less than half way through a training program are to be offered and encouraged to transfer their enrolment to the new qualification once it is obtained on Skillwise Training Pty Ltd scope of registration. **Note**: This assumes that the training products are equivalent, and the student will receive full credit transfer for the units of competency already achieved. – Where there are a lot of units of competency which are not equivalent, it may be more beneficial for the student to remain in the superseded training product and complete this before the end of the transition period. – Where a student is close to the end of a training program, regardless of whether the units of competency are equivalent or not, it is desirable that the students simply complete the training product they are currently enrolled in.	
iv.	**Prepare the Training Package Transition Plan.** Once changes are confirmed and a preferred transition option is identified, the Training Manager is to complete the *Training Package Transition Planning Tool* to record the findings of the analysis and the action plan to address all necessary changes. The Training Manager will report on the *Training Package Transition Planning Tool* to the Management Team who will provide input on the actions to be taken and oversee the transition.	Management team, Training Manager

Steps		Person/s responsible
	Aspects of the operations that may be affected by training package transition include; training and assessment, marketing, business development, administration, compliance, resource development, student welfare, interaction with ASQA, etc. Attention to detail must be given to minor changes that may occur to unit codes and titles to ensure these are not missed during the transition process. *Equivalent training products* - Where the qualification or unit of competency is equivalent, these items will be automatically updated on the Skillwise Training Pty Ltd scope of registration. *Non-equivalent training products* - Where the items are not equivalent, Skillwise Training Pty Ltd must apply to have new training products added to its scope of registration by submitting an application to change RTO scope (*ref to PP1.15 - Changing Scope of Registration*).	
v.	**Communicate with students.** The Training Manager is to prepare and issue written communication to all students who are impacted by the superseded training product and the need to transition. This communication is to firstly informed the student of what has occurred with regard to the training product in which they are enrolled, highlight any applicable dates and the options that students have in regard to either completing the current training product or transferring to the replacement training product. This will need to be guided with advice from Skillwise Training Pty Ltd about the option that will give the students the best outcome and which is preferred. This communication may need to be tailored according to an individual student's status based on their current stage of progression in the current course. It may be the case that students enrolled in the same course may be recommended to take different options based on their stage progression. Students should be given the option to identify their preference and must be required to accept the Skillwise Training Pty Ltd requirements of that preference which may include quite strict requirements	Training Manager and CEO

Steps		Person/s responsible
	regarding dates when training products need to be completed or requirements relating to attendance and progress. Students who are selecting to complete the training product they are currently enrolled in must be advised of the consequences if they do not complete the training product prior to the end date of the transition. Students should not be required to complete any form in regard to this preference but should be required to acknowledge and identify their preference in writing via email or other appropriate written communication method.	
vi.	**Implement the Training Package Transition Plan.** The Training Manager is to oversee the implementation of the Training Package Transition Plan. This includes: – Active monitoring of currently enrolled students to identify students at risk of not meeting the requirements of the transition and to implement supporting strategies. – Managing ongoing enrolments into the superseded training product and ceasing future enrolments when appropriate. – Overseeing the addition to scope application where this is required for the replacement training product (ref to PP1.15 - Changing Scope of Registration). – Providing a regular update on the status of the transition to the management meeting including the status of individual students were relevant and the progress of the addition of the new training product to the scope of registration.	Training Manager
vii.	**Complete the Training Package Transition**. The Training Manager is to oversee the completion of the Training Package Transition. This includes: – Actively managing the administrative handling of remaining enrolments including ending current enrolments, issuing eligible AQF certificates, transferring students to new course where required.	Training Manager

Steps		Person/s responsible
	– Removing non-current and superseded training products from any marketing or course offering. – Updating the student management system to prevent any future enrolments into non-current and superseded training products. – Oversee the commencement of service offering and delivery of the replacement training product (ref to PP1.15 - Changing Scope of Registration).	
viii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the transition process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Training Manager CEO

6. Other documents to consider with this policy

Policies

- PP4.7 Continuous Improvement
- PP4.3 Management Meetings
- PP1.1 Training and Assessment Strategy
- PP1.15 - Changing Scope of Registration

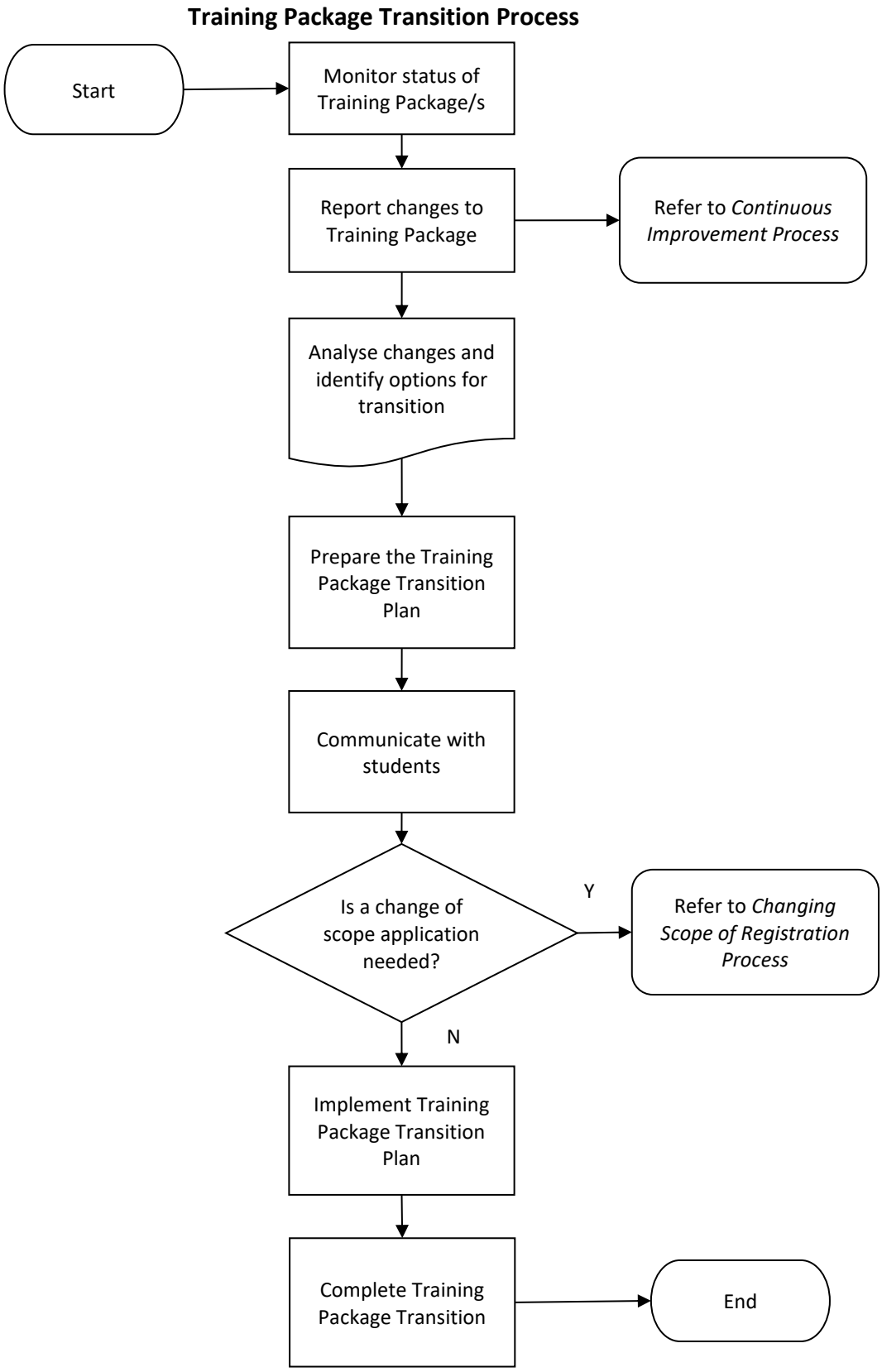
Forms

- Training Package Transition Planning Tool
- Continuous Improvement Report

Handbooks, manuals or other documents

- None.

7. Flow chart


Training Package Transition Process
Start
Monitor status of Training Package/s
Report changes to Training Package
Refer to *Continuous Improvement Process*
Analyse changes and identify options for transition
Prepare the Training Package Transition Plan
Communicate with students
Is a change of scope application needed?
Y
Refer to *Changing Scope of Registration Process*
N
Implement Training Package Transition Plan
Complete Training Package Transition
End

8. Reference(s)

Compliance Standards for RTOs for RTOs, Standard 14, the RTO must ensure that:

14 Transition of training products

(1) Unless otherwise approved by the National VET Regulator an NVR registered training organisation must ensure:

(a) where a training product is superseded:

(i) no individuals are enrolled in the superseded training product from the period commencing one year from the date the replacement training product was included on the National Register; and

(ii) all VET students enrolled in the superseded training product have completed the training product and been issued the relevant AQF certification documentation or have been transferred into the replacement training product in a timely manner;

(b) where an AQF qualification is no longer current and has not been superseded – all VET students enrolled in the training and assessment leading to the qualification have, within a period of two years from the date the qualification was removed or deleted from the National Register:

(i) completed the qualification; and

(ii) received all AQF certification documentation relating to the qualification;

(c) where a skill set, unit of competency, accredited short course or module is no longer current and has not been superseded – all VET students enrolled in the training and assessment have, within one year from the date the training and assessment is deleted from the National Register:

(i) completed the training and assessment; and

(ii) have received all AQF certification documentation relating to the training and assessment.

(2) An NVR registered training organisation must ensure the organisation does not allow individuals to commence training and assessment in a training product that has expired, been removed or deleted from the National Register.

Outcome Standards for RTOs, Standard 2.1(e) how it identifies changes that affect VET students, including transition of superseded, deleted, or expired training products, and informs VET students of these as soon as practicable.

ASQA Guidance for Providers - Student Transitions (link)

PP2.1 – Advertising and Marketing

Policy area	Student Support
Standards	Compliance Standards for RTOs for RTOs, Standard 7 and 8 Outcome Standards for RTOs, Standard 2.1
Relates to	Chief Executive Officer, Office Manager, Administrative staff
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to ensure:

- marketing and advertising of training products to prospective students is clear, accurate, current and consistent with Skillwise Training Pty Ltd scope of registration
- marketing and advertising is subject to quality control and quality review as part of the Skillwise Training Pty Ltd self-assurance arrangements
- staff comply with the conditions of use for the Nationally Recognised Training (NRT) logo

2. Definitions

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

3. Policy statement

3.1 Advertisements and promotional information

Advertisements and promotional material used by Skillwise Training Pty Ltd must uphold the integrity and reputation of Australia's education industry by ensuring the marketing of courses and services is not false or misleading. This is applicable for marketing that is used both domestically and internationally. The following guidelines are to be followed when preparing advertisements and promotional information.

Skillwise Training Pty Ltd will ensure that any advertising and marketing material or information disseminated by Skillwise Training Pty Ltd or on our behalf by partner organisations meets the Compliance Standards for RTOs for RTOs, including:

a) include or provide links to our RTO code and the code and title of any training product, as published on the National Register;

b) identify Skillwise Training Pty Ltd by name and official branding in any marketing material;

c) accurately represent the services we provide and the training products on our scope of registration, and only advertise or market a training product that is no longer current while it remains on scope and new enrolments are permitted;

d) make clear where services are being delivered by a third party on our behalf, including distinguishing where:

   i) a third party is recruiting prospective VET students on our behalf

   ii) a third party is delivering training and assessment on our behalf

   iii) another RTO is delivering training and assessment on behalf of Skillwise Training Pty Ltd

e) distinguish between nationally recognised training and assessment leading to the issuance of AQF certification documentation from any other training or assessment delivered by Skillwise Training Pty Ltd;

f) only advertise or market that a training product we deliver which will enable VET students to obtain a licensed or regulated outcome where this has been confirmed by the industry regulator in the jurisdiction in which it is being advertised;

g) include details about any VET Student Loans, government funded subsidy or other financial support arrangements associated with our provision of training and assessment;

h) only refer to or imply a connection with another person or organisation in our advertising and marketing material if the consent of that person or organisation has been obtained; and

i) only use the NRT logo in accordance with Schedule 2 of the Compliance Standards for RTOsfor RTOs.

Skillwise Training Pty Ltd must not guarantee, verbally or in writing, that:

a) a VET student will successfully complete a training product on its scope of registration

b) a training product can be completed in a manner which does not meet the requirements of the Standards

c) a VET student will obtain a particular employment outcome where this is outside the control of the RTO.

In addition, Skillwise Training Pty Ltd must not:

- integrate or confuse in any way training that is nationally recognised with other training that is not accredited;
- provide approval for any third-party organisation to advertise on behalf of Skillwise Training Pty Ltd unless it is appropriately specified with limitations within a written and signed agreement with the third party organisation;

3.2 Use of the NRT Logo

The Nationally Recognised Training (NRT) Logo is a distinguishable mark of quality for promoting and certifying national vocational education and training leading to Australian Qualifications Framework (AQF) certification documentation.

The NRT Logo will only be used in accordance with the Compliance Standards for RTOs, Schedule 2 – Nationally Recognised Training Logo conditions of use policy. The following principles are to be followed when considering incorporating the NRT Logo in any advertising or marketing material:

i. the NRT Logo may only be used to promote nationally recognised training products that are held on the Skillwise Training Pty Ltd scope of registration (implicit or explicit);

ii. the NRT Logo may only be displayed where there is a direct relationship to a training product described using the code and title as published on the National Register;

iii. the NRT Logo must not be used in a way that creates misleading impressions or confusion with non-accredited training;

iv. The NRT Logo can only be reproduced from electronic copies provided by the National VET Regulator;

v. The NRT logo is a registered Trademark and consists of both the triangular shape and the descriptor “Nationally Recognised Training”. The triangle is not to be used without the descriptor. The typeface is Fritz Quadrata. Under no circumstances is the descriptor to be typeset in any other typeface;

vi. The complete NRT Logo may be varied in size and position. Although the size of the logo may be varied, the proportions of the triangle and the descriptor in relation to each other may not be varied. Under no circumstance is the logo to be reproduced in mirror image or be rotated;

vii. Where the NRT Logo is reproduced in colour, it must comply with the following colour requirements. Deviation from these colours is not permitted, nor are colours to be swapped around or stippled. The only colours to be used are:

GREEN PMS 343
RED PMS 192

viii. Where the NRT Logo is reproduced in one colour, it should preferably be in **GREEN PMS 343** or, where this is not suitable, it may be reproduced in black. In some situations, the background colour may clash or the logo may not be prominent. In those situations, the black logo may be reversed out to display in white,

ix. The following are examples of logo reproduction



x. The NRT Logo must not be used on products such as corporate stationery, business cards, building signage, motor vehicle signs or wraps, merchandise and marketing products such as mouse pads, pens, satchels, mugs, USB sticks, or packaging around products, or displayed in learning and assessment resources. This includes materials such as PowerPoint presentations, student guides, assessment tools, etc.

3.3 Marketing non-accredited training

When Skillwise Training Pty Ltd is promoting the non-accredited training, it will clearly distinguish between nationally recognised training and that which is not nationally recognised. Practices where nationally endorsed and non-accredited training are combined within a brochure, or a website are to be avoided. Ideally it is best to separate these course offerings into different areas of our website to make a clear distinction.

3.4 Delivery of standalone units of competency

Where Skillwise Training Pty Ltd has qualifications on its scope of registration, the core units of competency and the listed (named) elective units of competency may be offered and delivered as standalone units of competency. This means that whilst these units of competency are not individually listed on the Skillwise Training Pty Ltd scope of registration, they are “implicit” on the scope of registration and are approved by ASQA for delivery as standalone units. To be clear, Skillwise Training Pty Ltd does not need to seek approval for the delivery of these units of

competency. Skillwise Training Pty Ltd is entitled to publish advertising that promotes these standalone units of competency as individual courses.

3.5 Encouraging participation in training from under-represented groups

Information on our website and in Course Brochures is to encourage students from under-represented groups (including people with disability and First Nations people) to apply for enrolment in our training products. Skillwise Training Pty Ltd is committed to fostering an inclusive and culturally safe learning environment where all students can engage fully in their educational journey. It is important in our marketing and advertising that we strive to communicate this. The following are some strategies to consider employing in Skillwise Training Pty Ltd marketing to ensure it is culturally safe and invites enrolments from under-represented groups:

- **Visual Representation and Design:**
    - Partner with First Nations artists and artists with disability for marketing materials, ensuring authentic representation and proper attribution;
    - Use diverse photography showing First Nations people and people with disability in active, empowered roles;
    - Ensure marketing materials demonstrate accessibility features of your facilities;
    - Include representation of various types of disability, avoiding stereotypes;
    - Show diverse age groups and intersectional identities; and
    - Ensure all digital marketing materials are screen-reader friendly with appropriate text.
- **Language and Communication:**
    - Use inclusive, respectful language that acknowledges both Traditional Custodians and disability inclusion;
    - Avoid inspiration-focused narratives around disability;
    - Provide materials in multiple accessible formats (audio, large print, Easy English, Braille);
    - Consider incorporating local Indigenous languages with proper consultation;
    - Highlight First Nations and disability support staff who are willing to be contact points;
    - Use person-first and identity-first language appropriately based on community preferences; and

- Ensure all video content includes captions and Auslan interpretation where appropriate.

- **Community Engagement:**
  - Build relationships with both First Nations communities and disability organisations;
  - Partner with Indigenous organisations and disability advocacy groups;
  - Attend community events, career fairs, and disability expo events;
  - Work with student ambassadors from both communities to share experiences; and
  - Consult with First Nations Elders and disability advocates about appropriate engagement strategies.

- **Support Services and Access:**
  - Clearly communicate available support services for under-represented groups;
  - Highlight physical accessibility features of your facilities;
  - Detail cultural support services and programs;
  - Showcase assistive technology available;
  - Outline flexible learning options and adjustment procedures; and
  - Emphasise your commitment to both cultural safety and accessibility.

- **Content Focus:**
  - Share success stories from under-represented groups (with permission);
  - Highlight programs incorporating Indigenous knowledge and universal design principles;
  - Demonstrate how courses can be adapted for different learning needs;
  - Show how Indigenous perspectives and accessibility are embedded in teaching;
  - Feature staff training in cultural competency and disability awareness; and
  - Emphasise Skillwise Training Pty Ltd's commitment to both cultural safety and accessibility.

- **Distribution Channels:**

- Utilise Indigenous media outlets and disability networks;
- Share through community organisations serving under-represented groups;
- Ensure all digital platforms meet accessibility standards;
- Display materials in relevant community spaces;
- Use social media with appropriate accessibility features; and
- Distribute through NDIS providers and Indigenous community centers.

3.6 Informing students of their rights and obligations

It is a mandated requirement within the Outcome Standards for RTOs that Skillwise Training Pty Ltd to provide information to students prior to their enrolment or commencement in training about the agreed training to be provided, the amount of any fees to be paid by the student, other charges and refund arrangements, support services available and the student's rights, obligations and requirements. Our advertising and marketing material performs an important role in supporting this compliance requirement to inform prospective students about the services to be provided. Whilst this requirement relates to the marketing and advertising of training, it is addressed fully in policy arrangements detail within the Enrolment Policy *(ref to PP2.2-Enrolment)*.

3.7 Quality control of advertising and marketing material

All advertising and marketing material must be subject to a quality control check before this material is proposed to the Chief Executive Officer (CEO) for approval and distribution. All advertising and marketing material must be approved by the CEO before they are released. No staff member of Skillwise Training Pty Ltd is authorised to approve the use of any advertisements or marketing material.

This quality control check is to happen during the development of advertising and marketing material. No advertising and marketing material is to be communicated to the public or privately unless it has passed quality control and been approved for distribution. This is an important component of our self-assurance arrangement to ensure that any advertising and marketing material that is published complying with relevant standards and this policy. The quality control is to be undertaking using the *Marketing Information Checklist*.

3.8 Quality review of advertising and marketing material

All advertising and marketing material that is currently published and in use is to be subject to a periodic quality review in accordance with the Calendar of Assurance Activities. I quality review is best undertaken every six months to ensure that current advertising and marketing material is

complying with the relevant standards and this policy. The quality control is to be undertaking using the *Marketing Information Checklist*. Please refer to the Calendar of Assurance Activities for when quality review of advertising and marketing material is scheduled.

4. Considerations

4.1 Scaling advertising and marketing material in support of enrolment

Advertising and marketing material many different types of media can come in all shapes and sizes across many different types of media. The amount of information that we include in the advertising and marketing material will depend on the target audience and the format in which the information is provided. As a general preference, when publishing advertising and marketing material either as printed course brochures or as digital products which are being communicated either online or via email, Skillwise Training Pty Ltd prefer to include as much information as possible about the planned service that the prospective student is considering.

Noting this, it should be acknowledged that advertising and marketing strategies are simply aimed at creating interest and obtaining an enquiry from a perspective student. Whilst advertising and marketing information certainly forms part of the pre enrolment information process, it is not a requirement to communicate all aspects of the service in advertising and marketing material. In some circumstances minimum information can be communicated to attract an enquiry which can be followed up by more detailed engagement with the student as part of a full pre-enrolment information engagement. There are situations such as when using social media or potentially text based course offerings where minimum information will be provided, and this will align with the absolute minimum requirements that is mandated by the standards. The following guide is provided when considering the absolute minimum information requirements in advertising and marketing material.

- **Social media and text based advertising**: The absolute minimum information that must be included in advertising and marketing material where there may be limited space to communicate information is the following:
    - Business name or logo;
    - RTO number or code;
    - The training product being offered with the full code and title as published on the national training register;
    - Disclosure of services being delivered by a third party (if applicable);
    - Details of funding, subsidy or financial support (if applicable);

- Call to action, such as a link to the website to obtain more information.

- **Basic course flyer, DL, or website**. Where there is a little more space but there are still some limitations, the following information is recommended to be communicated. This level of detail represents the minimum level of detail to satisfy pre-enrolment information requirements to inform the prospective student about the service to be delivered:
  - Business name or logo,
  - RTO number or code,
  - The training product being offered with the full code and title as published on the national training register;
  - Disclosure of services being delivered by a third party (if applicable);
  - Details of funding, subsidy or financial support (if applicable);
  - Details of licence or certification outcomes (if applicable);
  - The NRT logo (optional);
  - The entry requirements for the course;
  - Basic description of the service to be delivered including:
    - Outline of the course program and how it is structured,
    - Where a qualification is being advertised, a list of the units of competency being delivered as part of the service with an indication or core and elective designation,
    - The modes of the training delivery,
    - Delivery locations,
    - The duration of the course,
    - Attendance requirements including the hours or attendance and/or designated days or block training periods,
    - The time commitment required by the student including for any self-paced study or assessment work,
    - The requirement for assessment to complete the course,

- The requirement for work placement (if required) including, the time commitment required for work placement,
- Material the student needs to hold to participate in training including consideration of access to information technology capabilities for after-hours study, dress and equipment requirements, stationary requirements,
- The language, literacy, numeracy and digital proficiency skills required to undertake the training (may be specified in entry requirements),
- Licences or certifications the student needs to hold to participate in training such as holding a white card, holding a current working with children check, etc.

  - Direct the student to review pre-enrolment information including the schedule of fees and charges and the student handbook prior to their enrolment.
  - Encouraging and supporting people from under-represented groups to enrol including people with disability and First Nations people.
  - Privacy statement about the collection, holding, use and disclose of personal information in accordance with the Privacy Act 1988.
  - Call to action, such as a link to the website to obtain more information or contact details to make an enquiry.

- **Details course brochure, prospectus or website.** Where advertising and marketing material is being published into a comprehensive course guide particularly as part of the pre-enrolment information process, much more detailed information can be provided. The following is recommended to include in a comprehensive course guide used as part of advertising and marketing material:

  - Business name and logo,
  - RTO number or code,
  - The training product being offered with the full code and title as published on the national training register;
  - Where a qualification is being advertised, a list of the units of competency being delivered as part of the service with an indication or core and elective designation;
  - Disclosure of services being delivered by a third party (if applicable);

- Details of funding, subsidy or financial support (if applicable);
- Details of licence or certification outcomes (if applicable);
- The NRT logo (optional);
- The entry requirements for the course;
- A description of the occupational outcome that the course is intended to support;
- The options for Credit Transfer or Recognition of Prior Learning;
- Detailed description of the service to be delivered including:
    - Outline of the course program and how it is structured,
    - The modes of the training delivery including a description of supervised and non-supervised components of the course,
    - Delivery locations and an outline of the facilities and amenities that are available including details on public transport, parking, food options, safety considerations,
    - The duration of the course including a breakdown of the study periods (terms/semesters), allocation breaks or holidays,
    - Attendance requirements including the hours or attendance and/or designated days or block training periods,
    - The time commitment required by the student including for any self-paced study or assessment work that will need to be completed outside of attendance time and an average each week,
    - The requirement for assessment to complete the course including the breakdown of the assessment methods and what the student can expect with the different types of assessment tasks, the compulsory requirement for assessment to complete the course, etc,
    - The requirement for work placement (if required) including, the time commitment required for work placement, at what point this will be happening in the course, who will be organising work placement, the compulsory requirement for work placement to complete the course, etc,

- Material the student needs to hold to participate in training including consideration of access to information technology capabilities for after-hours study, dress and equipment requirements, stationary requirements,
- Certifications the student needs to hold to participate in training such as holding a white card, holding a current working with children check, etc.

- The AQF certificate that will be awarded to at the end of the course when all requirements have been met or if the student's enrolment end before the end of the course; and
- Direct the student to review pre-enrolment information including the schedule of fees and charges and the student handbook prior to their enrolment.
- Encouraging and supporting people from under-represented groups to enrol including people with disability and First Nations people.
- Privacy statement about the collection, holding, use and disclose of personal information in accordance with the Privacy Act 1988.
- Call to action, such as a link to the website to obtain more information or contact details to make an enquiry.

4.2 Using advertising or marketing as part of the enrolment

It should be acknowledged that advertising and marketing is separate from the requirement to engage with the student prior to their enrolment or commencement which includes other specific information requirements. Whilst advertising and marketing is separate from this process, it obviously can and does contribute to presenting the student with structured and accurate information prior to their enrolment or commencement. If minimalistic options are being considered for advertising and marketing, Skillwise Training Pty Ltd must ensure that mandatory pre enrolment information that is required to be communicated to the student is communicated using an alternative information source once the student has made contact.

Ultimately, all students should receive this mandatory information that informs them of their rights and obligations, fee payment and refund obligations and about the services to be delivered prior to their enrolment or commencement. Advertising and marketing can certainly play a part in this information process as a component of the student's enrolment (ref to *PP2.2-Enrolment*).

5. Procedure

Steps		Person/s responsible
5.1 Quality control of advertising and marketing material in development		
i.	**Determine the need for marketing** CEO and Office Manager determine the need for marketing. They will identify; – the intended audience – the training products to market – the budget for marketing – the type of media to use	CEO Office Manager
ii.	**Prepare draft marketing materials** Prepare draft marketing materials in line with relevant standards and this policy. It is also important to prepare advertising and marketing material to align with the related training and assessment strategy. Assuming that the training and assessment strategy is accurate, this is the best reference point to ensure that the information being communicated in marketing is also accurate.	Office Manager
iii.	**Check draft marketing materials using the Marketing Information Checklist** Check draft marketing materials meet the requirements of relevant standards and this policy by checking the advertising and marketing material against the criteria within the *Marketing Information Checklist.* Where the proposed marketing does not comply, make necessary changes to meet the requirements of relevant standards and this policy and record these changes in the *Marketing Information Checklist.*	Office Manager
iv.	**CEO authorisation of marketing material**	CEO

Steps		Person/s responsible
	Provide marketing materials and the completed *Marketing Information Checklist* to the CEO for final review and authorisation. All advertisements and marketing material must be approved by the CEO before they are released. No staff member of Skillwise Training Pty Ltd is authorised to approve the use of any advertisements or marketing material. The CEO is to check marketing materials are in line with Outcome Standards for RTO's and associated Compliance Standards for RTOs and all requirements of the *Marketing Information Checklist* have been met.	
v.	**Retain a record of the quality control process and outcomes** Retain a copy of the *Marketing Information Checklist* together with the advertising and marketing material as evidence of this quality control process.	CEO
vi.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process for the development of advertising and marketing material and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Office Manager CEO
vii.	**Release advertising and marketing material** Following authorisation by the CEO, advertising and marketing material may be released for public use in support of student recruitment and enrolment activities.	Office Manager

Steps		Person/s responsible
5.2 Quality review of advertising and marketing material		
i.	**Identify advertising and marketing material for review** In accordance with the scheduled activity within the *Calendar of Assurance Activities*, the CEO and Office Manager are to identify all advertising and marketing material that is currently in use across various forms including the website, social media, printed format and digital information documents. Samples of this advertising and marketing material is to be gathered in a central file including web links and screenshots where appropriate. This sample will act as the basis for the review and as a historical record of the quality review that was undertaken.	CEO Office Manager
ii.	**Verify advertising and marketing material against the scope of registration** Undertaker comparison of the current advertising and marketing material that is in use with the scope of registration to confirm that the training products being marketed and advertised is consistent with the approved scope of registration.	Office Manager
iii.	**Review draft marketing materials using the Marketing Information Checklist** Check current advertising and marketing material that is in use meet the requirements of relevant standards and this policy by checking the advertising and marketing material against the criteria within the *Marketing Information Checklist.* Where the proposed marketing does not comply, make necessary changes to meet the requirements of relevant standards and this policy and record these changes in the *Marketing Information Checklist.* Where significant changes or improvements needed to be made to current advertising and marketing material, these should be captured within our continuous improvement arrangements. The Office Manager is to complete a Continuous Improvement Report for consideration at a future management meeting. This may require no	Office Manager

Steps		Person/s responsible
	further action by management however it is important to capture the record of these improvements made through this quality review process.	
iv.	**CEO authorisation of advertising and marketing material** The Office Manager to provide the CEO a verbal briefing on the outcomes of the quality review and make available the finalised marketing materials and the completed *Marketing Information Checklist* to the CEO for final review and authorisation. All advertisements and marketing material must be approved by the CEO before they are released. No staff member of Skillwise Training Pty Ltd is authorised to approve the use of any advertisements or marketing material. The CEO is to check advertising and marketing material are in line with Outcome Standards for RTO's and associated Compliance Standards for RTOs and all requirements of the *Marketing Information Checklist* have been met.	CEO Office Manager
v.	**Retain a record of the quality review process and outcomes** Retain a copy of the *Marketing Information Checklist* together with the advertising and marketing material as evidence of this quality review process.	CEO
vi.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process for the development of advertising and marketing material and record these within a record of continuous improvement for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Office Manager CEO
vii.	**Update live advertising and marketing material**	Office Manager

Steps		Person/s responsible
	Following authorisation by the CEO, reviewed advertising and marketing material may be updated for public use in support of student recruitment and enrolment activities.	

6. Other documents to consider with this policy

Policies

- PP4.3 Management Meetings
- PP4.7 Continuous Improvement

Forms

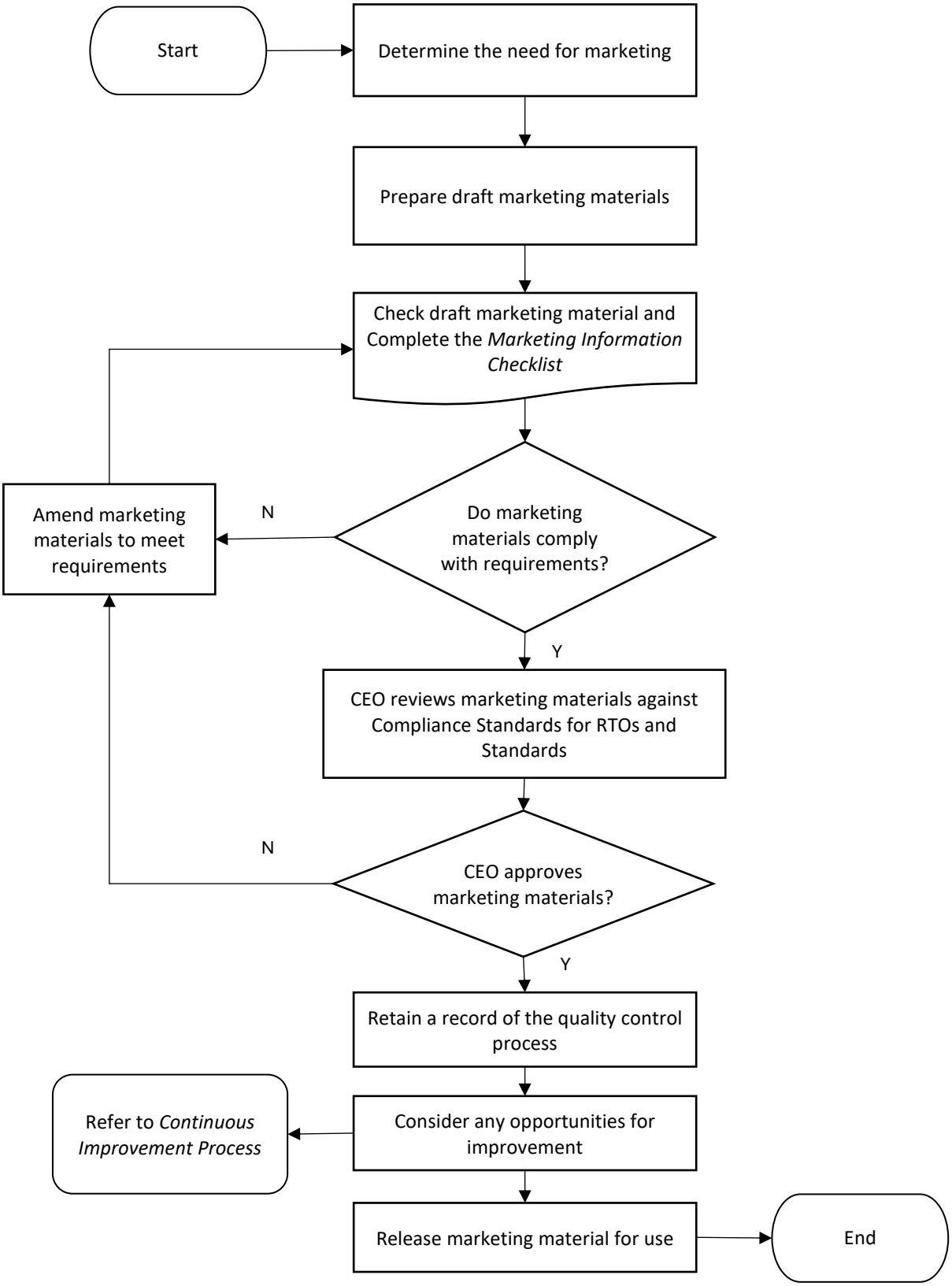
- Marketing Information Checklist
- Continuous Improvement Report

Handbooks, manuals or other documents

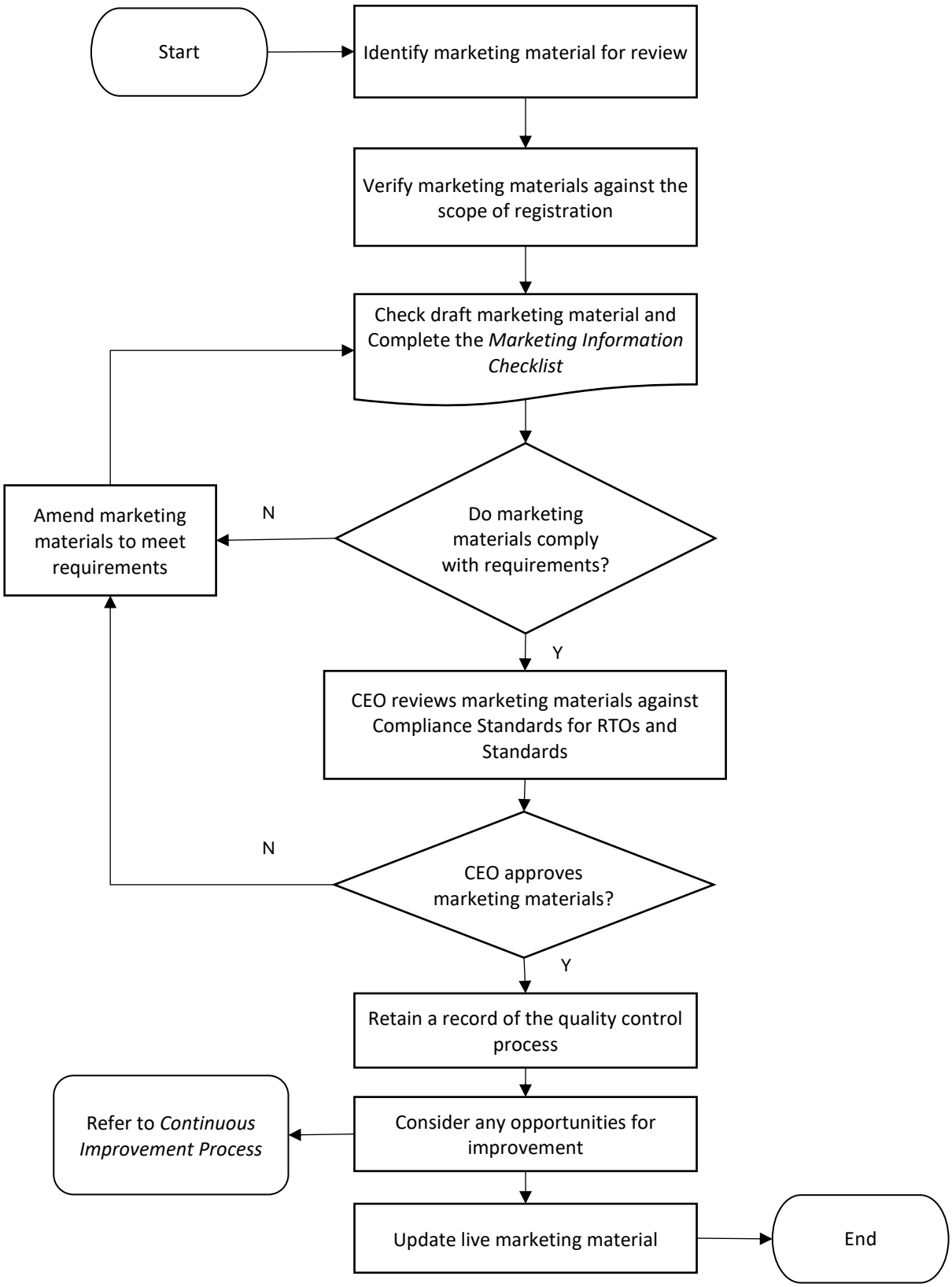
None.

7. Flow chart

Quality control of advertising and marketing material in development



Quality review of advertising and marketing material



8. References

Compliance Standards for RTOs for RTOs, Standard 7 and 8 Marketing and advertising:

7 Marketing and advertising

(1) An NVR registered training organisation must ensure any advertisements or marketing materials published or disseminated by the organisation, a third party or an expert engaged by the organisation:

(a) include the organisation's registration code or a link to the part of the National Register where the organisation's registration code is located;

(b) where the advertisements or marketing materials refer to the organisation's services – accurately represent those services, including by distinguishing the types of training and assessment that will result in the issuance of AQF certification documentation from any other training and assessment delivered by the organisation or a third party;

(c) include accurate information regarding any financial support arrangements available in respect of the services referred to in the advertisements or marketing materials; and

(d) do not refer to or imply a connection with another person unless the consent of that person has been obtained.

1 Note: Section 2C of the *Acts Interpretation Act 1901* provides that the term "person" includes a body politic or corporate as well as an individual.

(2) Where the advertisements or marketing materials refer to a training product, an NVR registered training organisation must ensure the advertisements or marketing materials:

(a) include the code and title of the training product as published on the National Register;

(b) accurately represent the training products on the organisation's scope of registration;

(c) only refer to a training product that is no longer current while it remains on the organisation's scope of registration and new enrolments are permitted; and

(d) only represent that completion of a training product will lead to a licensed or regulated outcome where this has been confirmed by the relevant industry regulator.

(3) Where advertisements or marketing materials refer to services that an NVR registered training organisation has engaged an expert or third party to deliver – the organisation must ensure the advertisements or marketing materials identify which services will be delivered by the expert or third party, including where an expert or third party is:

(a) recruiting prospective VET students on behalf of the organisation; or

(b) delivering training and assessment on behalf of the organisation.

8 Guarantees and inducements

An NVR registered training organisation must not make any verbal or written guarantees that a VET student:

(a) will successfully complete a training product;

(b) can complete a training product in a manner which is inconsistent with any of the requirements set out in an instrument made under section 185 of the Act, as in force from time to time; or

(c) will obtain a particular employment outcome, where obtaining such an employment outcome is not within the organisation's control.

Outcome Standards for RTOs, Standard 2.1, VET students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them.

PP2.2 – Enrolment

Policy area	Student support
Standards	Outcome Standards for RTOs, Standard 2.1 and 2.2 (b). Compliance Standards for RTOs, Standard 12
Responsibility	CEO, Student Support Officer, Office Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- provide a pathway for students to make informed decisions about their training and assessment and enter a training pathway that is the right for their needs.
- ensure information provided to students is up to date, accurate, clear and easy to understand, and that students receive relevant and timely information that enables them to make informed decisions.
- provide prospective students with information prior to enrolment, including in relation to the training product, support services available, fees and costs, and student rights, obligations and requirements.
- Support the quality and self-assurance of the enrolment process to ensure this is performed consistently and supports record integrity.

Please note. Requirements relating to Outcome Standards for RTOs, Standard 2.2 (a) requiring a system for reviewing the skills and competencies of VET students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product are covered in the *PP2.3-Language, Literacy and Numeracy*. This policy should be read in conjunction with *PP2.3-Language, Literacy and Numeracy*.

2. Definitions

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

Short course means a low cost, short duration with a small number of units of competency usually conducted over 1-5 days. These courses usually relate to specific skills required in the workplace or required due to licencing or certification requirements.

Long course means a course designed to prepare the student to perform a vocational occupation such as a full qualification or a substantial course made up of multiple units of competency. These courses are usually delivered over many weeks or years.

3. Policy statement

3.8 Identify the student's needs

Skillwise Training Pty Ltd will engage with prospective students to identify a student's needs during the enrolment process. Specifically, this engagement will be conducted with each student to identify the following:

- the vocational outcomes the student is seeking and the associated information requirements,
- the wellbeing needs of the student and any required wellbeing support services,
- the training support needs of the student and required training support services,
- the current skills and competencies of each student,
- the language, literacy, numeracy and digital proficiency of each student.

To achieve this, Skillwise Training Pty Ltd will engage with each student systematically using multiple points of engagement which are adapted and proportional for each training product enrolment pathway. This includes:

- Undertaking engagement using an initial contact procedure to identify training needs and to push pre-enrolment information to the student and an invitation to complete an enrolment application form;
- Requiring the student to complete an enrolment application form to systematically collect details about the student including questions relating to their individual needs;
- Requiring the student to complete an assessment of their language, literacy, numeracy and digital proficiency (ref to *PP2.3-Language, Literacy and Numeracy*); and
- For long courses only, engaging with the student in a one-on-one enrolment interview to determine their needs through direct contact and to ensure they have reviewed the pre-enrolment information and aware of the service to be delivered.

3.2 Provision of Pre-Enrolment Information - General

Pre enrolment information is to be presented to the student systematically once we have received an enquiry about our services prior to their enrolment or their commencement, whichever occurs first. This enquiry may have come to Skillwise Training Pty Ltd by phone, email, webform, social media messaging, walk-in. In all situations, the prospective student is to be send the standardised **enquiry response** message with the pre-enrolment information either attached or provided as a link

to be accessed through the Internet inviting the student to review this information before they seek an enrolment.

This information is made up of a number of information products including the following:

- **advertising and marketing material** which communicates information to the student about the services to be provided in the training product in which they have expressed their interest.

- the **student handbook** which communicates information to the student about Skillwise Training Pty Ltd, its support services and the student's rights and obligations.

- The **schedule of fees and charges** which communicates information to the student about the fees and charges of the services offered by Skillwise Training Pty Ltd Including the schedule of payments (where applicable) and the students rights regarding seeking a refund.

These documents combined form part of our Terms of Service with the student and the student is required to acknowledge these requirements as part of their enrolment.

3.3 Short course pre-enrolment information

In a short course enrolment, these enrolments are generally taken via the Skillwise Training Pty Ltd website either as a booking or registration. In some instances, the student may also complete the online enrolment webform. It is typical during a short course enrolment that the student will complete a registration or an application for the course they have selected from the website without talking to any staff members at Skillwise Training Pty Ltd. This means that the provision of pre enrolment information on the website is particularly important. Advertising and marketing material which is describing the service to be provided should be detailed in every respect because this maybe the only opportunity where are the student can be informed about the services to be provided prior to attending training.

Pre-enrolment information is to be presented to the perspective student enrolling in a short course through presenting the student with information via the website at the point when the student either registers for the course online or makes an online enrolment application. This is to be

achieved by linking the pre-enrolment information in any registration or enrolment webform and by requiring the student to confirm prior to submitting any webform they have:

- reviewed the student handbook and have been informed about and accept my rights and obligations.
- reviewed the schedule of fees and charges and have been informed of the fee payment obligations and rights to a refund.
- reviewed the advertising and marketing material and have been informed of the services to be provided.

By actively presenting this information to the student on the website and requiring them to acknowledge this information, we have met our obligation to ensure students have access to clear and accurate information, including to make informed decisions about the training product and Skillwise Training Pty Ltd.

3.4 Short course pre-enrolment information when booking groups of students with an employer

Where an enrolment for a short course may be booked with a representative of an enterprise coordinating the enrolment of multiple employees (business to business service), this does not remove our obligation to provide pre-enrolment information to individual students. In this circumstance, the Office Manager or the team member responding to the request is to use the initial contact process to push pre-enrolment information to the representative with instructions to share the information with those who will be attending the training. This request should explain the importance of the pre-enrolment information and the need for students to review this prior to the training day. Either prior to the training or on the day of the training, the student will be requested to complete the full enrolment application form where they will complete their acknowledgment of having received and reviewed pre enrolment information. By providing clients with pre-enrolment information early, we are also enquiring that prospective students are informed about their rights and obligations, about the training and assessment services to be provided and about the fee payment and refund arrangements.

3.5 Long course pre-enrolment information

For a long course enrolment, the process is to follow the normal process which usually commences with an enquiry received from the prospective student. This is followed by making contact with the student to undertake an initial assessment of their training needs. This will include trying to determine what type of vocational outcomes the student is looking for and how that might align with the services that we provide and also highlighting any important information that the student should be reviewing prior to making an application for the course. Directly following this conversation, the student should be sent the standardised enquiry response email as explained at

paragraph 3.2. The enquiry response email will provide the student with access to pre-enrolment information.

The email will also include access to an enrolment application form which will either be attached or provided as a link to a webform. The enrolment application form does require the student to provide an acknowledgement of having received and reviewed pre-enrolment information including the following acknowledgments:

- reviewed the student handbook and have been informed about and accept my rights and obligations.
- reviewed the schedule of fees and charges and have been informed of the fee payment obligations and rights to a refund.
- reviewed the advertising and marketing material and have been informed of the services to be provided.

One significant difference with a long course enrolment process is the mandatory requirement to undertake an enrolment interview with the student prior to accepting their application and progressing them to the full enrolment. The enrolment interview may be undertaken either face to face or remotely. Team members completing the enrolment interview are to use the **enrolment interview** form and checklist to cover the various points that it requires. This includes having a discussion with the student to identify their objectives in the course and any individual needs. It's also an opportunity to talk the student through the service that they are considering and to gauge their commitment to the course requirements. Where of course has specific requirements, such as work placement or on the job training, this is an opportunity to ensure that the student is fully informed about these requirements prior to committing to the course. It is an Skillwise Training Pty Ltd policy that no student can be enrolled into a long course without a completed and documented enrolment interview.

3.6 Consumer Protection

It is important to stress to a person making an enquiry that they are advised to read carefully the pre-enrolment information Skillwise Training Pty Ltd sends to them as this informs the prospective student about the services being provided including their rights as a consumer under Australian Consumer Law.

If a student undertakes a vocational education and training course, they are protected under Australian Consumer Law and under State and Territory consumer protection laws. These protections include areas such as unfair contract terms, the consumer guarantees, to statutory a cooling-off period, and unscrupulous sales practices. By agreeing to enrolment and by signing an enrolment form, the student is acknowledging our pre-enrolment information which forms part of

our terms of service. Further information on the student rights and responsibilities can be found in the Student Handbook.

Students can find out more information about their rights as a consumer from the Australian Consumer Law website which includes a range of helpful guides relating to specific areas of protection (Australian Consumer Law).

3.7 Changes to terms and conditions

From time to time, there may be changes to Skillwise Training Pty Ltd operating arrangements or our agreed terms of service with the student. These changes may include the following:

- changes to policies relating to the student's rights and obligations,
- changes to fee payment or agreed service charges,
- changes to the agreed training and assessment delivery or expected outcomes,
- changes to training products the student is enrolled in (transition),
- changes to any third-party arrangements relevant to the student's enrolment, or
- changes to the ownership of Skillwise Training Pty Ltd.

The above list is not exhaustive. There may be other changes that affect the student's enrolment that are not listed. If in doubt, inform the student anyway. The overarching intent is to ensure the student is advised of any changes that may affect them and their service with Skillwise Training Pty Ltd before the change comes into effect.

Students will be notified in writing (email) of any changes 28 days prior to these changes coming into effect. On being informed of these changes, students have the right to appeal the decision of Skillwise Training Pty Ltd if the decision effects the terms of their enrolment or the services agreed to at the beginning of their enrolment. The appeal of any decision is to be handled in accordance with *PP2.10 - Appeals Handling*. The 28 day notification period aligns with the 28 day appeals period. Skillwise Training Pty Ltd is committed to procedural fairness in our support of students. Communication is the key to navigating all situations and we will strive to provide timely notification and to keep the student informed.

3.8 Orientation

Skillwise Training Pty Ltd will conduct an orientation process prior to the student's training commencement. The purpose of orientation is to help new student's transition into their study,

welcome them to Skillwise Training Pty Ltd and introduce the student to the facilities, trainers and general rules.

Short Course orientation is to involve a short 10-15 minute opening presentation which covers the following:

- An introduction to the trainer and Skillwise Training Pty Ltd
- What is required from the student whilst undertaking their course
- Safety arrangements including action on fire or an emergency
- Behaviour and language expectations
- Treating others with respect
- General rules i.e. use of mobile phones, smoking
- Access to amenities
- Access to Resources

Long course enrolment involves a more comprehensive orientation process. Skillwise Training Pty Ltd will provide an in-depth presentation followed by a tour of the facilities. The following information is covered throughout the student's orientation:

- the purpose of the course
- the qualification they are undertaking
- the outcome required in terms of workplace
- the units of competency to be covered
- assessment requirements
- attendance requirements including recording attendance
- equipment and resources they will need to provide
- equipment and resources they can access at the RTO
- study load requirements relating to things like self-paced learning
- IT access arrangements

- a brief on any work placement requirement applicable
- any rules such as mobile phones, smoking, information technology access or use
- behaviour and language expectations
- Treating others with respect
- plagiarism and academic integrity requirements
- support arrangements including where to go if they need assistance
- the support services which are available
- confirmation of any fee payment requirements
- how to provide feedback or to raise a complaint or appeal
- security and personal safety including lockdown procedures
- safety arrangements including hazard reporting procedure
- emergency evacuation arrangements
- first aid arrangements
- administrative requirements including providing a student digital image, monitoring progress
- points of contact

3.7 Unique student identifier

All students studying nationally recognised training in Australia are required to have a Unique student identifier (USI). A USI is a reference number made up of numbers and letters. The USI will allow students online access to their training records and results (VET Transcript) through their online USI account. https://www.usi.gov.au/help/login-to-usi-registry

Skillwise Training Pty Ltd will comply with the requirements of the *Student Identifiers Act 2014*, including:

d) verifying with the USI Registrar a student's USI before using that USI for any purpose,

e) not issuing AQF certification documentation to an individual without being in receipt of a verified USI for that individual, unless an exemption applies under the *Student Identifiers Act 2014,*

f) ensuring that where an exemption described in clause 3.4(b) applies, it will inform the student prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript prepared by the USI Registrar.

Collecting and verifying the student's unique student identifier is technically a requirement that must occur prior to any AQF certificate being issued. Noting this, it is the Skillwise Training Pty Ltd policy that the students USI will be collected and verified as part of the enrolment process. The USI Is collected as part of the enrolment application form and no enrolment should be confirmed unless the students USI has been verified.

3.8 Enrolling students who are visiting Australia on a Visa

Under the provisions of the *Education Services for Overseas Students Act 2000 (ESOS Act)*, it is an offence for an RTO that is not registered for CRICOS to enrol and provide training services to a person who are visiting Australia on a Student Visa (overseas student). Skillwise Training Pty Ltd is not a registered CRICOS Provider and; therefore, must implement arrangements to prevent overseas students from enrolling into our courses either by mistake or by omission.

All students applying for enrolment into a course offered by Skillwise Training Pty Ltd must be required to declare if they visiting Australia on a Visa and if yes, what type of visa category does the prospective student hold? The enrolment application is to be reviewed by the Office Manager or delegate to identify if the Visa holder is eligible to undertake the training. If the applicant is not eligible to undertake the training, they should be advised of this in writing with an explanation. In some situations, there are visa holders such as those visiting Australia on a temporary or working Visa that may be eligible to undertake training and education whilst visiting Australia. If in doubt, the Office Manager or delegate is to check the Visa conditions at the Department of Home Affairs website at the following address:

https://immi.homeaffairs.gov.au/visas/already-have-a-visa/check-visa-details-and-conditions.

The Office Manager or delegate is to record their assessment of students declaring as a visa holder using the enrolment procedure checklist.

There are also some exemptions to this law that may apply in some circumstances where students are applying to undertake a short course. This applies to only specific training products which are named in the following legislative instrument which has exempted certain nationally recognised courses from requiring CRICOS registration. This allows overseas students to attend in addition to their full-time main course of study, specified exempt courses to enable these students to meet local requirements as part of any employment they are entitled to undertake.

These courses are typically short in duration and low cost, such as first aid, infection control, construction white cards, or responsible service of alcohol courses. Many workplaces require mandatory units of competency to undertake work, and this legislative instrument enables overseas students to access these skills at a wider range of training providers. Note that this only applies to very specifically named training products in the legislative instrument which can be accessed at the following link:

https://www.education.gov.au/international-education/resources/supplementary-courses-instrument

Where are here name is offering training product that is named in this legislative instrument it is permitted to accept an enrolment from an overseas student.

3.9 Verifying entry requirements

Skillwise Training Pty Ltd may impose entry requirements for entering a course that it offers. This may be in addition to specified entry requirements required by the nationally endorsed training package. Additional entry requirements nominated by Skillwise Training Pty Ltd are referred to as "local entry requirements". Local entry requirements may be imposed to ensure that a student is meeting a particular entry level to undertake a course. This may relate to the students age, level of education, current work experience, current employment status, prior competency or qualification. This small list is not exhaustive and there is no particular limit on what local entry requirements that Skillwise Training Pty Ltd may impose whilst being mindful not to impose any barriers to entry which breach legislative discrimination requirements.

The Office Manager or delegate is collect and review / verify evidence submitted by students accompanying their enrolment application to satisfy course entry requirements. Where any doubt exists regarding this evidence, the Office Manager is to seek advice from the Training Manager. Where any clarification is required from the student, the Office Manager is to contact the student and seek this clarification. All evidence relating to enter requirements is to be saved on to the student file and retained in the student record. The Office Manager is to update the enrolment procedure checklist to confirm that entry requirement evidence has been verified.

3.10 Processing applications for credit transfer

Skillwise Training Pty Ltd will offer all prospective students the option to seek credit transfer for units of competency the student has previously achieved in prior nationally recognised training. These applications are to be administered in accordance with the policy and procedure *PP1.12 - Credit Transfer*. Evidence of credit transfer applications and supporting evidence is to be retained on the student's record and the Office Manager or delegate is to update the enrolment procedure checklist accordingly.

3.11 Assessing a student's language, literacy, numeracy and digital proficiency

Skillwise Training Pty Ltd will assess all student's language, literacy, numeracy and digital proficiency as part of their enrolment without exception. This assessment is administered in accordance with the policy and procedure *PP2.3-Language, Literacy and Numeracy*. Evidence of the student's language, literacy, numeracy and digital proficiency assessment is to be retained on the student's record and the Office Manager or delegate is to update the enrolment procedure checklist accordingly.

3.12 Issuing a confirmation of enrolment

Where a student is enrolling into a course offered by Skillwise Training Pty Ltd, the Office Manager or delegate Is to ensure that each student is issued with a written confirmation of enrolment. For short course enrolments, this process may be automated via the website using an automatic generated email once the students booking or course registration has been received. For long course enrolments, the confirmation of enrolment should be issued individually using the confirmation of enrolment letter template. A copy of the enrolment confirmation in all situations should be retained on the students record and the Office Manager or delegate is to update the enrolment procedure checklist accordingly.

3.13 Student requests for course substitutions, transfer or deferral

Students are entitled to make requests of Skillwise Training Pty Ltd about their enrolment. Common requests may include requests for a course substitution where one student requests to have their place in the course substituted by another student, request to be transferred between courses or a request to defer from a course before its commencement. The following provides the policy guidelines for Skillwise Training Pty Ltd to administer these requests:

- **Requesting to substitute a course**. Course substitutions are not permitted after the course has commenced under any circumstances. Requests for course substitutions are to be made in writing using the form *Application for Course Substitution* and can be made at any time up to 5 working days before the course commencement date. The administrative team is to engage with the substitute student as soon as possible to expedite the enrolment administration.

- **Requesting to transfer between courses**. Requests for transfers to an alternate course can be made at any time. Requests for course transfer are to be made in writing using *Application for Course Transfer*. Request for course transfer are subject to the availability of an alternate course, the crossover of units of competency the student has already completed and where a credit transfer would align with the new course. In some circumstances where there is no available course and there is no viable pathway for the student to credit transfer completed units of competency into the new course, course transfer will not be approved. Where

student is accessing a training subsidy, there may also be restrictions preventing course transfer. These restrictions will be considered taking into account the student's individual circumstances.

- **Requesting to defer a course**. Deferral from a course after the course has commenced is not permitted. In this circumstance, the student has the option to withdraw from the course (ref to *PP1.13 - student Completion and Issuing Certificates*). Requests for deferral from the course prior to it commencing can be arranged if Skillwise Training Pty Ltd is advised in writing more than 5 working days prior to the course commencing. Requests for course deferral are to be made in writing using the form - *Application for Course Deferral*. Requests to defer a course commencement longer than six months is to be declined and the student's enrolment is to be closed if the student is not able to commence earlier.

For policy relating to student requests for course withdrawal ref to *PP1.13 - student Completion and Issuing Certificates*.

4. Considerations

4.1 Content of pre-enrolment information

Skillwise Training Pty Ltd provide pre-enrolment information as a package of documents or other formats that communicate the student's rights and obligations. As outlined at paragraph 3.2, this information is made up of a number of information products including the following:

- the **student handbook** which communicates information to the student about Skillwise Training Pty Ltd, its support services and the student's rights and obligations.

- **advertising and marketing material** which communicates information to the student about the services to be provided in the training product in which they have expressed their interest.

- The **schedule of fees and charges** which communicates information to the student about the fees and charges of the services offered by Skillwise Training Pty Ltd Including the schedule of payments (where applicable) and the students rights to a refund.

This section should be read in conjunction with *PP2.1 – Advertising and Marketing.* The following considerations are provided to guide the development of pre-enrolment information*:*

a. **Student Handbook.** The student handbook is the primary information vehicle to inform students about their rights and obligations prior to their enrolment. Ideally, the student handbook is supplied electronically as a PDF document. It is important that this document is professionally presented as it reflects the quality of the organisation.

The student handbook is effectively the policy manual for all the student's participation in training and engagement with Skillwise Training Pty Ltd. It should constitute a valuable information source for the student who can reference the handbook when the student has questions about their course participation and their options with various requirements.

The student handbook should contain information on the following topics for the student:

- Introduction to Skillwise Training Pty Ltd and key personnel;
- Skillwise Training Pty Ltd contact information;
- Description of services;
- Delivery locations (if applicable);
- Parking arrangements (if applicable);
- Public transport options (if applicable);
- Food options (if applicable);
- Our expectation of the student;
- Our partners and third parties (if applicable);
- Training safety arrangements;
- Language, literacy and numeracy skills;
- Accessing support services;
- Equity and diversity support arrangements;
- Disability inclusion;
- Children and young students (if applicable);
- Privacy protection;
- National VET Data Policy;
- Unique Student Identifier requirements;
- Student access to records arrangements;

- Fees and charges;
- Payment methods;
- Refund policy;
- Training funding and subsidy obligations;
- Consumer protection and guarantees;
- Learning material cost and replacement;
- Statutory cooling off period;
- Changes to our terms of service;
- Requesting to substitute a course;
- Requesting to transfer between courses;
- Requesting to defer a course;
- Withdrawing from a course;
- Student who are not contactable or not responding;
- Plagiarism and academic integrity policy;
- Behaviour misconduct;
- Continuous improvement arrangements;
- Assessment requirements;
- Work placement requirements (if applicable);
- General material the student will require;
- Re-assessment policy;
- Recognition of prior learning;
- Credit transfer options;
- Issuing Qualifications and Statements of Attainment;

- Making a complaint or an appeal;
- Legislation that applies to the services we deliver.

b. **Course Brochure.** The *PP2.1 – Advertising and Marketing* outlines a range of options for the content to be included in pre-enrolment information. In accordance with the requirements of Outcome Standards for RTOs, Standard 2.1 the following represents the minimum level of detail to satisfy pre-enrolment information requirements to inform the prospective student about the service to be delivered:

    - Business name or logo,
    - RTO number or code,
    - The training product being offered with the full code and title as published on the national training register;
    - Disclosure of services being delivered by a third party (if applicable);
    - Details of funding, subsidy or financial support (if applicable);
    - Details of licence or certification outcomes (if applicable);
    - The NRT logo (optional);
    - The entry requirements for the course;
    - Basic description of the service to be delivered including:
        - Outline of the course program and how it is structured,
        - Where a qualification is being advertised, a list of the units of competency being delivered as part of the service with an indication or core and elective designation,
        - The modes of the training delivery,
        - Delivery locations,
        - The duration of the course,
        - Attendance requirements including the hours or attendance and/or designated days or block training periods,

- The time commitment required by the student including for any self-paced study or assessment work,
- The requirement for assessment to complete the course,
- The requirement for work placement (if required) including, the time commitment required for work placement,
- Material the student needs to hold to participate in training including consideration of access to information technology capabilities for after-hours study, dress and equipment requirements, stationary requirements, and
- Licences or certifications the student needs to hold to participate in training such as holding a white card, holding a current working with children check, etc.

- Direct the student to review pre-enrolment information including the schedule of fees and charges and the student handbook prior to their enrolment.
- Call to action, such as a link to the website to obtain more information or contact details to make an enquiry.

c. **Schedule of Fees and Charges.** The schedule of fees and charges provides a central place where the nominated fees and charges to participate in services with Skillwise Training Pty Ltd are listed. Schedule of fees and charges should contain the following minimum information:

- the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling into a course;
- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- the nature of the guarantee given by Skillwise Training Pty Ltd to honour its commitment to deliver services and complete the training and/or assessment once the student has commenced study;
- any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing students, group bookings etc (if applicable);
- information on the obligations for the student of government training entitlements and subsidy arrangements in relation to the delivery of the services (if applicable);

- the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results and the options available to students who are deemed not yet competent on completion of training and assessment; and
- Skillwise Training Pty Ltd refund policy.

5. Procedure

Steps		Person/s responsible
5.1 Initial contact procedure		
i.	**Receive enquiry from the prospective student** Receive enquiry from prospective student. This may be received via email, social media messaging, phone call, via the website or if the student physically walks into the premises.	Officer Manager or delegate
ii.	**Follow up the enquiry – Identify training needs** Contact the perspective student preferably by phone to discuss their interest in the relevant course and to determine if their training needs align with the services that Skillwise Training Pty Ltd is offering. If the person training needs cannot be supported by Skillwise Training Pty Ltd, advise the person that we are not able to provide the training and advise them of some known alternatives or how they can find a course that better suits their needs using the government service Your Career https://www.yourcareer.gov.au/.	Officer Manager or delegate
iii.	**Send enquiry response email** The prospective student is to be send the standardised *enquiry response email* with the pre-enrolment information either attached or provided as a link to be accessed through the Internet inviting the student to review this information before them seeking an enrolment. This must include the following: – **advertising and marketing material** which communicates information to the student about the services to be provided	Officer Manager or delegate

Steps		Person/s responsible
	in the training product in which they have expressed their interest. – the **student handbook** which communicates information to the student about Skillwise Training Pty Ltd, its support services and the student's rights and obligations. – The **schedule of fees and charges** which communicates information to the student about the fees and charges of the services offered by Skillwise Training Pty Ltd Including the schedule of payments (where applicable) and the students rights regarding seeking a refund. The enquiry response email will also include either an attached form or a web link for the student to complete the enrolment application form or course registration.	
iv.	**student submits an enrolment application or course registration** Once the perspective student has reviewed the pre enrolment information and they want to proceed with and enrolment application or course registration, they will submit the relevant form either in hard copy or via the Skillwise Training Pty Ltd website. The Officer Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. All evidence received as part of the enrolment application is to be retained on the students file within the student management system. Confirm if the student has identified any support requirements, wellbeing or disability needs. Confirm if any LLND support is required by reviewing the initial core skills assessment.	Officer Manager or delegate
v.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a record of continuous improvement for consideration at a future management meeting. Refer to: *PP4.7 - Continuous Improvement* and *PP4.3 - Management Meeting*.	Officer Manager or delegate

Steps		Person/s responsible
vi.	Refer to the relevant student enrolment process for next steps.	

The Student Enrolment Procedure

The enrolment procedure below outlines three (3) different enrolment procedures, these include:

- Short course
- Long course - Fee for service
- Long course - Subsidised training

Steps		Person/s responsible
5.2 Student Enrolment Process - Short course		
i.	**Application is received and reviewed** Upon completion of the Initial contact procedure at 5.1, commence the enrolment procedure below. Receive the *Enrolment Application Form* or online course registration and check that it is completed correctly. Take note of any individual student needs and student's language, literacy, numeracy and digital proficiency after completion of the initial core skills assessment. **Note**. This application process and assessment of LLND proficiency may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for completeness or any required follow-up action.	Officer Manager or delegate
ii.	**Confirm payment of course fee** The Officer Manager or delegate is to review the payment information for each enrolment and confirm payment of tuition fees aligned with the student's course enrolment application or course registration. **Note**. This payment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer	Officer Manager or delegate

Steps		Person/s responsible
	Manager or delegate is to review the results of this online application usually received as an email and review it for payment confirmation. In some situations, it is not possible to submit a course registration without making a payment as part of this process.	
iii.	**Determine the need for student support before commencing the course** Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: *PP2.3 - Language Literacy and Numeracy* and *PP2.4 - Student Support and Wellbeing).* The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.	Officer Manager or delegate Student Support Officer
iv.	**Complete the Enrolment Procedure Checklist** Complete the *Enrolment Procedure Checklist* and process the enrolment application and record any training support or wellbeing support needs applicable to the student and alert training staff of these. The following criteria must be verified before an enrolment confirmation can be supplied: – Enrolment form complete and signed – Visa verified, not on a student visa – USI provided and verified – A valid form of ID provided – Entry requirements evidence provided – Student data entered into the student management system – Course and training products allocated to enrolment in SMS – Student digital or hard copy student file created	Officer Manager or delegate

Steps		Person/s responsible
	– Credit Transfer application administered (if applicable) – LLND completed and support needs and communicated	
v.	**Issue the student with an Enrolment Confirmation** The Officer Manager or delegate is to issue the student with an enrolment confirmation and receipt for tuition fees. The enrolment confirmation is also to confirm the date, time and location of training for the first day and provide contact details if the student has any questions prior to the course commencing. Update *Enrolment Procedure Checklist*. **Note**. This enrolment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for confirmation.	Officer Manager or delegate
vi.	**Provide access to pre-training material** Where a short course has a pre-training component where the student needs to undertake study and submit evidence of completing pre-training prior to attending face to face training, the Officer Manager or delegate is to either authorise or send this pre-training material to the student with notification of submission dates. This material may be digital and sent via email or may be delivered via a learning management system. Update *Enrolment Procedure Checklist*. **Note**. The supply of pre-training material may be facilitated completely online and automated. This may be linked to the online course registration and payment and triggered by the students payment which automatically creates an email to the student with login details to access pre-training material.	Officer Manager or delegate
vii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a record of continuous improvement for consideration at a future management meeting.	Officer Manager or delegate

Steps		Person/s responsible
	Refer to: *PP4.7 - Continuous Improvement* and *PP4.3 - Management Meeting*.	
5.3 Student Enrolment Process - Long course - Fee for service		
i.	**Application is received and reviewed** Upon completion of the Initial contact procedure at 5.1, commence the enrolment procedure below. Receive the *Enrolment Application Form* and check that it is completed correctly. Take note of any individual student needs and student's language, literacy, numeracy and digital proficiency after completion of the initial core skills assessment. Raise an *Enrolment Procedure Checklist* to support the enrolment process. **Note**. This application process and assessment of LLND proficiency may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for completeness or any required follow-up action.	Officer Manager or delegate
ii.	**Confirm payment of course fee** The Officer Manager or delegate is to review the initial payment information for each enrolment and confirm payment of tuition fees aligned with the student's course enrolment application or course registration. Update *Enrolment Procedure Checklist*. **Note**. This payment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for payment confirmation. In some situations, it is not possible to submit a course registration without making a payment as part of this process.	Officer Manager or delegate
iii.	**Administer language, literacy, numeracy and digital proficiency assessment (LLND)** Where additional LLND assessment is either indicated or required, organise the time for the student to attend Skillwise Training Pty Ltd	Officer Manager or delegate

Steps		Person/s responsible
	for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: PP2.3 *Language Literacy and Numeracy*. Update *Enrolment Procedure Checklist*. **Note**. LLND assessment may be facilitated online through a third party service provider. In this situation, the Officer Manager or delegate will initiate this process, and the student will receive an email to complete the assessment. Skillwise Training Pty Ltd will receive a copy of the assessment results with any support recommendations.	
iv.	**Undertake an enrolment interview** The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Long Course. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the *Student Enrolment Interview Form*. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training: • Determine the applicant's career/work objectives. Why are they seeking this course? • Assess the person's individual needs and circumstances and present /discuss support options available to the person both within Skillwise Training Pty Ltd and those available through specialist service providers; • Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer); • Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties;	Officer Manager or delegate

Steps		Person/s responsible
	• Confirm the person received all required pre-enrolment information and talk through the person's rights and obligations, confirm fee payment arrangements and the services to be provided; • Explain the training and assessment services involved in the relevant training program; • Highlight the delivery model and assessment methods that will be used throughout the training program; • Explain the requirements applicable to the USI; and • Confirm the next step to complete the enrolment process and commence their training program. Retain a copy of the completed student enrolment interview form and Update *Enrolment Procedure Checklist*.	
v.	**Complete all steps in the Enrolment Procedure Checklist** Complete all steps in the *Enrolment Procedure Checklist* and process the enrolment application and record any training support or wellbeing support needs applicable to the student and alert training staff of these. The following criteria must be verified before an enrolment confirmation can be supplied: – Enrolment form complete and signed – Visa verified, not on a student visa – USI provided and verified – A valid form of ID provided – Entry requirements evidence provided – Student data entered into the student management system – Course and training products allocated to enrolment in SMS – Student digital or hard copy student file created – Credit Transfer application administered (if applicable) – Set up payment schedule in payment system	Officer Manager or delegate

Steps		Person/s responsible
	Update the *Enrolment Procedure Checklist*.	
vi.	**Determine the need for student support before commencing the course** Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the student's details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: *PP2.3 - Language Literacy and Numeracy* and *PP2.4 - Student Support and Wellbeing).* The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies. Update *Enrolment Procedure Checklist*.	Officer Manager or delegate Student Support Officer
vii.	**Issue the student with an Enrolment Confirmation** The Officer Manager or delegate is to issue the student with an enrolment confirmation and receipt for tuition fees. The enrolment confirmation is also to confirm the date, time and location of training for the first day and provide contact details if the student has any questions prior to the course commencing. Update *Enrolment Procedure Checklist*. **Note**. This enrolment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for confirmation.	Officer Manager or delegate
viii.	**Provide access to pre-training material (where applicable)** Where a short course has a pre-training component where the student needs to undertake study and submit evidence of completing pre-training prior to attending face to face training, the Officer Manager or delegate is to either authorise or send this pre-training material to the student with notification of submission dates. This material may be digital and sent via email or may be delivered via a	Officer Manager or delegate

Steps		Person/s responsible
	learning management system. Update the *Enrolment Procedure Checklist*. Student commences training. **Note**. The supply of pre-training material may be facilitated completely online and automated. This may be linked to the online course registration and payment and triggered by the student's payment which automatically creates an email to the student with login details to access pre-training material.	
ix.	**Verify students nominated workplace (where applicable)** The Training Manager is to organise to undertake a visit by appointment to the workplace nominated by the student where on the job training or work placement is planned to be undertaken as part of the planned course. This workplace verification will be completed in accordance with *PP1.7-Work Placement*.	Training Manager
x.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a record of continuous improvement for consideration at a future management meeting. Refer to: *PP4.7 - Continuous Improvement* and *PP4.3 - Management Meeting*.	Officer Manager or delegate Training Manager
5.4 Student Enrolment Process - Long course – Subsidised Training		
i.	**Receive referral from Australian Apprenticeship Centre or employer** Respond to referral from Australian Apprenticeship Centre or employer and complete the Initial contact procedure outlined at 5.1.	Officer Manager or delegate
ii.	**Application for enrolment is received and reviewed** Upon completion of the Initial contact procedure at 5.1, commence the enrolment procedure below. Receive the *Enrolment Application Form* and check that it is completed correctly. Take note of any individual student needs and student's language, literacy, numeracy and digital proficiency after	Officer Manager or delegate

Steps		Person/s responsible
	completion of the initial core skills assessment. Raise a *Funded Enrolment Procedure Checklist* to support the enrolment process. It should be noted that applications for enrolment into subsidised training usually have a higher level of evidence that must be collected and verified. This will usually include evidence of the student either working or residing within the state, no longer in secondary education, is aged 15 years or older, evidence of citizenship or permanent residency, and photo identification. **Note**. This application process and assessment of LLND proficiency may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for completeness or any required follow-up action.	
iii.	**Obtain consent and declaration from the student** Skillwise Training Pty Ltd must obtain consent from the student to for the students details to be shared with the relevant funding authority and for these details to be used by the funding authority to administer any training subsidy. This consent is mandated by the funding authority and is to be incorporated either into the enrolment application form or requested to be completed by the student prior to any further administrative processing with the funding authority. Skillwise Training Pty Ltd is also two obtain a completed perspective student declaration required by the funding authority to confirm that the information provided by the student is accurate, that a claim for training subsidy has not been claimed in respect of the same training product previously, the student is aware of any third party arrangements with Skillwise Training Pty Ltd and the student has been provided with details of any applicable student fee contributions and obligations they must meet in regard to receiving the subsidy. Update *Funded Enrolment Procedure Checklist*.	Officer Manager or delegate
iv.	**Confirm level of subsidy and any required student payment** The Officer Manager or delegate is to process a quote using the funding providers system to determine the student's eligibility and	Officer Manager or delegate

Steps		Person/s responsible
	level of subsidy in support of the student's enrolment. Determining the level of subsidy should consider details of any applicable credit transfer, RPL, and additional subsidy due to disadvantage such as remote delivery, First Nation status, etc. The details where applicable should be recorded in the student managements system and communicated to the student. The record of the eligibility and level of subsidy should be retained on the student file. Update *Funded Enrolment Procedure Checklist*.	
v.	**Generate a notification of enrolment to funding authority** Skillwise Training Pty Ltd is to generate a notification of enrolment using the funding provider system. This notification of enrolment will include the issued commitment ID applicable for the student's enrolment. The commitment ID will be entered into the student management system and is important in linking claims for payment to the student's progress in the course. A copy of the notification of enrolment is to be retained on the student's file. Update *Funded Enrolment Procedure Checklist*.	
vi.	**Administer language, literacy, numeracy and digital proficiency assessment (LLND)** Where additional LLND assessment is either indicated or required, organise the time for the student to attend Skillwise Training Pty Ltd for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: PP2.3 *Language Literacy and Numeracy*. Update *Funded Enrolment Procedure Checklist*. **Note**. LLND assessment may be facilitated online through a third party service provider. In this situation, the Officer Manager or delegate will initiate this process, and the student will receive an email to complete the assessment. Skillwise Training Pty Ltd will receive a copy of the assessment results with any support recommendations.	Officer Manager or delegate

Steps		Person/s responsible
vii.	**Undertake an enrolment interview** The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Long Course. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the *Student Enrolment Interview Form*. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training: • Determine the applicant's career/work objectives. Why are they seeking this course? • Assess the person's individual needs and circumstances and present /discuss support options available to the person both within Skillwise Training Pty Ltd and those available through specialist service providers; • Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer); • Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties; • Confirm the person received all required pre-enrolment information and talk through the person's rights and obligations, confirm fee payment arrangements and the services to be provided; • Explain the training and assessment services involved in the relevant training program; • Highlight the delivery model and assessment methods that will be used throughout the training program; • Explain the requirements applicable to the USI; and	Officer Manager or delegate

Steps		Person/s responsible
	• Confirm the next step to complete the enrolment process and commence their training program. Retain a copy of the completed student enrolment interview form and Update *Funded Enrolment Procedure Checklist*.	
viii.	**Complete all steps in the *Funded Enrolment Procedure Checklist*** Complete all steps in the *Funded Enrolment Procedure Checklist* and process the enrolment application and record any training support or wellbeing support needs applicable to the student and alert training staff of these. The following criteria must be verified before an enrolment confirmation can be supplied: – Enrolment form complete and signed – Visa verified, not on a student visa – USI provided and verified – Received all eligibility evidence – Obtained consent and declaration from the student – Confirmed level of subsidy – Generated notification of enrolment – A valid form of ID provided – Entry requirements evidence provided – Student data entered into the student management system – Course and training products allocated to enrolment in SMS – Student digital or hard copy student file created – Credit Transfer application administered (if applicable) Update the *Funded Enrolment Procedure Checklist*.	Officer Manager or delegate
ix.	**Determine the need for student support before commencing the course** Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy	Officer Manager or delegate Student Support Officer

Steps		Person/s responsible
	and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: *PP2.3 - Language Literacy and Numeracy* and *PP2.4 - Student Support and Wellbeing).* The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.	
x.	**Issue the student with an Enrolment Confirmation** The Officer Manager or delegate is to issue the student with an enrolment confirmation and receipt for tuition fees. The enrolment confirmation is also to confirm the date, time and location of training for the first day and provide contact details if the student has any questions prior to the course commencing. Update *Funded Enrolment Procedure Checklist*. **Note**. This enrolment confirmation process may be facilitated completely online and automated. In this circumstance, the Officer Manager or delegate is to review the results of this online application usually received as an email and review it for confirmation.	Officer Manager or delegate
xi.	**Create and gain authorisation of the student's training plan** Where required by the funding authority, within 12 weeks of the student's commencement (when the notification of enrolment was submitted), Skillwise Training Pty Ltd is required to create a training plan that meets the funding providers requirements and facilitate authorisation for the training plan with all parties. This includes a representative of Skillwise Training Pty Ltd (the Training Manager), the student and the student's employer. The purpose of the training plan Is to ensure that the planned training and assessment meets the requirements of all parties and particularly considers workplace requirements of the host employer. The training plan is not complete until all details are completed and it is signed / dated by all parties. The training plan should be retained on the student's file and updated when necessary if the student's progress is diverging from the plan or	Officer Manager or delegate Training Manager

Steps		Person/s responsible
	at a minimum every six months. Update the *Funded Enrolment Procedure Checklist*.	
xii.	**Verify students nominated workplace (where applicable)** The Training Manager is to organise to undertake a visit by appointment to the workplace nominated by the student where on the job training or work placement is planned to be undertaken as part of the planned course. This workplace verification will be completed in accordance with *PP1.7-Work Placement*. Update the *Funded Enrolment Procedure Checklist*.	Training Manager
xiii.	**Provide access to pre-training material (where applicable)** Where a short course has a pre-training component where the student needs to undertake study and submit evidence of completing pre-training prior to attending face to face training, the Officer Manager or delegate is to either authorise or send this pre-training material to the student with notification of submission dates. This material may be digital and sent via email or may be delivered via a learning management system. Update the *Funded Enrolment Procedure Checklist*. Student commences training. **Note**. The supply of pre-training material may be facilitated completely online and automated. This may be linked to the online course registration and payment and triggered by the student's payment which automatically creates an email to the student with login details to access pre-training material.	Officer Manager or delegate
xiv.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a record of continuous improvement for consideration at a future management meeting. Refer to: *PP4.7 - Continuous Improvement* and *PP4.3 - Management Meeting*.	Officer Manager or delegate Training Manager

6. Other documents to consider with this policy

Policies

- PP1.14 Student Record Retention and Management
- PP1.7-Work Placement
- PP2.3 Language Literacy and Numeracy
- PP 2.4 Student Support and Wellbeing
- PP2.10 Appeals Handling
- PP4.3 - Management Meeting
- PP4.7 Continuous Improvement

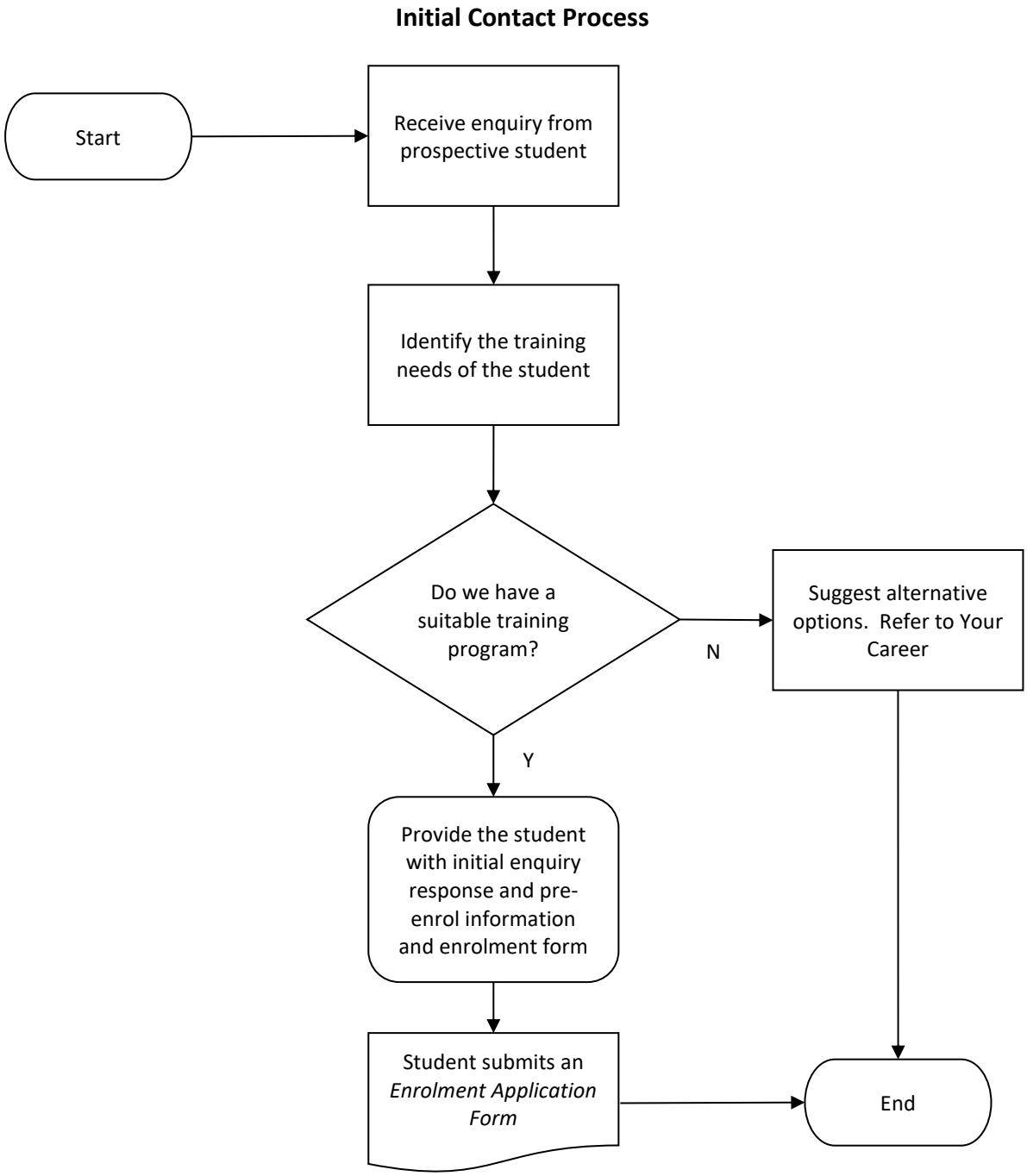
Forms

- Enrolment Application Form
- Enrolment Procedure Checklist
- Funded Enrolment Procedure Checklist
- Schedule of Fees and Charges
- Language, Literacy and Numeracy Assessment
- Workplace Suitability Checklist
- Continuous Improvement Report

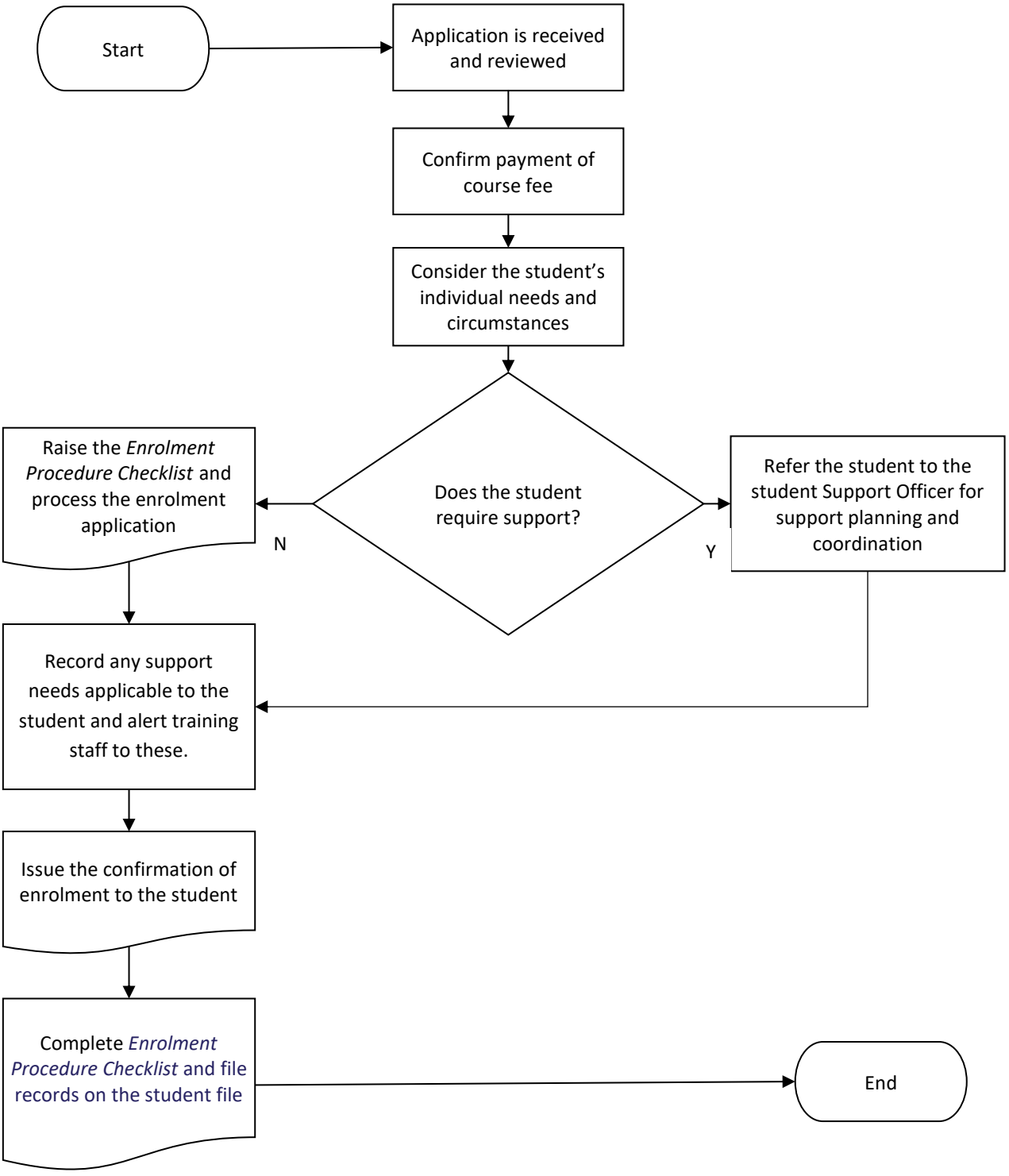
Handbooks, manuals or other documents

None

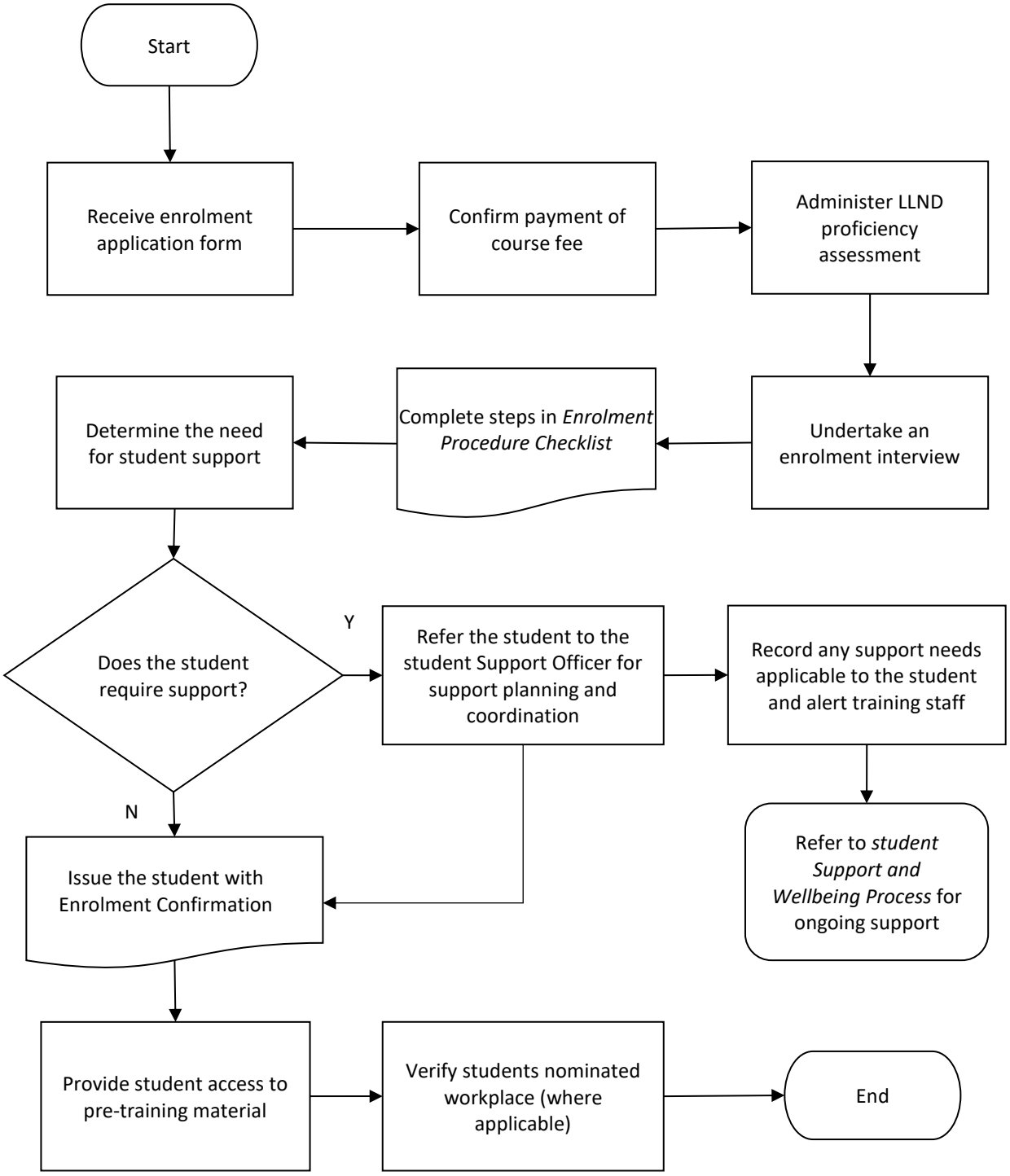
7. Flow chart


Initial Contact Process
Start
Receive enquiry from prospective student
Identify the training needs of the student
Do we have a suitable training program?
N
Suggest alternative options. Refer to Your Career
Y
Provide the student with initial enquiry response and pre-enrol information and enrolment form
Student submits an *Enrolment Application Form*
End

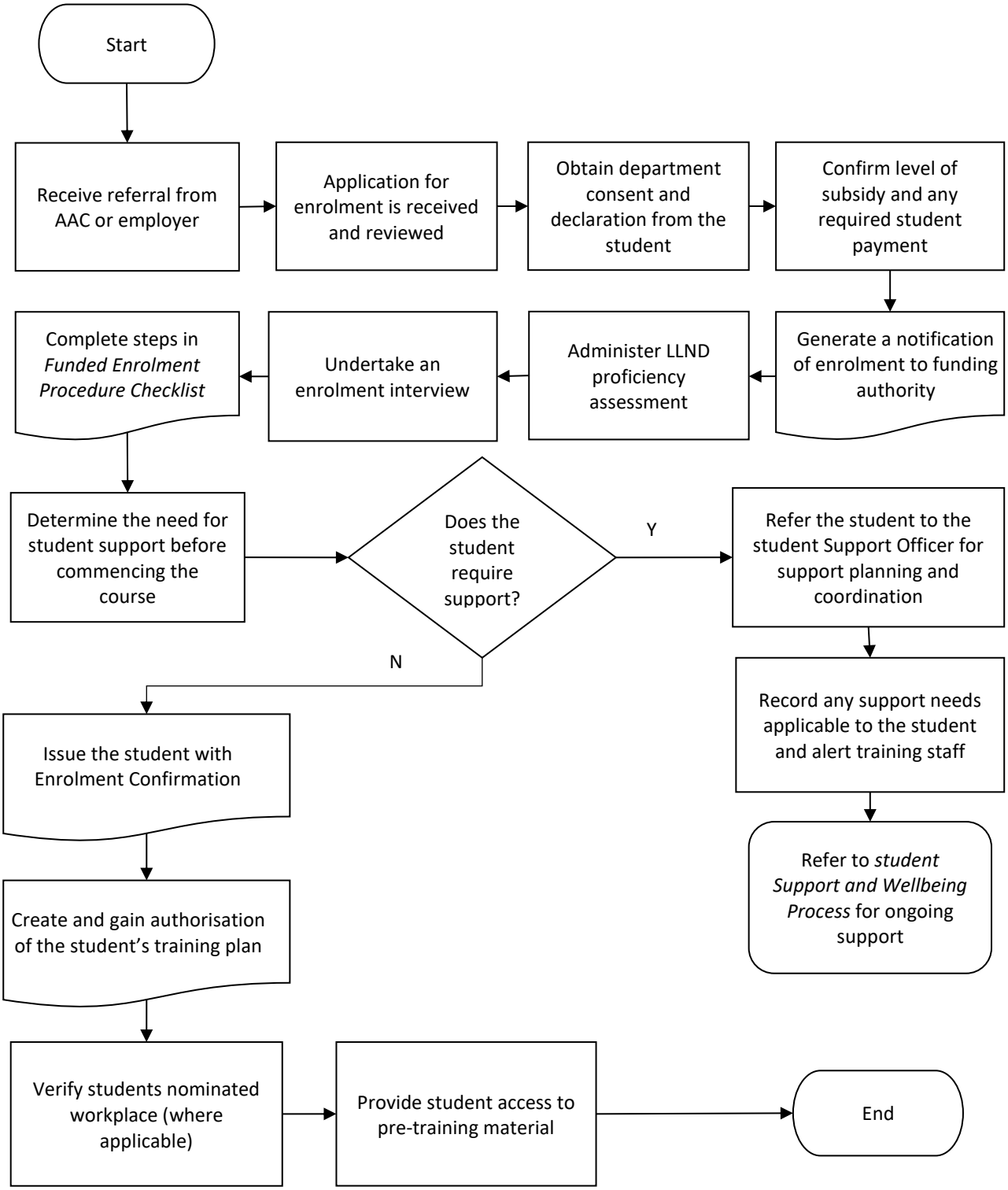
Short Course Enrolment Process



Long Course - Fee for Service Enrolment Process



Long Course – Subsidised Training Enrolment Process



8. Reference(s)

Outcome Standards for RTOs, Standard 2.1, VET students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them.

(a) information given to VET students is clear, accurate and current, including where this is disseminated by a third party

(b) how it identifies the information that is needed by VET students prior to enrolment and how that information is communicated

(c) the following information is easily accessible to VET students:

(i) the training product code and title, duration, mode(s) of delivery, location, commencement dates, scheduling, any requirements to commence or complete the training product including assessment requirements, whether any licencing or occupational licence requirements apply, and details of any third party arrangements

(ii) the training support services and wellbeing support services that are available and how to access them

(iii) any fees and costs payable by the VET student, including payment terms and conditions, refund policies and the availability of any relevant government training entitlements and subsidy arrangements

(iv) the VET student's obligations or liabilities, including any obligations relating to work placements, materials, equipment or IT, costs and processes associated with VET student withdrawal and obtaining a Unique Student Identifier

(d) prior to enrolment or before any fees are required to be paid, written information is provided to the VET student about the agreed training to be provided, the amount of any fees to be paid by the VET student, and the VET student's obligations

how it identifies changes that affect VET students, including transition of superseded, deleted, or expired training products, and informs VET students of these as soon as practicable.

Outcome Standards for RTOs, Standard 2.2, VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.

(a) a system for reviewing the skills and competencies of VET students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product

(b) it provides advice, based on the review, to VET students about the suitability of the training product for them.

Compliance Standard 12, Student identifier requirements

(1) An NVR registered training organisation must:

(a) not include any individual's student identifier on a VET qualification or VET statement of attainment; and

(b) request the Registrar to verify that any student identifier provided to it by an individual belongs to that individual before the organisation uses the identifier for any purpose.

(2) Subject to subsections (3) and (5), an NVR registered training organisation must not issue a VET qualification or a VET statement of attainment to a VET student unless the student has been assigned a student identifier.

Exemptions given by the Minister

(3) The Minister may, in writing and as agreed by the Ministerial Council, specify an issue to which the requirement in subsection (2) does not apply, by reference to one or more of the following:

(a) the organisation doing the issuing;

(b) the VET qualification, or VET statement of attainment, being issued; or

(c) the VET student to whom the VET qualification, or VET statement of attainment, is being issued.

(4) Where an exemption described in subsection (3) or subsection 53(3) of the *Student Identifiers Act 2014* applies – an NVR registered training organisation must inform the VET student prior to the completion of enrolment or commencement of training and assessment, whichever occurs first, that the results of the training:

(a) will not be accessible through the Commonwealth; and

(b) will not appear on any authenticated VET transcript prepared by the Registrar.

(5) Subsections (2) and (3) only apply to NVR registered training organisations that are not constitutional corporations.

Note: Similar requirements to those set out in subsections (2) and (3), that apply to NVR registered training organisations that are constitutional corporations, are set out in section 53 of the *Student Identifiers Act 2014*.

PP2.3 – Language, literacy, numeracy and digital proficiency assessment

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.2, VET students are advised, prior to enrolment, about the suitability of the training product for them, considering their skills and competencies.
Responsibility	CEO, Student Support Officer, Training Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- Ensure prospective students are provided with accurate and accessible information about the language, literacy, numeracy and digital proficiency needed to successfully participate in a training product.
- Support arrangements to assess a student's language, literacy, numeracy and digital proficiency prior to enrolment to ensure they have the necessary skills to undertake the intended training.
- Protect student wellbeing by minimising the risk of students unknowingly participating in training that is unsuitable for them.
- Support arrangements to advise students prior to enrolment, about the suitability of the training product for them, considering their assessed skills.
- Support arrangements to provide students access to suitable support services where language, literacy, numeracy and digital proficiency support needs are identified and are within the capability of Skillwise Training Pty Ltd to deliver.

2. Definitions

AQF means the Australian Qualification Framework.

Core skills mean the skills identified within the Australian Core Skills Framework (ACSF) which identifies five core skills of:

- Learning
- Reading

- Writing
- Oral Communication
- Numeracy

These skills are essential for individuals to participate effectively in our society. They are inextricably interwoven into all parts of our lives, being directly or indirectly linked to the physical, social and economic wellbeing of individuals, workplace productivity and safety, community interaction and capacity, and ultimately to Australia's economic and community wellbeing[4].

Digital literacy means the physical operations of digital devices and the software operations in those devices. It incorporates the ability to search and navigate, create, communicate and collaborate, think critically, analyse information, and address safety and wellbeing using a variety of digital technologies. These skills are essential for individuals to participate effectively in today's society. Digital literacy skills exist on a continuum with varying degrees of competency required depending on the context (personal and community; workplace and employment; education and training) within which the skills are applied. As the digital world is rapidly changing, as physical devices and software are adapted to meet new possibilities and demands, individuals' skills will change and adapt and as a consequence, what it means to be 'digitally literate' will also change over time[5].

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

Short course means a low cost, short duration with a small number of units of competency usually conducted over 1-5 days. These courses usually relate to specific skills required in the workplace or required due to licencing or certification requirements.

Long course means a course designed to prepare the student to perform a vocational occupation such as a full qualification or a substantial course made up of multiple units of competency. These courses are usually delivered over many weeks or years.

3. Policy statement

3.1 The need for language, literacy, numeracy and digital proficiency assessment

Core skills and digital proficiency are critical to almost all areas of work. This is particularly true in many vocations where these skills influence the performance of workplace tasks such as comprehending written work instructions, producing written documents and using technology. The ACSF describes each of the five core skills of learning, reading, writing, oral communication and numeracy. The Australian Digital Capability Framework describes the skills and competencies needed to use digital technologies to achieve personal goals, enhance employability skills and

[4] Australian Core Skills Framework, 2012 DEWR
[5] DRAFT Digital Literacy Skills Framework APRIL 2020, DEWR

support education and training. The Staff not familiar with these two important frameworks that underpin this policy are recommended to study the information available at the following sites:

https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework

https://www.dewr.gov.au/skills-reform/resources/australian-digital-capability-framework

Australian Digital Capability Framework

Research has indicated that many adult students do not have the language, literacy, and numeracy proficiency and digital literacy skills they need to effectively participate in vocational education and training. Our increased understanding of core skills and digital proficiency such as communication in the workplace highlights the need for language, literacy, numeracy and digital proficiency assessment.

3.2 Who requires language, literacy, numeracy and digital proficiency (LLND) assessment

Short Course

All students are required to complete an initial core skills assessment which is included in the Enrolment Form. The initial core skills assessment will be used to identify students who do not have the required core skills and competencies for the short course they are enrolling in, or who require additional supports. Students enrolling into a short course will generally not be required to complete the full language, literacy, numeracy and digital proficiency assessment and instead, if support requirements are identified from the initial core skills assessment these will be further explored with the student using the LLND interview process followed by a support plan being put in place.

Long Course

There may be valid situations where language, literacy, numeracy and digital proficiency assessment is not required where the student has completed a certain level of education or has demonstrated their ability to study through their prior education and training. The following guidelines are provided in determining which students applying for enrolment in a full qualification must complete a mandatory LLND assessment:

- If the student has completed their Higher School Certificate (Y12 / HSC), LLND assessment is not required, unless a risk is identified in the initial core skills assessment completed by the student as part of the Enrolment Form.

- If the student has completed a nationally recognised training product in Australia at least to the AQF level, or one AQF level below the qualification being enrolled in, LLN Assessment is not required, unless a risk is identified in the initial core skills assessment completed by the student as part of the Enrolment Form.

- All students that do not satisfy the above criteria, must complete the LLN assessment as part of their enrolment in addition to the initial core skills assessment completed by the student as part of the Enrolment Form.

3.3 Providing students with accurate and accessible information about the LLND proficiency requirements prior to enrolling

Skillwise Training Pty Ltd has an obligation to ensure prospective students are provided with accurate and accessible information about the LLND proficiency needed to successfully participate in a training product prior to their enrolment. Skillwise Training Pty Ltd will ensure that this information is communicated as part of our pre enrolment information process. This may be presented within advertising and marketing materials or within course information that is presented to the student prior to enrolment. This may also be conducted through the enrolment interview process. Please refer to the following policy and procedure that will support this requirement: *PP2.2-Enrolment* and *PP2.1-Advertising and Marketing*.

3.4 Responding to a student with minor LLND support requirements

Where a student is identified through LLND assessment that their assessed level is not at the level required to undertake the planned training, the Student Support Officer should consider if the difference between the student's assessed level and the required course level is satisfactory to warrant a LLND support plan. In general terms, LLND assessment is not intended to be a barrier to entry for undertaking training. Its primary purpose is to identify areas where the student needs support so that these support arrangements can be put in place. It is only where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage that a support plan should not be considered.

Prior to developing a support plan, the Student Support Officer should review the LLND assessment results and sit down with the student for interview to gather more information about the student's background and possible support requirements. This interview is to be conducted using the form - *LLND Interview Guide.* Once the student support officer has all of the information they need, they are to develop and record a LLND support plan using the form - *LLND Support Plan*. This support plan is to identify the strategies that are to be implemented to support the student during their training. The plan is to be shared with the student and a copy is to be provided to the relevant trainer. Follow up progress meetings are to be scheduled with the student to monitor their progress. The student support plan should be securely saved on the student's record within the Student Management System.

3.5 Responding to a student with significant LLND support requirements

An important component of the LLND assessment process is to proactively identify students that do not hold sufficient LLND skills to undertake the planned training. It is the obligation of Skillwise

Training Pty Ltd minimise the risk of students unknowingly participating in training that is unsuitable for them. To do so could potentially put at risk the student's wellbeing. Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage a support plan should not be considered.

When determining "significant" as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, Skillwise Training Pty Ltd should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment. Please refer to *PP2.4-Student Support and Wellbeing* for relevant support services.

4. Considerations

4.1 Guidance to upskill the student between the different LLND levels

The information contained within this section are strategies to assist the student to improve their core skills. These strategies are described by level for the following core skills:

- Learning – See section 4.2
- Reading – See section 4.3
- Writing – See section 4.4
- Oral Communication – See section 4.5
- Numeracy – See section 4.6
- Digital Literacy – See section 4.7

These strategies may be implemented by Trainers when developing a LLND support plan. They describe the support strategies that can be applied to support a student improve their skills from one level to another. Based on the outcomes of the LLND assessment, where the student is identified as needing support, these strategies should be used to create the student support plan. It is not expected that all strategies from each level would be necessary. The Student Support Officer is to utilise their training to select and tailor the strategies and support plan for the student's needs.

4.2 Learning

Strategies to support progress in a student's Learning core skills from level 1 to level 2

- Provide structured guidance – Implement step-by-step instructions combined with clear expectations to foster students' confidence in their learning journey.

- Encourage self-reflection – Introduce simple reflective exercises, such as asking, “What did I learn today?”, to promote awareness of their learning processes.
- Utilise visual aids and checklists – Use visual representations, flowcharts, and checklists to assist students in managing tasks independently.
- Set small, achievable goals – Decompose learning tasks into manageable steps to support sustained progress.
- Offer repetitive practice – Reinforce skills through frequent exposure and structured practice across diverse contexts.
- Utilise a buddy system – Pair students with peer mentors for additional support and encouragement.
- Introduce simple problem-solving – Prompt students to think independently about how to address challenges instead of relying solely on instructor guidance.
- Provide positive reinforcement – Use verbal praise and small rewards to enhance confidence and motivation in their studies.
- Encourage basic independence – Gradually diminish direct instruction, empowering students to attempt tasks independently with minimal guidance.

Strategies to support progress in a student’s Learning core skills from level 2 to level 3

- Encourage goal setting and self-monitoring – Guide students in establishing their learning goals and tracking progress through self-assessment tools (e.g., learning journals, progress checklists).
- Promote problem-solving skills – Incorporate activities that challenge students to think critically, make decisions, and independently seek solutions.
- Incrementally increase task complexity – Provide more open-ended learning tasks that necessitate the application of skills in various contexts.
- Develop research and inquiry skills – Motivate students to independently locate information using credible resources (e.g., online research, textbooks, workplace documents).
- Introduce reflective learning practices – Have students consider which strategies work best for them and how they can enhance their learning approaches.
- Support time management and planning – Teach students to break tasks down into manageable steps and utilise tools such as schedules or to-do lists.

- Cultivate independent learning habits – Offer structured opportunities for students to undertake tasks with minimal supervision.

- Encourage feedback seeking and approach adjustment – Instruct students on how to solicit feedback and adapt their learning strategies based on constructive input.

- Utilise real-world applications – Connect learning activities to practical or workplace scenarios to elucidate the relevance and significance of their skills.

Strategies to support progress in a student's Learning core skills from level 3 to level 4

- Develop critical thinking skills – Inspire students to analyse information, evaluate differing perspectives, and substantiate their reasoning.

- Encourage independent problem-solving – Assign intricate tasks that require students to explore various solutions and make decisions autonomously.

- Foster self-directed learning – Guide students in taking ownership of their learning by establishing long-term goals and identifying their resources.

- Introduce reflective and adaptive learning – Teach students to evaluate their learning experiences, adapt strategies, and refine their approaches to different challenges.

- Enhance research and information analysis skills – Require students to locate, compare, evaluate, and synthesise information from multiple sources (e.g., industry reports, academic articles, workplace policies).

- Support strategic planning and time management – Have students devise learning plans outlining objectives, timelines, and actionable steps.

- Encourage collaboration and knowledge sharing – Facilitate group discussions, peer teaching, and mentoring opportunities to deepen students' understanding.

- Expose students to real-world challenges – Utilise case studies, project-based learning, and workplace simulations to help students apply their learning in complex environments.

- Develop self-assessment and feedback interpretation – Teach students how to critically assess their performances and use feedback for improvement.

- Encourage innovation and adaptability – Foster creativity in problem-solving and flexibility in acquiring new skills or adjusting approaches as necessary.

Strategies to support progress in a student's Learning core skills from level 4 to level 5

- Promote advanced critical thinking and analysis – Facilitate students' ability to critically assess theories, perspectives, and methodologies, making informed judgments backed by evidence.
- Cultivate independent research and inquiry skills – Guide students in conducting in-depth research, synthesising information from various high-level sources and generating original insights.
- Encourage self-directed and lifelong learning – Support students in recognising their learning needs and setting strategic goals for long-term development.
- Facilitate strategic decision-making – Provide complex, real-world challenges where students must evaluate multiple factors and justify their decision-making processes.
- Foster innovation and problem-solving in new contexts – Encourage creative solutions to emerging challenges, applying knowledge flexibly.
- Enhance metacognitive awareness – Instruct students to regularly reflect upon their learning processes, evaluating the effectiveness of their strategies and making necessary adjustments.
- Develop leadership and mentorship skills – Present opportunities for students to mentor others, lead discussions, and contribute expert insights within group settings.
- Encourage professional and academic discourse – Support engagement with high-level discussions, presentations, or the publication of work in professional or academic forums.
- Expose students to industry and global perspectives – Incorporate insights from real-world industry trends, international viewpoints, and emerging research to broaden their understanding.
- Cultivate resilience and adaptability – Challenge students to embrace uncertainty, adapt to evolving circumstances, and develop strategies for sustained improvement.

4.3 Reading

Strategies to support progress in a student's Reading core skills from level 1 to level 2.

- Use simple, high-frequency words – Provide reading materials featuring common, everyday vocabulary to foster confidence.
- Introduce short, structured texts – Utilise clear, predictable sentence structures (e.g., simple instructions, short stories) to aid comprehension.

- Support reading with visuals – Incorporate images, icons, and diagrams to help students grasp key concepts.
- Encourage reading aloud – Have students read aloud simple sentences to bolster word recognition and fluency.
- Teach basic sight words and phonics – Focus on word patterns, phonetics, and letter recognition to enhance decoding skills.
- Provide repetitive and familiar texts – Reinforce learning by exposing students to the same words and phrases in varied contexts.
- Employ guided reading techniques – Engage in reading alongside students, providing prompts or questions to assess comprehension.
- Encourage finger tracking – Have students follow the text with their fingers to enhance focus and word recognition.
- Break down sentences into manageable chunks – Assist students in grasping meaning by segmenting longer sentences into smaller parts.
- Provide positive reinforcement – Acknowledge small reading achievements to boost confidence and motivation.

Strategies to support progress in a student's Reading core skills from level 2 to level 3

- Introduce longer and varied texts – Supply structured paragraphs, short articles, and workplace documents to enhance comprehension skills.
- Teach skimming and scanning techniques – Instruct students on swiftly identifying key points, headings, and main ideas within texts.
- Encourage reading for meaning – Utilise comprehension questions prompting students to explain main ideas and supporting details in their own words.
- Expand vocabulary and word recognition – Introduce new terms within context, employing glossaries, word maps, and real-world examples.
- Develop sentence structure awareness – Help students identify different sentence types (e.g., statements, questions, commands) and their functions within a text.
- Support reading with contextual clues – Guide students in inferring meanings of unfamiliar words using surrounding text rather than a dictionary.

- Utilise interactive reading strategies – Encourage highlighting, underlining crucial information, and summarising after reading.
- Expose students to workplace and functional reading materials – Provide real-life documents like safety signs, work instructions, and concise reports to enhance practical reading aptitudes.
- Encourage reading in diverse formats – Use books, online articles, newspapers, and instructions to foster adaptability in reading comprehension.
- Nurture independent reading habits – Assign increasing levels of reading tasks that cultivate confidence in self-guided learning.

Strategies to support progress in a student's Reading core skills from level 3 to level 4.

- Introduce complex and technical texts – Provide workplace reports, research articles, policies, and procedural documents to build comprehension of specialised language.
- Develop critical reading skills – Encourage students to question, compare, and analyse information rather than just superficial understanding.
- Teach inference and interpretation – Assist students in discerning implied meanings, tones, and intent within texts.
- Enhance summarising and paraphrasing skills – Guide students in extracting crucial ideas and rewording concisely to ensure deeper understanding.
- Encourage identification of author's purpose and bias – Prompt students to analyse the motives behind a text, differentiating between fact, opinion, and persuasive intent.
- Broaden vocabulary via contextual learning – Introduce technical, academic, or industry-specific vocabulary while supporting students in determining meanings through context.
- Implement annotation and note-taking techniques – Teach students to highlight key points, take marginal notes, and systematically organise information for better retention.
- Develop comparative analysis skills – Assign tasks that require students to compare multiple texts, identifying similarities, discrepancies, and credibility.
- Introduce structured argument and evidence evaluation – Help students determine whether a text's arguments are substantiated by strong or weak evidence.

- Expose students to diverse text types and formats – Provide opportunities to engage with legal documents, contracts, financial statements, and analytical reports to enhance adaptability in reading comprehension.

Strategies to support progress in a student's Reading core skills from level 4 to level 5

- Foster advanced critical analysis skills – Guide students to critically evaluate arguments, detect inconsistencies, and appraise the credibility of sources.
- Encourage comparative and cross-referencing skills – Require students to analyse multiple texts on similar subjects, identifying contradictions, trends, and biases.
- Enhance interpretation of nuanced and implicit meanings – Assist students in recognising tones, sarcasm, and rhetorical strategies utilised in persuasive and argumentative writing.
- Teach advanced argument and evidence evaluation – Support students in judging the strength of an argument based on quality and relevance of supporting evidence.
- Expose students to highly complex and technical texts – Provide access to legal, academic, scientific, and policy documents that challenge comprehension and interpretation capabilities.
- Foster independent research and synthesis skills – Encourage integration of information from various sources to form well-reasoned conclusions.
- Develop textual critique and reflective skills – Guide students in writing critical responses to texts, recognising strengths, weaknesses, and areas for improvement.
- Encourage awareness of cultural and contextual influences – Help students grasp how historical, social, and cultural contexts shape texts and their interpretations.
- Introduce speed reading and advanced skimming/scanning techniques – Teach strategies for efficiently extracting key ideas whilst ensuring deep comprehension.
- Support engagement with expert-level discourse – Provide insights into high-level industry reports, research publications, and professional documents that necessitate expert-level interpretation.

4.4 Writing

Strategies to support progress in a student's Writing core skills from level 1 to level 2

- Encourage basic sentence structure – Teach students to formulate simple sentences comprising a subject, verb, and object (e.g., "I go to work.").

- Introduce commonly used words and phrases – Provide vocabulary lists and sentence starters to aid students in structuring their writing effectively.
- Utilise guided writing activities – Implement sentence templates and fill-in-the-blank exercises to support basic writing structure.
- Teach spelling and letter formation – Reinforce correct spelling of common terms and appropriate letter formation through dedicated practice exercises.
- Support with visual prompts – Use illustrations, symbols, and diagrams to assist students in generating writing ideas.
- Encourage practical writing – Instruct students to compose simple messages, labels, shopping lists, or personal information.
- Introduce basic punctuation – Teach students to apply capital letters at sentence beginnings and periods (full stops) at their ends.
- Implement copying and tracing activities – Have students replicate short sentences to reinforce structure and enhance confidence.
- Provide repetitive writing practice – Utilise repetitive exercises to instil key phrases and sentence patterns.
- Offer immediate positive feedback – Reinforce minor achievements through encouragement and constructive corrections to bolster confidence.

Strategies to support progress in a student's Writing core skills from level 2 to level 3

- Introduce paragraph structure – Teach students to compose short paragraphs featuring topic sentences, supporting details, and concluding statements.
- Expand sentence variety – Urge students to explore compound sentences (e.g., "I went to the store, and I bought some milk.") rather than exclusively utilising simple sentences.
- Develop functional and workplace writing skills – Provide practice with writing emails, brief reports, forms, and instructions relevant to real-life scenarios.
- Encourage linking words – Instruct students to utilise conjunctions (e.g., "and," "but," "because") for seamless idea connection.
- Support grammar and punctuation development – Reinforce accurate use of capital letters, commas, full stops (periods), and question marks.

- Introduce planning and drafting – Motivate students to brainstorm and outline their writing prior to crafting a final version.
- Encourage editing and proofreading – Teach students to examine their work for basic errors and make minor enhancements prior to submission.
- Expand vocabulary and word choice – Introduce synonyms and descriptive words to improve writing quality.
- Provide sentence starters and writing prompts – Offer structured writing exercises to assist students in organising their thoughts effectively.
- Increase writing independence – Gradually reduce support, empowering students to compose short passages without templates or sentence prompts.

Strategies to support progress in a student's Writing core skills from level 3 to level 4

- Develop coherent multi-paragraph writing – Teach students to organise longer pieces with clear introductions, body paragraphs, and conclusions.
- Encourage logical sequencing of ideas – Utilise graphic organisers (e.g., flowcharts, mind maps) to assist students in logically structuring their thoughts prior to writing.
- Introduce sentence complexity – Encourage students to experiment with complex and compound-complex sentences, utilising varied sentence structures.
- Enhance formal and workplace writing – Provide practical exercises in drafting reports, proposals, workplace emails, and instructional guides.
- Improve descriptive and persuasive language usage – Instruct students to utilise adjectives, adverbs, and rhetorical devices to heighten engagement and clarity.
- Support editing and revising for clarity – Introduce peer review and self-editing techniques to improve grammar, punctuation, and coherence.
- Develop consistency in tone and style – Encourage students to adapt their writing style according to the audience and purpose (e.g., professional, academic, informal).
- Encourage use of evidence and justification – Educate students on supporting arguments with facts, examples, and logical reasoning.
- Introduce formatting and presentation techniques – Guide students in effectively employing headings, bullet points, and paragraph breaks for clarity and readability.

- Promote independent writing tasks – Assign extended writing projects that require students to plan, draft, and revise their work with minimal assistance.

Strategies to support progress in a student's Writing core skills from level 4 to level 5

- Develop advanced argument and critical thinking skills – Inspire students to form well-reasoned arguments, analysing multiple perspectives supported by evidence.
- Refine cohesion and coherence in extended texts – Instruct students in maintaining logical flow with sophisticated transitions between ideas and paragraphs.
- Strengthen research and referencing skills – Guide students in integrating research findings, correctly citing sources and preventing plagiarism.
- Encourage precision in language and style – Assist students in honing their tone, diction, and writing style to fit various contexts, audiences, and professional or academic standards.
- Expand genre-specific writing skills – Provide practices in advanced formats, such as formal reports, policy documents, academic papers, persuasive essays, and technical manuals.
- Promote advanced editing and proofreading techniques – Teach students to critically analyse their own work for grammar, clarity, consistency, and effectiveness.
- Foster creativity and original thought – Encourage students to adopt unique perspectives, propose original ideas, and challenge established views within their writing.
- Support high-level synthesis and summarisation – Aid students in extracting and amalgamating key points from multiple sources to create concise yet informative summaries.
- Introduce industry-specific and professional writing conventions – Provide familiarity with legal, business, scientific, or academic writing norms and expectations.
- Encourage publication and real-world application – Support students in submitting their work for professional, academic, or public consumption, including journals, reports, or business communications.

4.5 Oral Communication

Strategies to support progress in a student's Oral Communication skills from level 1 to level 2

- Encourage the use of common phrases and greetings: Facilitate practice with everyday expressions such as: Hello, How are you? and Thank you, to enhance basic conversational skills.

- Support with visual aids and gestures: Implement pictures, flashcards, and body language to reinforce meanings and bolster students' confidence during communication.
- Provide simple role-playing activities: Involve students in basic, structured dialogues, such as ordering food or asking for directions, to simulate real-life interactions.
- Use slow and clear speech: Model pronounced, slow articulation and motivate students to adopt the same approach to refine their pronunciation.
- Encourage listening and repeating: Engage students in repetition exercises, where they listen to sentences and then echo them, thus increasing their familiarity with spoken language.
- Introduce yes/no and short-answer questions: Initiate uncomplicated question-and-answer practices to instil confidence in students when interacting.
- Provide sentence starters: Offer foundational sentence structures that assist students in expressing their thoughts, such as "I like…" or "My name is…"
- Encourage pair and small group conversations: Foster a supportive speaking environment for students by enabling them to practise with partners before addressing larger groups.
- Reinforce through repetition and practice: Encourage regular, brief speaking opportunities in varied contexts to develop fluency.
- Use audio and visual learning tools: Provide recordings, simple dialogues, or videos that assist students in recognising common speech patterns.

Strategies to support progress in a student's Oral Communication core skills from level 2 to level 3

- Encourage longer responses: Shift focus beyond yes/no answers by urging students to elaborate on their thoughts with prompts such as, Why do you like that? or Can you tell me more?
- Introduce open-ended questions: Teach students to formulate and respond to questions that necessitate detailed explanations instead of straightforward answers.
- Develop turn-taking and active listening skills: Engage students in structured activities designed to cultivate turn-taking, acknowledgment of others, and appropriate responses during conversations.
- Expand vocabulary and sentence structure: Introduce new lexicon and sentence forms, empowering students to articulate their ideas more clearly and fluently.

- Encourage participation in group discussions: Promote involvement in small group dialogues, brainstorming sessions, or storytelling exercises.
- Use role-plays for real-world scenarios: Facilitate practice of job interviews, customer service interactions, workplace dialogues, or social discussions to reinforce learning.
- Teach clarification strategies: Equip students with techniques to ensure understanding, such as asking, “Can you repeat that?” or “What do you mean by…?”
- Support pronunciation and fluency development: Provide activities that focus on clear pronunciation, intonation, and the natural rhythm of speech.
- Encourage storytelling and personal expression: Have students recount experiences, narrate brief stories, or deliver simple presentations to bolster their confidence.
- Expose students to different speech styles and accents: Utilise audio recordings, podcasts, and videos to enhance comprehension and adaptability during conversations.

Strategies to support progress in a student’s Oral Communication core skills from level 3 to level 4

- Develop advanced conversation and discussion skills: Motivate students to contribute meaningfully to discussions, articulate opinions, and consider various viewpoints.
- Enhance clarity and confidence in speaking: Employ techniques such as voice projection, pacing, and intonation to refine the delivery of speech.
- Introduce persuasive and negotiation skills: Instruct students on how to present arguments coherently, provide rational justifications, and persuade others effectively.
- Encourage professional and workplace communication: Facilitate practice in formal workplace interactions, meetings, and conversations with clients or customers.
- Expand idiomatic and contextual language use: Introduce idioms, expressions, and cultural references to enhance the authenticity of students’ speech.
- Use structured debate and presentation exercises: Encourage participation in debates, panel discussions, or structured presentations to amplify students’ confidence.
- Improve active listening and response skills: Train students to respond thoughtfully, summarise key points, and formulate relevant follow-up questions.

- Expose students to varied speaking environments: Practice dialogues in diverse settings, including interviews, networking events, and group discussions.
- Encourage self-reflection and feedback: Utilise recorded speeches or peer assessments to help students identify their strengths and areas for development.
- Develop adaptability in speech styles: Instruct students on how to modify their tone, lexicon, and approach in relation to audience and context, whether formal or informal.

Strategies to support progress in a student's Oral Communication core skills from level 4 to level 5

- Develop high-level persuasion and negotiation skills: Instruct students on how to articulate potent arguments, navigate complex negotiations, and effectively influence decision-making.
- Encourage strategic and purposeful communication: Guide students in tailoring their speech for varied audiences, taking into account tone, style, and context.
- Enhance public speaking and presentation mastery: Provide opportunities for students to deliver formal presentations, keynote speeches, and participate in panel discussions.
- Introduce high-level critical thinking in discussions: Inspire students to challenge assumptions, synthesise information from various sources, and articulate coherent, well-reasoned responses.
- Support adaptive and culturally aware communication: Teach students how to modify their language, body language, and speech patterns to accommodate diverse audiences and international contexts.
- Develop leadership and facilitation skills: Provide training in leading discussions, moderating meetings, and guiding collaborative decision-making.
- Encourage advanced questioning and probing techniques: Help students refine their capacity to pose insightful, open-ended questions that promote deeper conversations.
- Expose students to high-stakes communication scenarios: Create simulations of crisis communications, media interviews, boardroom discussions, and high-pressure negotiations.
- Refine non-verbal communication mastery: Educate students on the effective use of body language, facial expressions, and gestures within their communication.
- Promote reflective and self-aware speaking practices: Utilize recorded presentations, peer feedback, and self-assessment tools to enhance students' speaking styles and effectiveness.

4. 6 Numeracy

Strategies to support progress in a student's Numeracy core skills from level 1 to level 2

- Reinforce number recognition and counting: Implement engaging activities designed to enhance students' proficiency in recognising, reading, and writing numbers up to 100.
- Encourage basic addition and subtraction: Utilise hands-on exercises, such as counting objects or employing number lines, to cultivate foundational calculation skills.
- Introduce everyday mathematics applications: Incorporate real-life scenarios—like managing finances, interpreting time on clocks, and measuring ingredients—to establish practical numeracy skills.
- Emphasise visual supports and manipulatives: Provide tangible aids, such as number charts, blocks, dice, and counters, to solidify numerical concepts through interactive methods.
- Develop confidence with simple word problems: Instruct students on how to decode basic maths problems linked to daily activities (for example, If you buy 3 apples and consume 1, how many remain?
- Introduce basic measurement skills: Assist students in grasping concepts of length, weight, and capacity using familiar units (such as centimetres, grams, and litres).
- Encourage recognition of patterns and sequences: Engage students with activities and games tailored to help them recognise numerical patterns, including counting in intervals of two, five, and ten.
- Provide repetitive and structured practice: Reinforce concepts through consistent mathematics activities, quizzes, and number-focused puzzles conducted on a daily basis.
- Teach basic money skills: Familiarise students with identifying different coins and calculating simple transactions that involve change.
- Support verbal and written numerical communication: Motivate students to engage in discussions about numbers and basic calculations, thereby enhancing their confidence in utilising numeracy in everyday dialogues.

Strategies to support progress in a student's Numeracy core skills from level 2 to level 3

- Develop multi-step problem-solving skills: Guide students in deconstructing problems into manageable segments, thereby enhancing both comprehension and precision.

- Introduce multiplication and division concepts: Employ practical illustrations, such as sharing food or organising groups of objects, to build confidence in these mathematical operations
- Encourage mental maths strategies: Assist students in practising mental addition, subtraction, and estimation techniques, significantly boosting their speed and accuracy.
- Expand knowledge of fractions, decimals and percentages: Use real-world examples, such as dividing bills, interpreting prices, and calculating discounts, to broaden their understanding of these concepts.
- Support understanding of time and scheduling: Educate students on how to read and interpret timetables, schedules, and elapsed time in relevant real-life situations.
- Introduce simple data interpretation: Facilitate students in gathering insights from graphs, charts, and tables within practical contexts (like weather reports and surveys).
- Apply measurement in practical activities: Provide students with opportunities to measure distances, weights, and volumes during everyday tasks, including cooking or DIY initiatives.
- Teach money management skills: strengthen skills related to budgeting, total cost calculations, and determining change in shopping scenarios.
- Encourage estimation and approximation: Instruct students on how to estimate values and assess the reasonableness of their answers prior to carrying out calculations.
- Increase exposure to workplace and functional numeracy: Familiarise students with numeracy tasks that are relevant to particular industries, such as calculating materials for a project or tracking wages.

Strategies to support progress in a student's Numeracy core skills from level 3 to level 4

- Develop advanced multi-step problem-solving skills: Inspire students to analyse complex real-world problems, pinpoint key numerical elements, and devise suitable strategies for resolution.
- Enhance understanding of fractions, decimals and percentages: Introduce more intricate percentage calculations, encompassing tax, interest rates, and profit margins, alongside their practical applications.
- Introduce algebraic thinking: Assist students in recognising patterns, utilising formulas, and solving basic algebraic equations pertinent to academic and workplace numeracy.

- Expand measurement and geometry skills: Encourage students to calculate area, perimeter, and volume through real-life applications, such as home improvement tasks and landscaping projects.
- Strengthen data analysis and interpretation: Equip students to read, interpret, and generate more complex graphs, charts, and statistical data for academic and professional purposes.
- Improve budgeting and financial literacy: Provide scenarios for practising personal or business budget management, analysing financial statements, and comparing costs effectively.
- Encourage estimation and accuracy checking: Teach students methods to validate their calculations through estimation, checks of reasonableness, and reverse calculations.
- Develop workplace numeracy skills: Expose students to discipline-specific calculations, such as tracking fuel consumption, staffing schedules, and production rates.
- Introduce probability and risk assessment: Support students in grasping concepts of likelihood and risk in real-world contexts, such as making informed decisions in business and insurance.
- Encourage independent use of digital tools: Instruct students in the utilisation of spreadsheets, calculators, and digital applications to handle numerical tasks relevant in work and study environments.

Strategies to support progress in a student's Numeracy core skills from level 4 to level 5

- Develop high-level problem-solving and critical analysis: Motivate students to employ numerical reasoning in navigating through multifaceted, ambiguous, or multi-variable challenges.
- Strengthen advanced financial and statistical literacy: Provide support for grasping concepts such as profit margins, investment risks, economic forecasting, and statistical probabilities.
- Enhance algebraic and formula-based calculations: Teach students to implement advanced formulas and algebraic reasoning in pertinent technical, business, or engineering contexts.
- Encourage data-driven decision-making: Guide students in the interpretation of complex datasets, identification of trends, and formulation of strategic business or financial recommendations.
- Introduce predictive modelling and risk assessment: Allow students opportunities to utilise statistical and mathematical models for analysing risks across diverse fields, including business, science, and insurance.

- Support advanced measurement and spatial reasoning: Encourage problem-solving in nuanced measurement scenarios, such as architectural design, engineering calculations, and logistical planning.

- Teach application of advanced probability and statistics: Engage students in working with real-world data, calculating standard deviations, probabilities, and constructing evidence-based predictions.

- Encourage effective use of digital and analytical tools: Provide training on software such as spreadsheets, financial modelling tools, and statistical analysis applications for academic and workplace requirements.

- Develop professional and industry-specific numeracy: Expose students to numeracy relevant to various fields, including actuarial computations, medical dosage calculations, and supply chain analytics.

- Promote independent inquiry and research-based problem solving: Inspire students to conduct their own numerical investigations, presenting findings with comprehensive justifications.

4.7 Digital Literacy

Strategies to support progress in a student's Digital Literacy skills from pre-level 1A to pre-level 1B

- Implement real-world examples: Illustrate the functions of common digital devices, such as smartphones for communication, computers for professional tasks, and tablets for entertainment.

- Facilitate device function identification through discussion and observation: Demonstrate how to operate a device—including powering it on and off, opening applications, and utilising basic touchscreen and swipe functionalities.

- Employ flashcards and visual aids: Utilise labelled diagrams of devices and software icons to assist students in recognising and recalling their specific purposes.

- Simplify explaining connectivity: Use a straightforward analogy, such as characterising Wi-Fi as an invisible wire that connects a device to the internet.

- Provide step-by-step demonstrations for connecting to Wi-Fi or mobile data: Assist students in navigating the process of establishing a connection to a Wi-Fi network.

- Differentiate between online and offline activities: Illustrate the contrast between activities requiring internet access, like browsing websites, and those that do not, such as using a calculator.
- Discuss the benefits and drawbacks of digital connectivity: Delve into examples that highlight staying connected with family online, while also acknowledging the risks associated with oversharing personal information.
- Introduce the concept of digital privacy: Discuss the importance of protecting personal details, such as one's name or address, while using digital devices.
- Utilise simple scenarios to raise risk awareness: Engage students in role-playing exercises where they must decide whether to share personal information, such as "Should you disclose your phone number to a stranger?"
- Clarify digital risk protection with simple comparisons: Explain the concept of passwords by likening them to house keys—emphasising that access is limited to the right individuals.
- Assist in creating basic passwords: Guide students through developing simple passwords using familiar words or numbers, for example, "Dog123".
- Introduce basic security symbols: Familiarise students with common security icons, like a padlock that signifies safe websites, and elucidate their meanings.
- Demonstrate on-screen navigation techniques: Show students how to effectively utilise touchscreens, keyboards, and mice to interact with digital devices.
- Teach recognition of digital alerts and prompts: Use real-world examples, such as low battery warnings or pop-up messages asking, "Are you sure you want to exit?"
- Connect physical actions to digital reactions: Demonstrate how typing on a keyboard or tapping an icon results in specific actions on the screen.
- Encourage basic device maintenance: Instruct students on how to charge devices, clean screens, and restart frozen devices.
- Reveal the mutable nature of digital content: Showcase how text and images can be altered, for instance, by typing and deleting within a notes application.
- Introduce simple, interactive software: Engage students with basic applications where they can modify content, such as adjusting font size in a word processor.

- Promote safe exploration through hands-on activities: Encourage students to experiment with basic features, like resizing windows or adjusting brightness levels.

Strategies to support progress in a student's Digital Literacy skills from pre-level 1B to level 1

- Introduce the basics of online communication: Guide students in using email, messaging applications, or social media platforms for simple interactions, such as sending messages or reacting to posts.

- Demonstrate basic online tasks: Show students how to browse websites, search for information, and access essential services, including weather updates, news articles, and online shopping.

- Explain the foundations of netiquette: Instruct students on respectful online conduct, encompassing habits like avoiding the use of all caps (which can be perceived as shouting), utilising polite language, and understanding the potential for misinterpretation in digital messages.

- Introduce the concept of a digital footprint: Educate students that actions taken online—such as posts and comments—are often permanent and visible to others.

- Instruct on recognising unsafe web links: Highlight examples of questionable links, such as those with excessive numerical characters or spelling errors and teach how to identify secure websites using features like HTTPS and a padlock icon.

- Demonstrate how to manage privacy settings: Show students how to adjust privacy settings on common platforms, such as social media and email accounts, thereby safeguarding their personal information.

- Distinguish between personal and professional online conduct: Provide clear examples of appropriate versus inappropriate behaviour in work-related contexts compared to personal settings, such as maintaining professionalism in work emails.

- Identify and address inappropriate content: Equip students with the skills to recognise harmful material and understand when to report or avoid it.

- Introduce website layouts and navigation: Teach students how to navigate websites by utilising menus, buttons, and scroll bars effectively.

- Enhance understanding of digital symbols and icons: Engage students with exercises that involve matching icons—such as those representing settings, save options, or print functions—with their respective actions.

- Practice navigating digital environments: Show students how to access folders, utilise bookmarks, and explore key features within various software applications.
- Encourage utilisation of common digital devices and software: Incorporate hands-on activities involving tablets, computers, or smartphones to accomplish definitive tasks.
- Guide students in retrieving digital information: Instruct students on using search functions, file explorers, or digital directories to locate specific information.
- Teach basic file creation and saving techniques: Demonstrate how to create and store new documents, spreadsheets, or image files.
- Introduce fundamental file organisation skills: Assist students in developing organisational strategies by creating folders, renaming files, and logically storing documents.
- Promote basic content editing skills: Show students how to type and alter text within documents or online forms.
- Instruct on basic troubleshooting techniques: Provide students with simple solutions for technical issues, including restarting devices, closing and reopening software, or checking their Wi-Fi connections.
- Demonstrate the functionality of digital peripherals: Illustrate how to use commonplace peripherals, such as printers, USB drives, and headphones.
- Introduce adaptive technology for enhanced accessibility: Instruct students on adjusting screen brightness, enabling text-to-speech features, or modifying font sizes for improved usability.

Strategies to support progress in a student's Digital Literacy skills from level 1 to level 2

- Enable multi-platform communication skills: Teach students to send emails, engage in video calls, and collaborate through messaging applications or shared documents.
- Create situations for initiating and managing online interactions: Incorporate role-playing exercises wherein students practice starting, maintaining, and concluding online conversations courteously.
- Deepen understanding of netiquette: Reinforce respectful digital communication practices focusing on differences between professional and casual tones, expected response times, and appropriate usage of emojis.
- Guide audience selection for online communication: Help students distinguish between private (e.g., direct messaging) and public (e.g., social media posts) communication preferences.

- Reaffirm safe information sharing practices: Offer real-life scenarios where students must thoughtfully consider what personal details are appropriate to share.
- Educate on password management and secure logins: Instruct students on creating robust passwords and activating two-factor authentication for enhanced security.
- Introduce strategies for security software management: Guide students on verifying updates for antivirus software, firewalls, and browser security settings regularly.
- Encourage personal accountability for digital safety: Emphasise understanding phishing attempts, potential for identity theft, and safe online shopping habits—reinforcing the need for critical evaluation before clicking links.
- Introduce fundamental digital systems and their functions: Teach students about the purposes of various digital systems, such as cloud storage, databases, and communication platforms.
- Enhance website and document navigation proficiency: Assist students in recognising and utilising features like headers, menus, hyperlinks, and search tools in both websites and electronic documents.
- Encourage the appropriate selection of digital tools for tasks: Provide practical exercises that require students to compare software options, guiding them on when to use Word versus Excel or Google Docs.
- Broaden familiarity with digital peripherals: Introduce students to various devices like printers, webcams, and external drives, demonstrating their proper connections and functions.
- Instruct on effective search engine techniques: Teach students how to use specific keywords, apply filters, and evaluate sources for credibility effectively.
- Promote utilisation of familiar data management systems: Show students how to store, retrieve, and organise files effectively by employing folders, cloud storage, and desktop shortcuts.
- Demonstrate methods for digitally accessing and presenting information: Foster skill development in locating and displaying information within spreadsheets, presentation software, or dashboards.
- Educate about operating system updates and device management: Demonstrate how to check for software updates and explain their importance in maintaining security and optimal performance.
- Introduce basic troubleshooting exercises: Engage students in hands-on activities aimed at problem-solving, including:

- Restarting a non-responsive program,
- Checking Wi-Fi connections,
- Resolving common printer or audio issues.

- Instil knowledge on when to seek help: Encourage students to recognise situations when assistance is needed, and foster skills for effectively explaining problems when seeking support.
- Guide safe online transactions: Instruct students on making secure online purchases, paying bills, and accessing e-government services proficiently.
- Explain the proper use of online forms and data entry: Provide practice drills in accurately completing online forms for typical tasks such as registrations and applications.
- Discuss secure payment methods: Educate students about credit card safety, PayPal usage, and secure online banking practices.

Strategies to support progress in a student's Digital Literacy skills from level 2 to level 3

- Introduce varied internet connection methods: Explain the distinctions between wired (Ethernet) and wireless (Wi-Fi, mobile data, Bluetooth) connections through relatable scenarios.
- Demonstrate device connectivity and pairing techniques: Provide step-by-step guidance for connecting to Wi-Fi networks, pairing Bluetooth devices (e.g. headphones, printers), and accessing cloud storage for file transfer.
- Teach effective online collaboration tools: Instruct students on utilising platforms like Google Drive, Microsoft OneDrive, Dropbox, or collaborative workspaces effectively for group projects.
- Encourage purposeful online communication: Present scenarios prompting students to select the most appropriate platform for varied communications, such as email for formal correspondence and instant messaging for brief updates.
- Enhance understanding of virus protection software: Teach students how to ascertain whether antivirus software is current and how to perform a system scan.
- Introduce data protection measures: Explain essential practices, including automatic backups, two-factor authentication, and recovery strategies, to safeguard data against loss.
- Educate on secure online financial practices: guide students in:
    - Identifying secure payment gateways (noted by HTTPS, padlock icons),

  - Avoiding phishing schemes,
  - Safeguarding passwords with password management tools.

- Discuss awareness of digital footprints and risk mitigation: Assist students in assessing how their online actions can affect their privacy and devise methods for managing it, such as reviewing social media privacy settings.
- Guide students in customising user preferences: Educate students on modifying software settings—such as font sizes, accessibility features, and notification preferences—to suit their needs.
- Support downloading and installing software applications: Offer hands-on exercises involving the downloading and installation of applications from trusted sources, while managing storage space and uninstalling unnecessary programs.
- Introduce the importance of ergonomic technology use: Teach students optimal device positioning, mandate breaks from screen exposure, and share wrist-friendly typing strategies to prevent strain.
- Teach about cloud storage and file transfers: Demonstrate how to upload or download files to cloud services (e.g. Google Drive, OneDrive, iCloud) and conduct file transfers wirelessly via Bluetooth or AirDrop.
- Clarify symbols and terminology related to device connectivity: Provide visual aids that outline icons representing Wi-Fi, Bluetooth, network settings, and security alerts.
- Develop students' ability to articulate connection methods: Encourage students to verbally explain or physically demonstrate the processes of connecting devices to networks or pairing them with other devices.
- Instruct on advanced search engine techniques: Familiarise students with strategies such as:
  - Using quotation marks ("") for precise searches,
  - Employing minus signs (-) to exclude certain words,
  - Searching for specific file types (e.g., PDF, DOCX).
- Encourage the utilisation of software for organisational and display purposes: Assign tasks that require students to use spreadsheet software for organising data, create multimedia presentations, and efficiently arrange folders and files.
- Cultivate troubleshooting skills for common recurring issues: Train students on:

- Refreshing devices,
- Diagnosing connection issues,
- Updating software,
- Interpreting system error messages,
- Utilising online forums or support resources for troubleshooting guidance.

5. Procedure

Steps		Person/s responsible
5.1 LLND Assessment – Long course		
i.	**Initial assessment.** When completing the Enrolment Form, the prospective student is asked for details of their prior education and whether they consider that they have the literacy and numeracy skills to undertake the course. The student is then required to complete an Initial Core Skills Assessment (Section 9 of the Enrolment Form). This information is reviewed to determine if there are any indicators for support or further testing. If support is required, this will be recorded in the *Enrolment Form* and the support request will be forwarded to the Training Manager to arrange for an interview to further determine support requirements. Refer to: *PP2.2 - Enrolment* and *PP2.4 - Student Support and Wellbeing.*	Office Manager Student Support Officer
ii.	**Conduct LLND Assessment.** In accordance with the guidelines in Section 3.2 "Who requires LLND Assessment" the LLND assessment is to be issued to the prospective student and completed prior to enrolment. The assessment is to be administered by a person who holds the competency TAELLN421 Integrate core skills support into training and assessment, or a unit that is directly related to this unit and may be superseded.	Officer Manager or delegate Student Support Officer
iii.	**Review LLND assessment responses.** The LLND assessment will be reviewed and any areas for support identified. Based on the results of	Student Support Officer

Steps		Person/s responsible
	the assessment, determine if an interview is required to gather more information before preparing a support plan.	
iv.	**Conduct Interview.** Responding to the identified need for support resulting from the initial assessment and the student's prior education, the student should be contacted, and arrangements made for an interview to further assess their language, literacy and numeracy proficiency and digital literacy. The interview is to be conducted using and recorded on the form - *LLND Interview Guide.*	Student Support Officer
v.	**Responding to a student with minor LLND support requirements** Where it is determined that a student does have identified support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in Section 4 considerations. It is not expected that all strategies from each level would be necessary. The Student Support Officer is to utilise their training to select and tailor the strategies and support plan for the student's needs. **Responding to a student with significant LLND support requirements.** Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage, a support plan should not be considered. When determining "significant" as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, Skillwise Training Pty Ltd should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment. Please refer to *PP2.4-Student Support and Wellbeing* for relevant support services.	Student Support Officer
vi.	**Implement the LLND Support Plan.** Once the LLND Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.	Student Support Officer Training Manager

Steps		Person/s responsible
vii.	**Monitor progress.** Regularly monitor the student's progress and adjust the LLN Support Plan as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. The student support plan should be securely saved on the student's record within the Student Management System. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required.	Training Manager, Trainer
viii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer, Office Manager, Training Manager, Trainer, CEO
5.2 Core skills assessment – Short Courses		
i.	**Initial assessment.** When completing the Enrolment Form, the prospective student is asked for details of their prior education and whether they consider that they have the literacy and numeracy skills to undertake the course. The student is then required to complete an Initial Core Skills Assessment (Section 9 of the Enrolment Form). This information is reviewed to determine if there are any indicators for support or further testing. If support is required, this will be recorded in the *Enrolment Form* and the support request will be forwarded to the Training Manager to arrange for an interview to further determine support requirements. Refer to: *PP2.2 - Enrolment* and *PP2.4 - Student Support and Wellbeing.*	Office Manager Student Support Officer
ii.	**Conduct Interview.** Responding to the identified need for support resulting from the initial assessment and the student's prior education,	Student Support Officer

Steps		Person/s responsible
	the student should be contacted, and arrangements made for an interview to further assess their language, literacy and numeracy proficiency and digital literacy. The interview is to be conducted using and recorded on the form - *LLND Interview Guide.*	
iii.	**Responding to a student with minor LLND support requirements** Where it is determined that a student does have identified support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in Section 4 considerations. It is not expected that all strategies from each level would be necessary. The Student Support Officer is to utilise their training to select and tailor the strategies and support plan for the student's needs. **Responding to a student with significant LLND support requirements.** Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage, a support plan should not be considered. When determining "significant" as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, Skillwise Training Pty Ltd should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment. Please refer to *PP2.4-Student Support and Wellbeing* for relevant support services.	Student Support Officer
iv.	**Implement the LLND Support Plan.** Once the LLND Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.	Student Support Officer Training Manager
v.	**Monitor progress.** During the short course, monitor the student's progress and make adjustment to the training to support the student in accordance with the plan.	Training Manager, Trainer

Steps		Person/s responsible
	The student support plan should be securely saved on the student's record within the Student Management System. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The ship management system should also be updated when ongoing support is determined as no longer being required.	
vi.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer, Office Manager, Training Manager, Trainer, CEO

6. Other documents to consider with this policy

Policies

- PP2.4 - Student Support and Wellbeing
- PP2.2 - Enrolment
- PP4.7 - Continuous Improvement
- PP4.3 - Management Meeting.

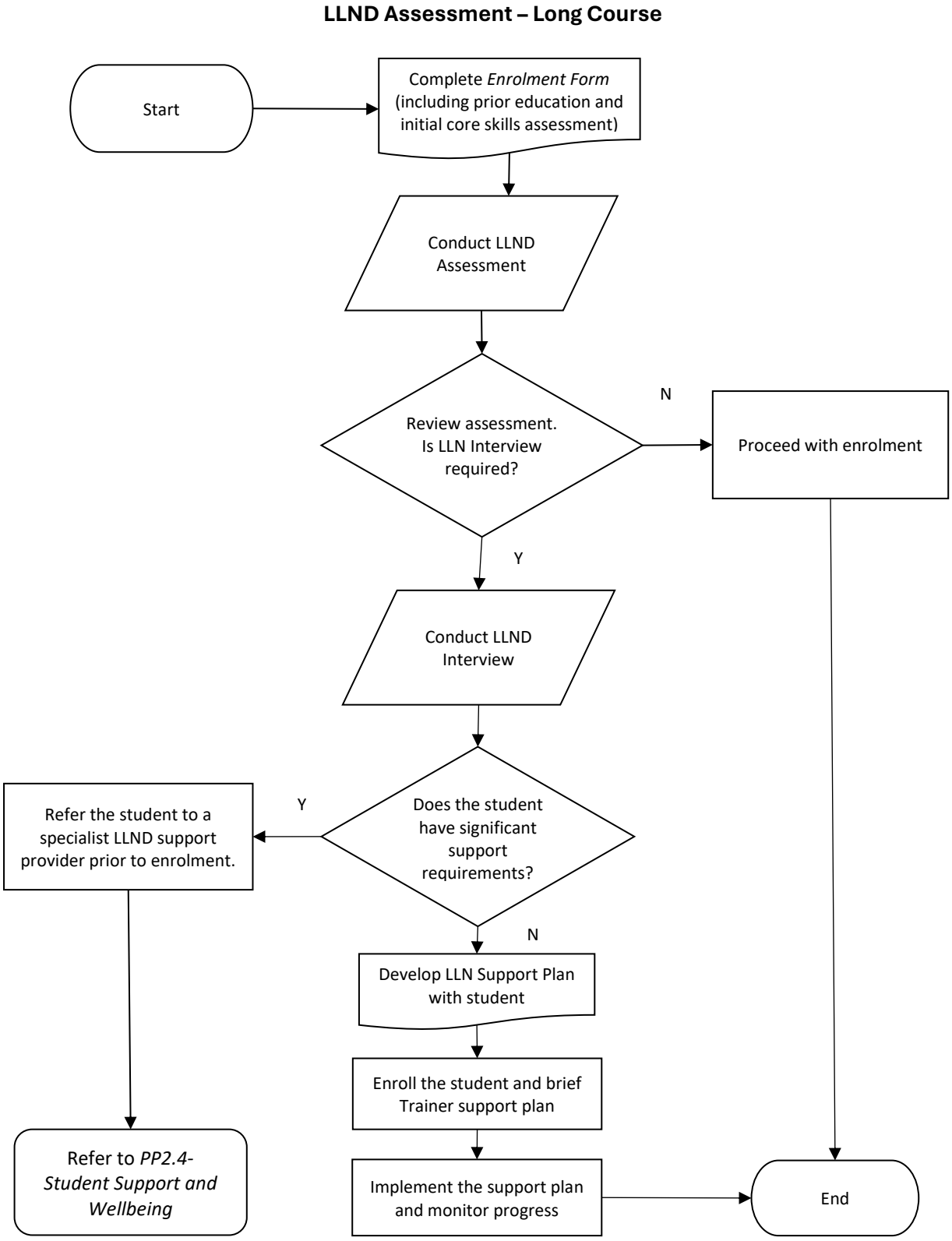
Forms

- LLND Interview Guide
- LLND Support Plan
- LLND Assessment
- Enrolment Application Form
- Continuous Improvement Report

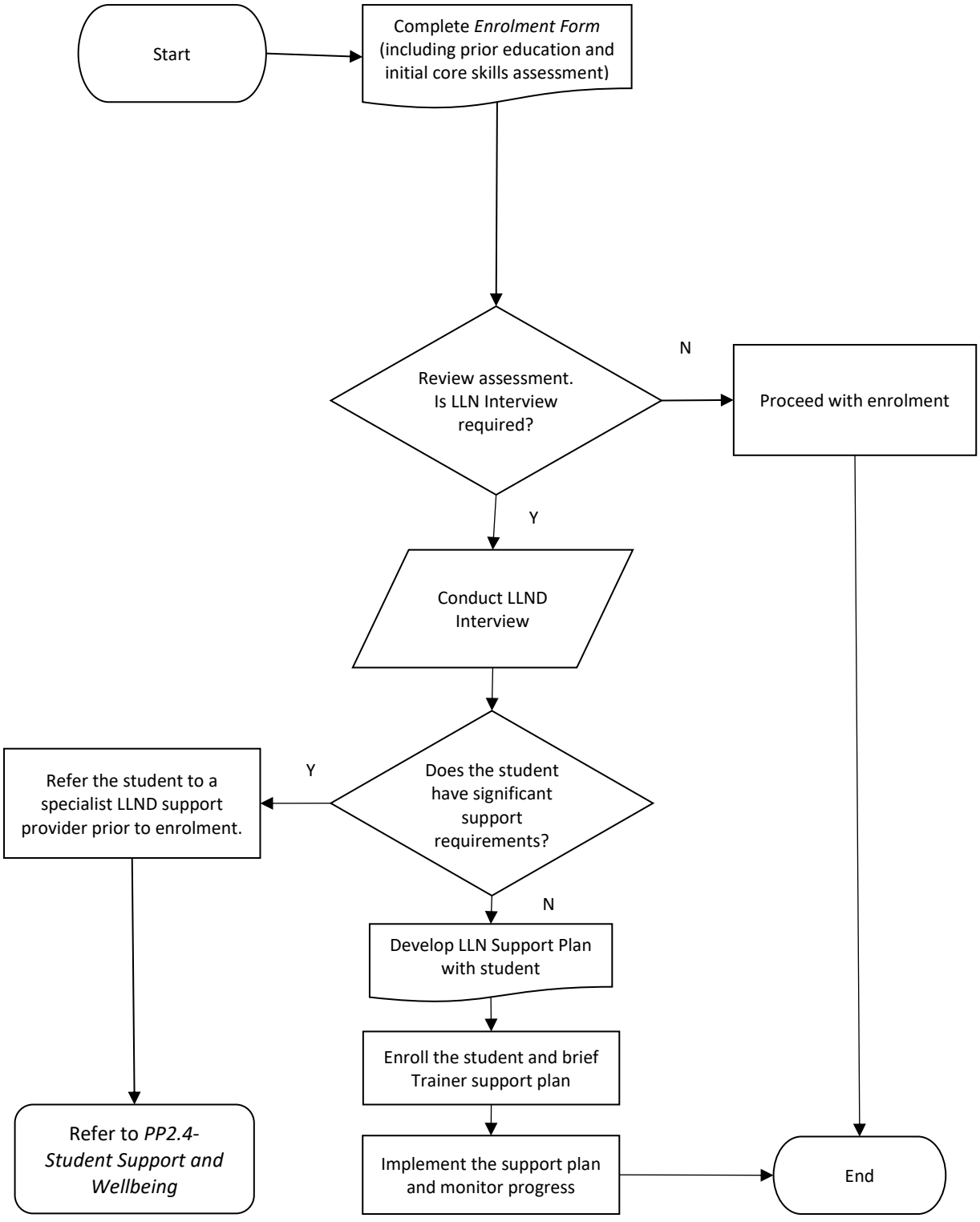
Handbooks, manuals or other documents

None

7. Flow chart


LLND Assessment – Long Course
Start
Complete *Enrolment Form* (including prior education and initial core skills assessment)
Conduct LLND Assessment
Review assessment. Is LLN Interview required?
N
Proceed with enrolment
Y
Conduct LLND Interview
Does the student have significant support requirements?
Y
Refer the student to a specialist LLND support provider prior to enrolment.
Refer to *PP2.4- Student Support and Wellbeing*
N
Develop LLN Support Plan with student
Enroll the student and brief Trainer support plan
Implement the support plan and monitor progress
End

LLND Assessment – Short Course



8. Reference(s)

Outcome Standards for RTOs, Standard 2.2, VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.

The RTO demonstrates:

(c) a system for reviewing the skills and competencies of VET students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product

(d) it provides advice, based on the review, to VET students about the suitability of the training product for them.

Australian Core Skills Framework, 2012 DEWR

https://www.dewr.gov.au/skills-information-training-providers/australian-core-skills-framework

Australian Digital Capability Framework 2025, DEWR

https://www.dewr.gov.au/skills-reform/resources/australian-digital-capability-framework

Validated LLN Assessment Tasks Mapped to the ACSF, Skills Education website. Skills Education is a private provider of VET sector support services and professional development for teachers and trainers. The ACSF tools that can be downloaded from this website were originally developed by Precision Consultancy Pty Ltd under an engagement by a Federal Government agency. The tools are © Commonwealth of Australia, 2013 which must be included as an acknowledgement in any customised resource.

https://www.skillseducation.com.au/pages/acsf-resources

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PP2.4 – Student Support and Wellbeing

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.3 and 2.6.
Responsibility	CEO, Student Support Officer, Training Manager, Trainers
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- ensure we understand each students' individual needs and how we can best provide services to enable students to successfully participate in the selected course.
- provide students with reasonable access to identified training support services, including trainers, assessors and other staff.
- create a positive and inclusive learning environment that promotes mental and physical health and emotional wellbeing, fosters respectful relationships, and ensures that all individuals have access to support services and resources for students facing challenges, regardless of background, culture, or health conditions.

2. Definitions

Assistive Technology (AT) means any hardware, software or system of technical components and processes that enhances the capacity for all students to engage more effectively with the curriculum and their learning environment. This can range from "high tech" technology, such as electronic devices or power wheelchairs, to "low tech" devices such as a pencil grip, supportive seat or a simple switch.[6] Assistive Technology can help students perform tasks that might otherwise be difficult or impossible.

Student Wellbeing means the holistic state of a student's mental, physical, emotional, and social health. They can range from acute mental or physical health concerns to stress and anxiety.

3. Policy statement

3.1 Designated student support staff

[6] QLD Government, Department of Education Assistive technology

A designated Student Support Officer is to be the official point of contact for our students. The Student Support Officer must have access to up-to-date details of Skillwise Training Pty Ltd's support services. The Student Support Officer may be a secondary appointment where the capacity of that position allows for support services to be provided when required. The Student Support Officer will play an important role in overseeing the assessment of student language, literacy, numeracy and digital proficiency and establishing student support plans (ref to *PP2.3 – language, literacy, numeracy and digital proficiency assessment*). The Student Support Officer is recommended to hold the competency TAELLN421 Integrate core skills support into training and assessment, or a unit that is directly related to this unit and may be superseded. The duties of the Student Support Officer are specified within the Student Support Officer duty statement (ref to *PP3.1- Workforce Planning, Recruitment and Induction*).

Additional Student Support Officer positions can be appointed as demand for support service coordination grows. The capacity of current arrangements and the need for additional capacity will be monitored through the regular management meeting.

Students are informed in the Student Handbook that they may only contact the Student Support Officer Mon – Fri during normal working hours.

3.2 Professional Development for Student Support Officers

Effective student support requires ongoing professional development and collaboration among those involved in student support. Staying current with educational research, learning technologies, and support strategies ensures the Student Support Officer can provide the best possible assistance to students.

Student Support Officer is to proactively plan and engage in regular professional development opportunities to enhance their skills. This professional development should focus on practical applications of support strategies. The Student Support Officer is also to maintain professional networks with others working in the student support field. These connections provide opportunities to share experiences, discuss challenging cases, and learn about new support techniques.

The Student Support Officer is also encouraged to share successful interventions and challenges they are dealing with at the regular management meeting to ensure that the management team have a shared understanding and can offer support and collaborate on continually improving student support. These team meetings allow for case reviews and strategy discussions, helping ensure consistent support across Skillwise Training Pty Ltd.

3.3 Types of support

It is important to acknowledge that the support that students will seek from Skillwise Training Pty Ltd will be varied according to their individual circumstances. A common misconception is that student support centres around the student's language literacy and numeracy or learning support needs. Whilst these support requirements are important, student support needs can often present from many other aspects of the student circumstances that are much more varied including circumstances relating to administrative, personal, cultural, economic, etc.

In recognition of this diverse requirement, the following support service guide has been developed to assist the Student Support Officer or those responding to student support requirements to provide a response that is informed by our lessons learned and our established knowledge of support service approaches which will best enable students to progress with their training and assessment in a supported and culturally safe environment.

Individual need	Support Service
a. Pre-enrolment support to understand rights and obligations, fees and payment arrangements, and the services to be provided	Students requiring additional support to understand the pre-enrolment information requirements are to be engaged on additional one-on-one sessions to talk the student through the information contained within the student handbook, the applicable course brochure and the schedule of fees and charges. It is preferable if these sessions are conducted face-to-face. The Student Enrollment Interview form is to be used to record this support and filed on the student record (ref to *PP2.2-Enrolment*).
b. Requires assistance with understanding their employment rights and conditions, and how to resolve workplace issues	The Student Support Officer is to meet with the student to understand the particular issue the student is concerned about in their workplace. The meeting is to be recorded using the *Student Support Meeting Record* and saved to the student record on the student management system. The Student Support Officer is recommended to utilise the resource is available from the Fair Work Ombudsman website which provides a range of resources. The following resources will help a student to answer question they may have, prevent and resolve issues about workplace entitlements and avoid disputes and penalties. These resources focus on helping the student to understand their rights and obligations. • Employers • Employees • Minimum entitlements • Award coverage

Individual need	Support Service
	• Not covered by an award • Minimum pay rates • Job ads • Pay slips and record-keeping • Leave • Other entitlements • Stay up to date with workplace law changes • Contact us • Tools and resources • Related information The Student Support Office should also be familiar with and refer the student to the Fair Work employee's guide to resolving workplace issues: https://www.fairwork.gov.au/sites/default/files/migration/712/an-employees-guide-to-resolving-workplace-issues.pdf The student should be guided to the websites of the: – Fair Work Commission https://www.fwc.gov.au/ – Fair Work Ombudsman https://www.fairwork.gov.au/ The student should be supported in finding the information from these agencies relevant to their employment issue. The Student Support Officer should keep in mind that they are not qualified to provide legal advice with regard to workplace matters and should focus their support on providing the student access to relevant information and assisting them to understand this information.
c. Responding to a student with minor LLND support requirements	Where it is determined that a student does have identified LLND support requirements, the Student Support Officer is to develop a support plan using the strategies outlined in *PP2.3 – language, literacy, numeracy and digital proficiency, Section 4 Considerations*. Prior to developing a support plan, the Student Support Officer should review the LLND assessment results and sit down with the student for interview to gather more information about the student's background and possible support requirements. This interview is to be conducted

Individual need	Support Service
	using the form - LLND Interview Guide. Once the student support officer has all of the information they need, they are to develop and record a LLND support plan using the form - *LLND Support Plan*. This support plan is to identify the strategies that are to be implemented to support the student during their training. The plan is to be shared with the student and a copy is to be provided to the relevant trainer. Follow up progress meetings are to be scheduled with the student to monitor their progress. The student support plan should be securely saved on the student's record within the Student Management System. The implementation of LLND support should be in accordance with *PP2.3 – language, literacy, numeracy and digital proficiency assessment*.
d. Responding to a student with significant LLND support requirements	Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage, a support plan should not be considered. An important component of the LLND assessment process is to proactively identify students that do not hold sufficient LLND skills to undertake the planned training. It is the obligation of Skillwise Training Pty Ltd minimise the risk of students unknowingly participating in training that is unsuitable for them. To do so could potentially put at risk the student's wellbeing. Where the difference between the student's assessed level and the course level is so significant and there is a risk of the student's disadvantage a support plan should not be considered. When determining "significant" as a general guide, if the student success level is more than two levels below the required course level, it may be a disadvantage to the student to progress into the course. Under these circumstances, Skillwise Training Pty Ltd should provide the student information and refer the student to relevant external support services where the student may be able to undertake a professional program to improve their overall core skills prior to considering further training and assessment. The Student Support Officer is to meet with the student to advise them of the outcomes of LLND assessment and the recommended pathway they take in order to improve their core skills to better enable them to engage in ongoing education and training. The details and outcomes of this meeting are to be recorded within a *Student Support Meeting*

Individual need	Support Service
	Record and saved to the student's profile within the student management system. The following external support services should be considered: **Dyslexia SPELD Foundation Literacy and Clinical Services** DSF Literacy and Clinical Services provides family support and a range of services throughout Australia to enable children and adults with specific learning disabilities and difficulties to realise their greatest potential. Further information is available at the https://dsf.net.au/ **Reading Writing Hotline** The Reading Writing Hotline provides a national phone service for adults seeking English language, literacy and numeracy referral information, advice and support. The hotline provides information on: • adult reading, writing and numeracy classes held locally across Australia or via correspondence • Commonwealth-funded programs for Centrelink clients • Commonwealth-funded English as a second language programs for migrants • literacy and numeracy in the workplace for employers. Further information is available at the Reading Writing Hotline website or phone 1300 655 506 or visit the DEWR website at: https://www.dewr.gov.au/skills-support-individuals/reading-writing-hotline **Skills for Education and Employment (SEE) program** For those students who are Job Seekers: The SEE program is delivered across Australia by 20 Registered Training Organisations. Providers are located across Australia in all capital cities and many regional centres and remote communities. Providers deliver accredited training to help job seekers get a job or go on to further study. SEE caters to various groups including Aboriginal and Torres Strait Islanders, youth, people with disabilities, mature aged people, and job seekers from culturally and linguistically diverse backgrounds. To be eligible the person must be a registered job seeker, over the age of 15 and assessed as suitable for participation by the SEE provider. The SEE program can help

Individual need	Support Service
	participants improve their English speaking, reading, writing, maths and basic computer skills. These skills will help to them to: • improve their language, literacy, numeracy and digital skills • improve their confidence and ability to engage in the community • increase their confidence to undertake further study • learn new or improve their vocational skills for further study or employment. You can call the National Customer Service Line on 1800 805 260 or access further information including locating a local SEE provider at the DEWR website at: https://www.dewr.gov.au/skills-education-and-employment **Accredited Foundation Skills Training** Refer the student to TAFE to complete Course in Language, Literacy and Numeracy. Courses are usually Part Time Day: 10 hours per week x 18 Weeks. This course is delivered part-time 2 days a week 9.00am - 1.00pm. Eligibility criteria may apply, and subsidised training may be available.
e. Training and learning support	Students who have been identified as not achieving the course outcomes or not progressing in line with the course program are to be identified by Trainers and referred to the Student Support Office for support planning. The Student Support Office is to meet with the student to identify the areas where support can assist them to improve their engagement and progress in training. The details and outcomes of this meeting are to be recorded within a *Student Support Meeting Record* and saved to the student's profile within the student management system. The student support officer is to identify the support strategies which have been agreed with the student and establish arrangements for future support meetings and progress monitoring. Training support services we can offer include: **Time management and organisation** The Student Support Officer is to assess each student's current time management practices during the initial meeting. After identifying

Individual need	Support Service
	these, the Student Support Officer shall introduce appropriate organisational strategies tailored to individual student needs. When addressing time management, the Student Support Officer is required to: • Conduct an initial assessment of the student's current scheduling practices • Introduce appropriate planning tools based on the student's technological comfort level • Monitor the student's implementation of suggested strategies through regular check-ins The Student Support Officer may introduce students to digital planning tools, including Google Calendar and Microsoft To-Do. Where students express preference for physical planning methods, the Student Support Officer may recommend appropriate paper-based systems while explaining the benefits of digital alternatives. In implementing the Pomodoro Technique, the Student Support Officer is to: 1. Explain the methodology clearly to students 2. Demonstrate the technique during the consultation 3. Assist students in downloading appropriate timer applications 4. Schedule a follow-up to assess the technique's effectiveness For assignment management, the Student Support Officer must help students create structured schedules and break down large assignments into manageable components and establish appropriate checkpoints for monitoring progress. **Focus and Concentration Strategies** The Student Support Officer is responsible for helping students identify and address concentration challenges where this is preventing the student from progressing in their course. Upon receiving reports of focus-related difficulties, the Student Support Officer will meet with the student to identify their study environment and habits. When addressing study environment concerns, the Student Support Officer should:

Individual need	Support Service
	• Guide students through an evaluation of their current study space • Provide specific recommendations for environmental improvements • Assist in identifying alternative study locations when necessary • Follow up to assess the effectiveness of environmental changes The Student Support Officer shall introduce focus-enhancement technologies where appropriate. This includes demonstrating the use of: • Website blocking applications • Focus timing tools • Background noise applications • Digital organisation platforms **Alternative Learning Methods** Students who are identified as or report having learning difficulties off to be referred to the Student Support Officer. The Student Support Officer will meet with the student to discuss the student's learning preferences through structured conversation and observation. Following this initial meeting, the Student Support Officer may recommend appropriate study strategies aligned with the identified learning style. For visual students, the Student Support Officer may: • Demonstrate mind mapping techniques • Recommend appropriate visualisation tools • Guide students in creating effective visual study materials • Encourage students to utilise video learning content When supporting auditory students, the Student Support Officer may: • Provide instruction on effective lecture recording methods • Recommend suitable text-to-speech applications • Facilitate the formation of study discussion groups • Guide students in creating verbal summary techniques

Individual need	Support Service
	For tactile (kinaesthetic) students, the Student Support Officer may: • Meet with the student's trainer to encourage more hands-on learning activities • Demonstrate movement-based memory techniques • Source interactive study materials **Technology and Assistive Tools** The Student Support Officer is responsible for maintaining current knowledge of educational technology tools. The Student Support Officer shall assess each student's technological proficiency before recommending specific tools or applications. When introducing new technology, the Student Support Officer must: • Provide clear, step-by-step instruction on tool usage • Demonstrate practical applications of each tool • Ensure students can access and operate recommended applications • Schedule follow-up sessions to address any technical difficulties The Student Support Officer shall maintain a database of recommended applications, including: • Voice to text applications • Text to voice applications • Language interpretation applications • Project management tools • Note-taking applications • Mnemonic generator applications • Focus enhancement software **Study and Memory Techniques** The Student Support Officer is required to assess and enhance students' study techniques. This process must begin with an evaluation of current study habits and identification of areas for improvement. In developing memory techniques, the Student Support Officer may:

Individual need	Support Service
	• Teach effective information chunking methods • Demonstrate mnemonic creation • Guide students in implementing spaced repetition • Monitor the effectiveness of memory strategies The Student Support Officer must document student progress and adjust strategies as needed. Regular assessment of study skill development is mandatory, with modifications made based on student feedback and observed results. **Emotional and Motivational Support** The Student Support Officer is to maintain appropriate professional boundaries while providing emotional support to students. The Student Support Officer must: • Recognise signs of emotional distress • Implement appropriate support strategies • Make timely referrals to counseling services when necessary • Document all emotional support interactions When building student confidence, the Student Support Officer shall: • Acknowledge student achievements • Provide constructive feedback • Guide goal-setting processes • Monitor progress toward established objectives **Peer and Mentor Support** The Student Support Officer is responsible for facilitating peer support programs where this is appropriate for the course. This includes: • Establishing study group guidelines • Training peer mentors • Monitoring group dynamics • Evaluating program effectiveness

Individual need	Support Service
	The Student Support Officer must maintain appropriate records of all peer support activities and regularly assess their effectiveness through structured feedback processes.
f. Work hours are restrictive which would prevent the student attending training during Monday to Friday.	Where students schedule or work commitments change after the course has commenced and this is preventing the student from engaging properly in course activities, the Student Support Officer can meet with the student to identify the particular constraints and identify some alternative engagement options that will work with the student's availability. This option is not likely to be feasible in a short course but may be an option in a long course where there are options for the student to engage in the learning content in different ways and schedule one on one meetings with trainers were available. The Student Support Officer should consider the following alternatives to engage in learning content. Options that the Student Support Officer may investigate include: – Watching recorded training or instructional videos at convenient times – Complete self-paced online modules through the learning management system – Participate in discussion forums to engage with peers and content asynchronously – Access digital course readings and materials through online libraries – Submit assignments and assessments within extended timeframes – Use mobile learning apps to study during available moments – Join virtual study groups that meet at flexible times – Follow guided worksheets and practice exercises available online – Schedule one on one support meetings with the trainer
g. English as second language support	Some students may commence the course with English language skills that are preventing their full participation in the training. Supporting students who are facing challenges with English language skills is crucial for their academic success and full participation in courses. Here are some ways that we can assist these students:

Individual need	Support Service
	– English Language Courses: Offer specialised English language courses focusing on both academic and conversational English. These courses are tailored to different proficiency levels so students can join the appropriate class based on their skills. The following site is a good source of information on courses available in Australia: – English courses | Study Australia – Peer Mentorship: Pairing students with proficient English-speaking peers who can help them practice the language in a more informal and comfortable setting. – Cultural Integration Activities: Organise activities and events that encourage students to engage and communicate in the community, helping them to practice English in real-life situations. – Academic Support: Provide additional academic support for coursework and assessments, including clear guidelines and examples, to help students understand expectations and improve their academic language skills. There are also a range of resources that a student can be referred to that will assist them develop their English language skills. The following are some examples: https://www.abc.net.au/education/learn-english https://www.sbs.com.au/language/english/en/learn-english https://immi.homeaffairs.gov.au/settling-in-australia/amep/about-the-program https://www.ames.net.au/courses/english-for-living-working-australia
h. Financial difficulties that prevent the full payment of fees in advance.	Where a student may be not meeting their payment obligations or falling behind on payments that are due, these students should be referred to the Student Support Officer who can determine why the student is not making payments and establish a plan for the student to meet their payment obligations. Payment Plan: Suggest the student explore the possibility of setting up a payment plan with the Skillwise Training Pty Ltd administration. This would allow them to pay their fees in instalments over the course of

Individual need	Support Service
	the semester or academic year, rather than having to pay the full amount upfront. Budgeting Assistance: Offer to help the student create a budget and identify areas where they can cut expenses or adjust their spending habits. Provide resources on financial literacy and money management, as well as referrals to counselling services if needed.
i. Student requiring welfare support	Addressing the welfare needs of Students is crucial to ensure their overall well-being and academic success. When a student presents with a need for welfare support, we recommend the following strategies: Conduct a Needs Assessment: Schedule a one-on-one meeting with the student to understand their specific welfare needs. This could include issues related to housing, food insecurity, mental health, or any other personal or financial challenges they may be facing. Consider Local Resources: Based on the Student's needs, provide them with information and referrals to relevant local resources, such as: • Counselling and Psychological Services for mental health support • Student Health Centre for medical care and assistance • Food Pantry or Meal Assistance Programs • Emergency Housing or Temporary Accommodation Options • Financial Aid Office for assistance with tuition, fees, or living expenses Connect with Community Organisations: Establish partnerships or maintain a directory of local community or family support organisations that offer welfare services, such as food banks, homelessness support, legal aid clinics, or social service agencies. These resources can provide additional support to students in need. Develop a Support Plan: Work with the student to create a personalised support plan that addresses their specific needs. This plan may include regular check-ins, referrals to campus or community resources, and strategies to help them manage their situation while focusing on their academic goals. The support plan should be recorded using the Student Support Plan template.

Individual need	Support Service
	Promote wellness and life skills programs: Identify programs or workshops focused on mental health, financial literacy, stress management, and other life skills to equip students with the tools they need to navigate challenges and maintain their overall well-being. By implementing a comprehensive approach that includes identifying student needs, providing referrals to campus and community resources, offering academic accommodations, and leveraging institutional support services, we can create a supportive environment that promotes student welfare and success.
j. Student suffers from a nervous/anxiety disorder.	Where is student is suffering from nervous or anxiety disorder and this is preventing them from fully engaging in training, these students are to be referred to the student support officer, who will schedule a meeting with the student to sit down and discuss their needs and support strategies. Supporting students with anxiety disorders is crucial to ensure they have a positive learning experience. Here are some ways we can assist these students: – **Counselling and Mental Health Services**: Recommend access to counselling and mental health services where students can seek professional help. Ensure that these services are easily accessible, and that confidentiality is maintained. – **Flexible Learning Options**: Offer flexible learning options such as online classes, extended deadlines, or alternative assessment methods to accommodate students who might struggle with anxiety in traditional classroom settings or under time pressure. – **Safe and Inclusive Environment**: Foster a safe and inclusive learning environment where all students feel valued and supported. This can be achieved through promoting a safe environment, practicing diversity and inclusion, and giving clear communication that mental health and safety is a priority. – **Peer Support Groups**: Establish peer support groups where students with anxiety can connect with other students share their experiences and offer mutual support. Where the establishment of a group is not possible, consider a buddy arrangement.

Individual need	Support Service
	– **Use teaching strategies**: Use teaching strategies to recognise signs of anxiety and how to respond appropriately. This can help in early identification of students who might be struggling and ensure they receive the necessary support. Responding appropriately may include: ○ Show empathy and understanding by acknowledge the student's feelings without judgment. Be patient and provide reassurance that you are there to support them. ○ Maintain a calm and supportive demeanour by staying calm and composed, as your demeanour can influence the student's emotional state. You can also use a gentle tone of voice and positive body language. ○ Encourage open communication by creating a safe space for the student to express their feelings and concerns. Encourage them to talk about their anxiety, but do not force them if they are not ready. ○ Provide clear and consistent Instructions by ensuring that instructions for assignments and tasks are clear and concise. Break the tasks into smaller, manageable parts and provide guidance on how to approach them. ○ Offer flexibility by being flexible with deadlines and provide additional time for assignments if needed. Consider alternative assessment methods if traditional exams exacerbate anxiety. ○ Regularly check in with the student to monitor their progress and well-being. Provide positive feedback and recognition of their efforts and achievements. Maintain confidentiality and ensure that any discussions about the student's anxiety are kept confidential. Share information only with relevant staff members who are directly involved in supporting the student, and only with the student's consent. The Student Support Officer is to develop and implement a student support plan. The support plan should be recorded using the Student Support Plan template.

Individual need	Support Service
k. Inadequate clothing to participate in training	Students who are attending training in inadequate clothing, particularly where students require certain type of clothing for safety or are suffering from the effects of winter, are to be referred to a local clothing or footwear supplier where these items may be able to be obtained at a lower cost.
l. Student required counselling support and advice about their personal situation	Students identified as needing specialised counselling support that is beyond the capability of Skillwise Training Pty Ltd, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and refer the student to a service that is closely aligned with the support they require. The Student Support Officer is to maintain a record of these recommendations using the *Student Support Meeting Record* which is to be filed on the students record within the student management system. The following are some publicly available support services that are able to provide either counselling support directly or may be able to refer the student to face to face counselling options: Student may be referred to: – Lifeline 13 11 14 – Beyond Blue 1300 22 4636 – Salvation Army Family Welfare Centres https://www.salvationarmy.org.au/locations/type/cw/ – Mental Health Triage – phone 13 14 65 – Anglicare 1300 651 728 – Kids helpline 1800 55 1800
m. Students with a disability or medical condition	Supporting students with disabilities or medical conditions requires a thoughtful and inclusive approach to ensure they have equal access to education and can fully participate in learning activities. Students identified as needing support in regard to their disability or medical condition, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and determine the support that can be provided.

Individual need	Support Service
	The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the students record within the student management system. Please refer to *PP2.5 - Disability* for strategies to consider when putting together a student support plan for a person with disability or medical condition.
n. Students who are First Nations people	Skillwise Training Pty Ltd is committed to providing a training environment which is culturally safe to people from all cultures or minority groups including First Nations people. Students identified as needing support in regard to their culture, are to be referred to the Student Support Officer who can meet with the student and identify the student's needs and determine the support that can be provided. The Student Support Officer is to maintain a record of these recommendations using the Student Support Plan which is to be filed on the students record within the student management system. Please refer to PP2.6 - *Diversity and Inclusion for strategies to support First Nations students* for strategies to consider when putting together a student support plan. The following are some resources that provide a foundation of knowledge for developing a culturally safe training environment for First Nations students: Perth WA Aboriginal Cultural Standards Framework - Dept of Education WA https://beyou.edu.au/resources/culturally-respectful-engagement-for-learning-communities/organisations-for-engaging-with-aboriginal-and-torres-strait-islander-peoples-and-cultures https://www.health.nsw.gov.au/workforce/aboriginal/Pages/respecting-the-difference.aspx Fostering an inclusive learning environment for First Nations students is crucial for their academic success and well-being.

3.4 Wellbeing Support

Skillwise Training Pty Ltd is dedicated to ensuring that all students experience an environment that is safe, supportive, and conducive to their overall wellbeing. This policy establishes guidelines to

proactively support student wellbeing and provide resources to manage challenges that may impact students' mental, physical, and emotional health. It is underpinned by compassion and a commitment to act in a timely, professional and an inclusive manner when a student's needs are identified.

Principles of Student Wellbeing

1. **Safe and Inclusive Environment**: We will provide a learning environment that is free from discrimination, bullying, harassment, and prejudice.

2. **Holistic Support**: We recognise that student wellbeing encompasses mental, physical, social, and emotional aspects and integrates support in all these areas.

3. **Empowerment and Resilience**: We aims to equip students with the skills and resources needed to build resilience, self-esteem, and coping mechanisms.

4. **Access to Support Services**: We will ensure that students have access to appropriate internal and external support services when needed.

5. **Respect for Privacy and Confidentiality**: We will ensure that all information related to student wellbeing concerns will be managed with respect for the individual's privacy and confidentiality.

We do this by creating a positive and supportive classroom environment, ensuring staff are aware of the supports available in this policy and procedure, identifying early signs of wellbeing issues, and providing students with information or referring them to appropriate support services as needed.

3.5 Identifying wellbeing risks and needs

All staff are required to undertake professional development training in diversity, inclusion and wellbeing each year. (Refer to: *PP3.3 - Professional Development and Trainer Currency*).

Trainers and student support staff encourage open communication with students about their wellbeing. They are responsible for fostering a supportive and respectful learning environment and promoting positive student-teacher relationships that enhance students' mental and emotional well-being. They encourage open communication, ensuring that students feel safe and supported in sharing concerns about their well-being, including challenges related to their disability, cultural background, or other personal factors.

Students are provided with information on available support resources and how to seek help if needed in the *Student Handbook*.

Trainers and support staff are to observe students and be attentive to signs of wellbeing challenges as they progress through their course (e.g. changes in behaviour, attendance issues, or signs of stress or distress).

Where they have concerns, they should follow the below process outlined in the Procedure Section (Section 5) of this document.

4. Considerations

4.1 **Strategies to support students' wellbeing**

Supporting a student's wellbeing is best conducted through human interaction and this is best achieved by promoting our team to consistently apply strategies when interacting with students. These strategies need to be aligned with our agreed principles explained at section 3.4. Trainers will primarily have the most interaction with students but, it is everyone's responsibility to apply these strategies when interacting with students.

The following strategies are to be applied when interacting with students to support student wellbeing:

a. **Safe and Inclusive environment**

- Goal: Ensure a discrimination-free, supportive learning environment.
- Strategies:
    - Set clear expectations: At the start of each course, communicate clear guidelines on respect, inclusivity, and acceptable behaviour.
    - Model respectful behaviour: Demonstrate active listening, inclusive language, and non-judgmental interactions.
    - Address issues promptly: If a student reports or exhibits signs of discrimination, bullying, or harassment, address it immediately and escalate if necessary.
    - Encourage open dialogue: Foster a culture where students feel comfortable expressing concerns without fear of judgment.
    - Use inclusive teaching materials: Ensure course content represents diverse perspectives, backgrounds, and cultures.

b. **Holistic Support**

- Goal: Recognise and integrate support for mental, physical, social, and emotional wellbeing.

- Strategies:
    - Check-in regularly: Ask students how they are doing, either informally or through quick wellbeing check-ins.
    - Recognise signs of struggle: Be aware of behaviours such as withdrawal, lack of engagement, or signs of stress and fatigue.
    - Offer flexible learning options: Where possible, provide alternative ways for students to engage with learning materials (e.g., online access, recorded sessions, extended deadlines).
    - Encourage peer support: Promote study groups and peer-to-peer learning activities to enhance social connections.
    - Normalise wellbeing discussions: Integrate discussions in the classroom about stress management, time management, and self-care into training sessions.

c. **Empowerment and Resilience**

- Goal: Help students build self-confidence, resilience, and coping mechanisms.
- Strategies:
    - Use strength-based feedback: Focus on students' strengths and progress rather than just areas of weakness.
    - Encourage problem-solving: Instead of giving answers immediately, guide students to think critically and develop solutions.
    - Promote growth mindset: Reinforce that mistakes are part of learning and encourage perseverance.
    - Teach simple coping techniques: Share basic stress-relief strategies like deep breathing, mindfulness, or time management.
    - Acknowledge achievements: Celebrate student successes, both big and small, to boost self-esteem.

d. **Access to Support Services**

- Goal: Ensure students can access appropriate internal and external support.
- Strategies:

- Know the available resources: Be familiar with internal support services (e.g., Student Support Officer) and external services (e.g., mental health hotlines, community support programs).
- Provide referral information: If a student raises a concern, discreetly offer information on where they can seek help. If in doubt, respond with sensitivity and refer the student to the Student Support Officer.
- Encourage self-advocacy: Help students feel comfortable about reaching out for support by discussing the benefits of available services.
- Facilitate connections: If necessary, assist students in making initial contact with support services.

e. **Respect for Privacy and Confidentiality**

- Goal: Ensure student wellbeing concerns are managed with discretion and respect.
- Strategies:
  - Avoid public discussions of personal matters: If a student shares a wellbeing concern, arrange a private conversation rather than discussing it in class.
  - Listen without judgment: If a student confides in you, acknowledge their feelings without offering unsolicited advice or personal opinions.
  - Follow policies: Make sure you are familiar with referral and reporting procedures for wellbeing concerns and adhere to them.
  - Clarify confidentiality limits: Let students know that while their concerns will be kept private, there are limits if safety is at risk (e.g., self-harm or harm to others).

5. Procedure

Steps		**Person/s responsible**
5.1 Identifying Student Support Needs		
i.	**Receive enquiry from the prospective student**	Officer Manager or delegate

	Receive enquiry from prospective student. This may be received via email, social media messaging, phone call, via the website or if the student physically walks into the premises.	
ii.	**Follow up the enquiry – Identify training needs** Contact the perspective student preferably by phone to discuss their interest in the relevant course and to determine if their training needs align with the services that Skillwise Training Pty Ltd is offering. If the person training needs cannot be supported by Skillwise Training Pty Ltd, advise the person that we are not able to provide the training and advise them of some known alternatives or how they can find a course that better suits their needs using the government service Your Career https://www.yourcareer.gov.au/.	Officer Manager or delegate
iii.	**Review information provided on enrolment form** Once the perspective student has reviewed the pre enrolment information and they want to proceed with and enrolment application or course registration, they will submit the relevant form either in hard copy or via the Skillwise Training Pty Ltd website. The Officer Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. All evidence received as part of the enrolment application is to be retained on the students file within the student management system. Confirm if the student has identified any support requirements, wellbeing or disability needs. Confirm if any LLND support is required by reviewing the initial core skills assessment.	Officer Manager or delegate
iv.	**Administer language, literacy, numeracy and digital proficiency assessment (LLND) – Long Course Only** Where additional LLND assessment is either indicated or required, organise the time for the student to attend Skillwise Training Pty Ltd for LLND assessment to be facilitated. This will occur directly before the student is engaged in the enrolment interview. Please refer to: PP2.3 *Language Literacy and Numeracy*. Update *Enrolment Procedure Checklist*. **Note**. LLND assessment may be facilitated online through a third party service provider. In this situation, the Officer Manager or delegate will initiate this process, and the student will receive an email to complete	Officer Manager or delegate Student Support Officer

	the assessment. Skillwise Training Pty Ltd will receive a copy of the assessment results with any support recommendations. Please refer to: PP2.3 *Language Literacy and Numeracy* for further LLND engagement with the student in regard to LLND support needs. This may include and interview using the form - *LLND Interview Guide.*	
v.	**Undertake an enrolment interview – Long Course Only or Short Course only when indicated** The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview with all students entering a Long Course. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the *Student Enrolment Interview Form*. The topics to be discussed with the student may vary according to the student and the course. The following are the general points to be discussed to ensure the student is fully informed and ready to commence training: • Determine the applicant's career/work objectives. Why are they seeking this course? • Assess the person's individual needs and circumstances and present /discuss support options available to the person both within Skillwise Training Pty Ltd and those available through specialist service providers; • Inform the person about opportunities for recognition of their prior learning (RPL) or current competence (Credit Transfer); • Confirm the mandatory work placement requirements (if applicable) that apply to the course. Confirm the arrangements to establish this, orientation, supervision, required hours and duties; • Confirm the person received all required pre-enrolment information and talk through the person's rights and obligations, confirm fee payment arrangements and the services to be provided; • Explain the training and assessment services involved in the relevant training program;	Officer Manager or delegate

	• Highlight the delivery model and assessment methods that will be used throughout the training program; • Explain the requirements applicable to the USI; and • Confirm the next step to complete the enrolment process and commence their training program. The enrolment interview is a key step in the enrolment process to engage directly with the prospective student to identify support requirements.	
vi.	**Determine the need for student support before commencing the course** Consider any individual student needs communication in the enrolment application or the student's language, literacy, numeracy and digital proficiency to identify the need for support. If support is considered suitable, the Officer Manager or delegate is to make a note and refer the students details to the Student Support Officer via email. If the student requires specialist support, contact the student and suggest specialist support options (ref to: *PP2.3 - Language Literacy and Numeracy* and *PP2.4 - Student Support and Wellbeing).* The Student Support Officer will communicate directly with the student and the relevant Trainer regarding support strategies.	Officer Manager or delegate Student Support Officer
vii.	**Referral to Student Support Officer** Once the need for student support has been identified, the details of the student and the support requirements are to be communicated to the student support officer. This may be communicated via email. Team members handling this communication should exercise discretion and sensitivity and only communicate information that is necessary and always handle in confidence. Note: Student support needs must be treated and managed confidentially. Refer to: *PP4.10 - Privacy Protection Policy*.	Officer Manager or delegate Student Support Officer
viii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Officer Manager or delegate Student Support Officer

5.2 Planning and implementing Student Support		
i.	**Referral for student support received** The Student Support Officer receives communication identifying a student and potential student support that is required. The Student Support Officer will review this information together with the student's enrolment record which includes the completed enrolment form, interview record and LLND assessment to consider all of the information available on the student circumstances. The Student Support Officer is to organise a meeting with the student to plan student support. This meeting is best conducted in-person but may be conducted using Zoom or Teams if an in-person meeting is not possible. Note: Student support needs must be treated and managed confidentially. Refer to: *PP4.10 - Privacy Protection Policy*.	Student Support Officer
ii.	**Meet with student to plan support** The Student Support Officer is to meet with the student to discuss the student's support requirements. The Student Support Officer is to brief the student on the type of support that can be provided internally and support options that can be access through referral. These support strategies will consider the options identified at section 3.3 of this policy, strategies identified with the *PP2.3 – language, literacy, numeracy and digital proficiency assessment and strategies outlined in PP2.5-Disability.* The Student Support Officer is to explain to the student that where specialist support services are recommended by Skillwise Training Pty Ltd (such as Counselling Support for example), students are advised that these services may incur additional cost by the service provider that is separate from the services provided by Skillwise Training Pty Ltd. Students should verify the cost of these services with the provider before proceeding with these specialist support services. Students are also welcome and encouraged to use a services provider of their choosing. Services recommended by Skillwise Training Pty Ltd are recommended only for the student's convenience and the recommendation by no means imply any warranty of these services.	Student Support Officer

	The student should be encouraged to make their own enquiries and satisfy themselves that the service is suitable for their needs. The Student Support Officer is to record the details of the meeting together with any agreed outcomes using the form *Student Support Meeting Record*. These completed records must be saved to the students record within the student management system.	
iii.	**Develop a Student Support Plan** The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form Student Support Plan. This plan is to be presented to the student for confirmation and the student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system.	Student Support Officer
iv.	**Implement Student Support Plan.** Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student.	Student Support Officer Training Manager Trainer
v.	**Monitor and review** Regularly monitor the student's progress and adjust the Student Support Plan as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required.	Student Support Officer
vi.	**Consider any Opportunities for Improvement to this process**	Student Support Officer

	Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Training Manager Trainer

6. Other documents to consider with this policy

Policies

- PP2.2 – Enrolment
- PP2.3 - language, literacy, numeracy and digital proficiency assessment
- PP2.5 - Disability
- PP3.3 - Professional Development and Trainer Currency
- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement
- PP4.10 - Privacy Protection Policy

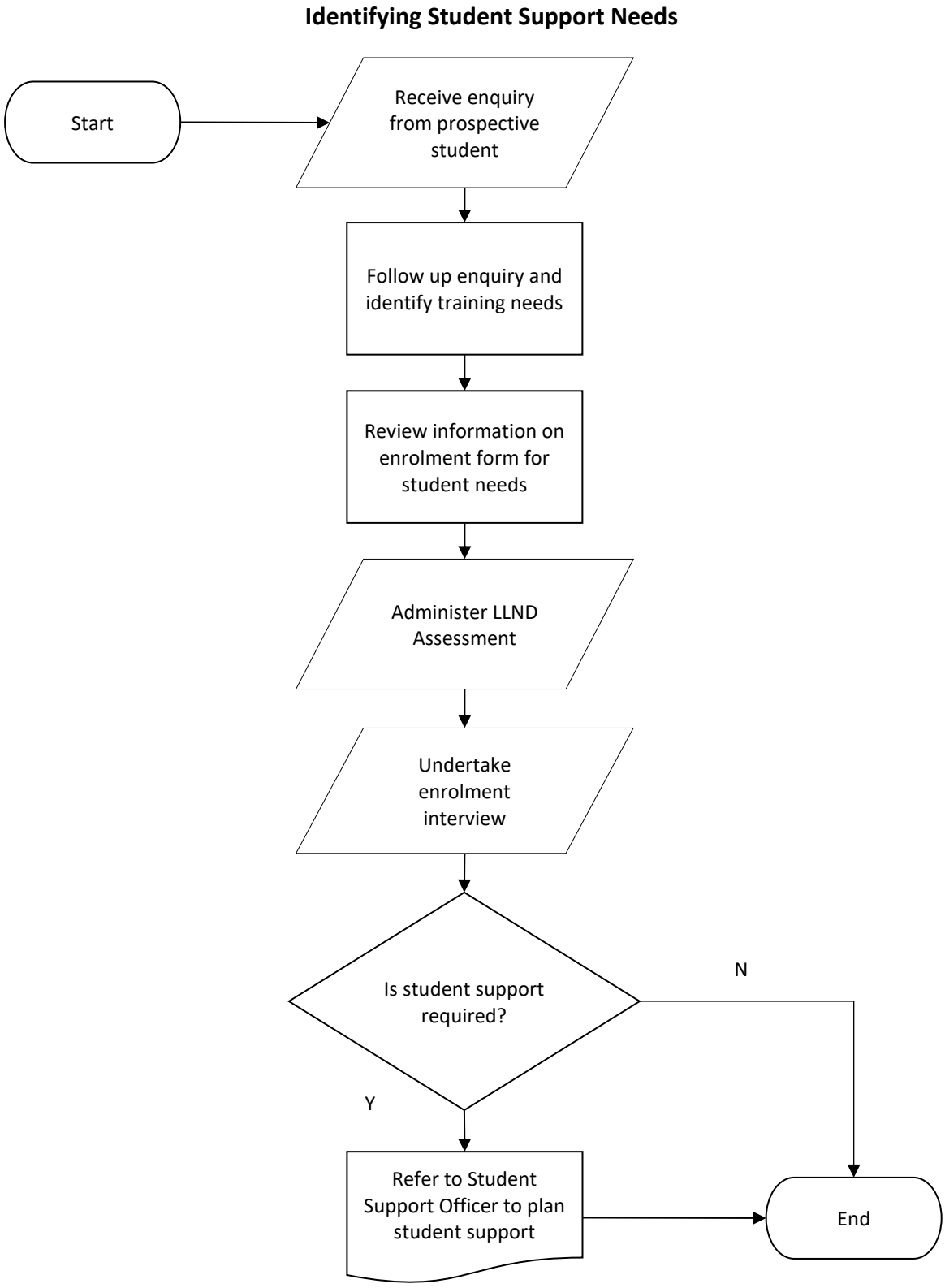
Forms

- Student Enrolment Interview Form
- LLND Assessment
- Student Support Plan
- Student Support Meeting Record
- Continuous Improvement Report

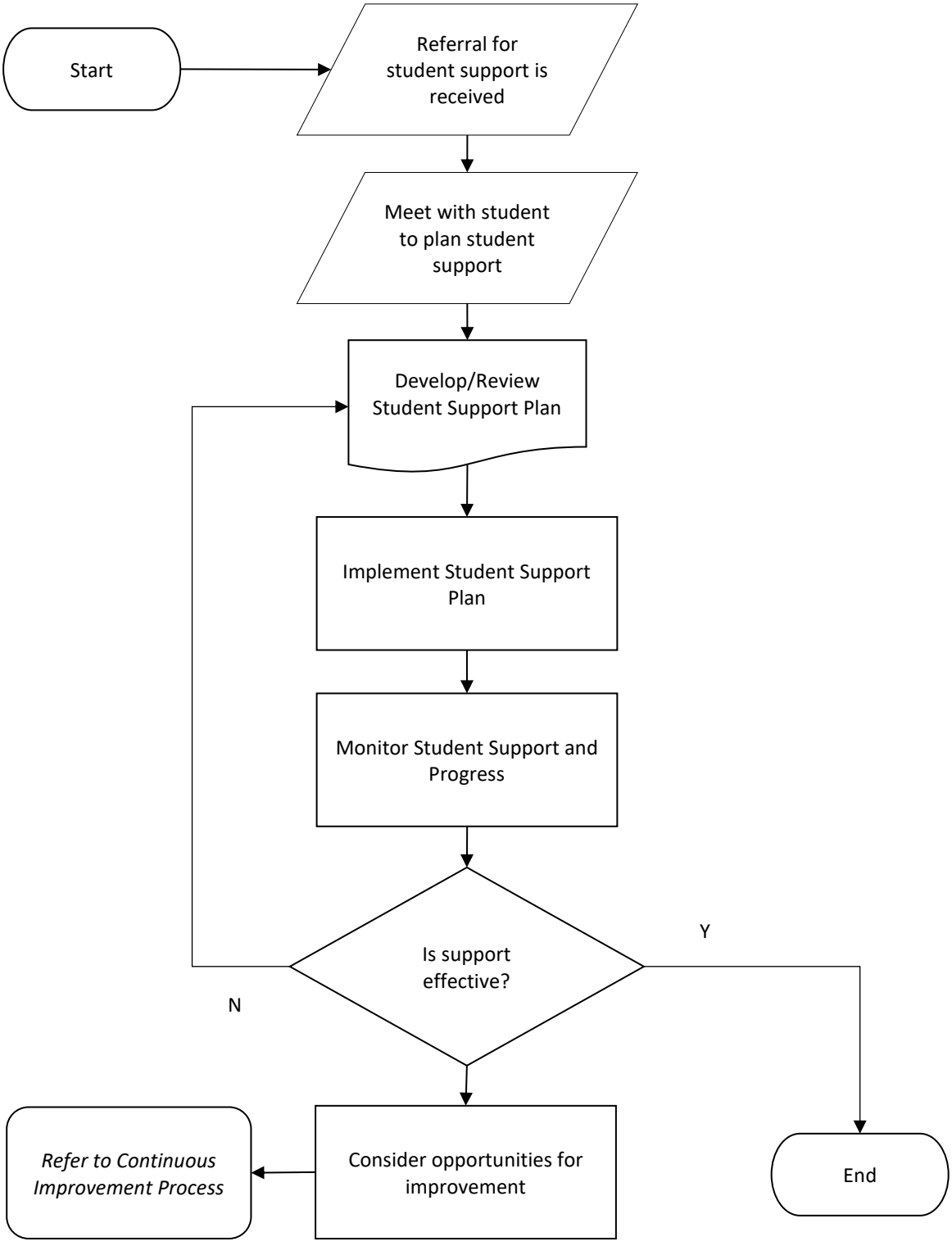
Handbooks, manuals or other documents

None.

7. Flow chart


Identifying Student Support Needs
Start
Receive enquiry from prospective student
Follow up enquiry and identify training needs
Review information on enrolment form for student needs
Administer LLND Assessment
Undertake enrolment interview
Is student support required?
N
Y
Refer to Student Support Officer to plan student support
End

Identifying Student Support Needs



8. Reference(s)

Outcome Standards for RTOs, Standard 2.3, VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product. The RTO demonstrates: (a) how it determines the training support services to be provided to each VET student and makes these available, (b) VET students have reasonable access to trainers and assessors and other staff (c) VET students are informed about how and when they can access trainers and assessors and other staff, and (d) VET students receive timely responses to queries.

Outcome Standards for RTOs, Standard 2.6, The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs. The RTO demonstrates: (a) it identifies the wellbeing needs of the VET student cohort, as relevant to the training content, and appropriate wellbeing support services, and (b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.

Work Health and Safety (Managing Psychosocial Hazards at Work) Code of Practice 2024 (Link)

PP2.5 – Disability

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.4.

Responsibility	All staff
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- ensure that students with disabilities are provided with equal access to educational opportunities, in compliance with applicable laws and institutional values. Our goal is to foster an inclusive learning environment that promotes learning success and well-being for students with disabilities.
- foster a culture where students from all backgrounds and of all abilities are encouraged and supported to participate in training and assessment.
- create a safe and inclusive learning environment, ensuring students feel valued and have support to increase participation in training.

2. Definitions

Disability means any physical, intellectual, mental and medical impairment, including disorders that result in a person learning differently.

Reasonable Adjustment means a measure or action taken to help a student with a learning difficulty and/or disability take part in their education on the same basis as their peers. Reasonable adjustments are any modifications made to the learning environment, training delivery or assessment method to ensure students with disability or ongoing ill health can access and participate in training and assessment. These adjustments do not lower academic standards or alter essential requirements of a training program but ensure that students are not unfairly disadvantaged. any modification

Harassment means any unwelcome behaviour that is based on race, gender, sexual orientation, disability, age, religion, ethnicity, or any other legally protected characteristic. This behaviour may be verbal, non-verbal, written, physical, or visual. It can create a hostile, intimidating, or offensive environment and interfere with a person's ability to work or learn.

Discrimination means when an individual or group is treated less favourably based on their race, colour, religion, national origin, gender, age, disability, marital status, sexual orientation, or any other protected characteristic.

3. Policy statement

3.3 Inclusive education

Skillwise Training Pty Ltd celebrates diversity and is committed to supporting the achievement and participation of all students. We give students with a disability the same rights as other students.

Students with disability are treated with dignity and respect. These students are able to enjoy the benefits of education and training in a supportive environment that values and encourages participation by all students.

We implement inclusive practice by:

- designing, developing and implementing accessible training and assessment;
- consulting students with disability about their needs;
- determining, documenting, implementing and monitoring reasonable adjustments; and
- continuously improving our practices.

3.4 Legal obligations

Skillwise Training Pty Ltd is committed to meeting our obligations under the *Disability Standards for Education 2005* and the *Disability Discrimination Act 1992* to support students with disability to access and participate in training and assessment on the same basis as students without disability. Skillwise Training Pty Ltd prohibits discrimination based on disability and works to remove barriers that hinder students' learning progress.

Skillwise Training Pty Ltd will treat a prospective student with a disability ***on the same basis*** as a prospective student without a disability.

3.5 Reasonable adjustments

Skillwise Training Pty Ltd will make reasonable adjustments in relation to a student with a disability where it is reasonable and feasible to do so. An adjustment is considered reasonable if it achieves its aim of making sure a student with a disability can take part in their training on the same basis as students without a disability, and if it balances the interests of everyone affected. This includes Skillwise Training Pty Ltd staff and other students.

To determine what is reasonable, we will consider:

- the student's disability;
- what effect the adjustment will have on the students' participation, learning outcomes and independence;
- how the adjustment will affect other students and staff; and
- the costs and benefits of making the adjustment.

Examples of reasonable adjustments we may provide include:

- **Academic Adjustments**: Extended time on assessments, providing flexibility in course delivery, providing additional support time with trainers, alternate formats for materials (e.g. large print, electronic formats, printing on coloured paper), and access to assistive technology.

- **Physical Adjustments**: Accessible classrooms and facilities, such as installing a ramp, widening doorways, and ergonomic furniture where it is financially feasible to do so.

- **Communication Adjustments**: Allowing students additional time, providing one-on-one tutoring, supporting concepts with images, and supporting the use of speech to text software.

Under the Disability Standards for Education 2005, an adjustment is not considered reasonable if it:

- Imposes an unjustifiable hardship on Skillwise Training Pty Ltd.

- Fundamentally alters the nature of the course or assessment.

- Creates a risk to health and safety.

- Goes beyond what is necessary for equitable access.

Examples of adjustments that are not considered reasonable:

- **Exempting a student from core course competencies**. If a student with a disability request to be exempted from demonstrating an essential skill or competency required for a qualification (e.g., a nursing student unable to complete required manual handling tasks safely), this would not be a reasonable adjustment, as it fundamentally alters the nature of the course.

- **Providing unlimited time for exams**. While some students may need extra time due to disability-related needs, allowing unlimited time would not be reasonable as it may provide an unfair advantage rather than an equitable adjustment.

- **Expecting an Skillwise Training Pty Ltd to make major infrastructure changes**. If a student requires significant building modifications (e.g., installing an elevator in a heritage-listed building) that impose unjustifiable hardship (due to cost, structural limitations, or regulatory restrictions), this may be deemed an unreasonable adjustment.

- **Providing a full-time personal assistant for academic tasks**. While some students may require assistive technology or support staff, expecting Skillwise Training Pty Ltd to fund and provide a full-time personal assistant to complete course work on behalf of the student

would be unreasonable, as it goes beyond equitable access and compromises academic integrity.

3.6 Meeting standards for participation

Skillwise Training Pty Ltd will implement measures to enable students with disability to participate in the training program for which the student is enrolled and use the facilities and services provided by us on the same basis as a student without a disability. These include ensuring that:

- the training program activities are sufficiently flexible for the student to be able to participate in them;
- the training program requirements are reviewed, in the light of information provided by the student, or an associate of the student, to include activities in which the student is able to participate;
- additional support is provided to the student where necessary, to assist him or her to achieve intended learning outcomes;
- where a training program includes an activity in which the student cannot participate, the student is offered an activity that constitutes a reasonable substitute within the context of the overall requirement of the training product.

3.7 Confidentiality and respect

All disability-related information will be treated confidentially. Only relevant staff, such as the Student Support Officer and Trainer directly involved in providing the training will have access to this information, in accordance with Privacy Laws (ref to *PP4.10-Privacy Protection*).

3.8 Harassment and Discrimination

Skillwise Training Pty Ltd is committed to providing a work and learning environment that is free from all forms of harassment and discrimination. All Skillwise Training Pty Ltdstaff members are aware that discrimination and harassment will not be tolerated under any circumstances (ref to *PP2.11-Discrimination and Harassment*).

Skillwise Training Pty Ltd prohibits all forms of harassment and discrimination, including:

- Sexual harassment.
- Racial harassment or discrimination.
- Harassment or discrimination based on gender, sexual orientation, disability, age, religion, or any other protected characteristic.

- Retaliation against any individual who reports or participates in an investigation of harassment or discrimination.

Students who feel that they have been discriminated against or harassed should report this information to the CEO or another staff member that they feel they can trust as soon as possible. All complaints will be taken seriously and investigated promptly. Confidentiality will be maintained to the fullest extent possible, consistent with the need to conduct a thorough investigation (Refer to: *PP2.9 - Complaint Handling*).

4. Considerations

4.1 Disclosure of disability

Students are encouraged to disclose their disability and support needs on their Enrolment Form at the time of enrolment (Refer to: *PP2.2 - Enrolment* and the *Student Handbook*).

Disclosure may also occur throughout the learning journey, but early disclosure is encouraged using the Enrolment *Application Form* and the *Enrolment Interview* to enable Skillwise Training Pty Ltd to proactively make reasonable adjustments to support the students training and assessment journey.

Note: Students with disability are not obligated to disclose their specific disability unless they wish to request reasonable adjustments, or their disability is likely to pose a risk to themselves or others.

3.2 The right to independence

It is very common for a person with a disability to demand independence, and this is actually an important aspect of self-determination, dignity, and personal agency. Many people with disabilities strive for as much independence as possible, whether in education, employment, or daily life. Skillwise Training Pty Ltd will respect and support independence and will be guided by the disabled person on what support they require. Skillwise Training Pty Ltd should not make assumptions about the level of support. Under the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*, individuals have the right to reasonable adjustments to support independence, rather than being forced into dependency.

5. Procedure

Steps	Person/s responsible
5.1 Supporting a student with a disability	

i.	**Disclosure of disability** Once the perspective student has reviewed the pre enrolment information and they want to proceed with and enrolment application or course registration, they will submit the *Enrolment Application Form* either in hard copy or via the Skillwise Training Pty Ltd website. The Officer Manager or delegate will review the enrolment application in accordance with the enrolment procedure checklist and update the checklist accordingly. The Office Manager review if the student has identified as having a disability.	Officer Manager or delegate
ii.	**Undertake an enrolment interview – Long Course Only or Short Course only when disability indicated enrolment application** The Officer Manager or delegate is to contact the student to organise and conduct the enrolment interview. This interview may be conducted in person at the office or via Zoom/Teams or by phone. The enrolment interview is to be conducted and recorded using the *Student Enrolment Interview Form*. The topics to be discussed are outlined in the *PP2.2-Enrolment*. This includes the student's declared disability. The following should also be considered: – whether the disability affects the prospective student's ability to meet the training and assessment requirements and enrol in the training program; and – what adjustments can be made to ensure that the prospective student is able to enrol in the training program. The interview will encourage students to talk about what has helped them succeed in previous study or work and will focus on how the student can be supported to successfully achieve their study goals. Remember the disabled student has a right to independence. Skillwise Training Pty Ltd will respect and support independence and will be guided by the disabled person on what support they require. Skillwise Training Pty Ltdshould not make assumptions about the level of support.	Officer Manager or delegate
iii.	**Determine and document reasonable adjustments with the student, or where reasonable adjustments are not possible, the reasons why**	Student Support Officer, Office Manager

	Reasonable adjustments will be collaboratively identified with the student, appropriate stakeholders (e.g. parents, support persons) and the Student Support Officer or Training Manager. They will consider the individual student's needs and capabilities while maintaining the integrity of the course or unit of competency. (Refer to Section 3.3 Reasonable Adjustments for examples of reasonable adjustments which may be adopted). Reasonable adjustments and supports will be agreed with the student and documented in a *Student Support Plan*. The Student Support Plan will be communicated to the trainer prior to the student commencing. Where reasonable adjustment is not possible, due to unreasonable cost or where the adjustment could cause harm to the student or others, this will be communicated to the student verbally and in writing along with the reasons for the decision.	
iv.	**Develop a Student Support Plan** The Student Support Officer is to develop and document a Student Support Plan considering all of the outcomes and considerations from reviewing the student records and meeting with the student to discuss support options. These are to be clearly documented within the form *Student Support Plan*. This plan is to be presented to the student for confirmation and the student is to be provided a copy. If any adjustment is required at this point, these adjustments are to be made before it is finalised. The finalised Student Support Plan should be saved to the student record within the student management system.	Student Support Officer
v.	**Implement Student Support Plan and reasonable adjustments** Once the Student Support Plan is complete, the plan is to be shared with the student and a copy is to be provided to the Training Manager or relevant Trainer. The Trainer is to be briefed on the recommended support strategies so that they well equipped to implement these with the student. The agreed reasonable adjustments are to be implemented.	Student Support Officer Training Manager Trainer

vi.	**Monitor and review** Regularly monitor the student's progress and adjust the Student Support Plan and reasonable adjustments as needed to ensure that the student is making progress toward their goals. Follow up progress meetings with the student are to be conducted in accordance with the support plan to monitor the student's progress. If the support plan is updated with progress notes, then this should also be uploaded to the student management system. The student management system should also be updated when ongoing support is determined as no longer being required. If monitoring identifies that reasonable adjustments are not effective, then undertaker review of the support plan and reconsider.	Student Support Officer
vii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer Training Manager Trainer

6. Other documents to consider with this policy

Policies

- PP2.2 – Enrolment
- PP2.4 – Student Support and Wellbeing
- PP2.11-Discrimination and Harassment
- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement
- PP4.10 - Privacy Protection Policy

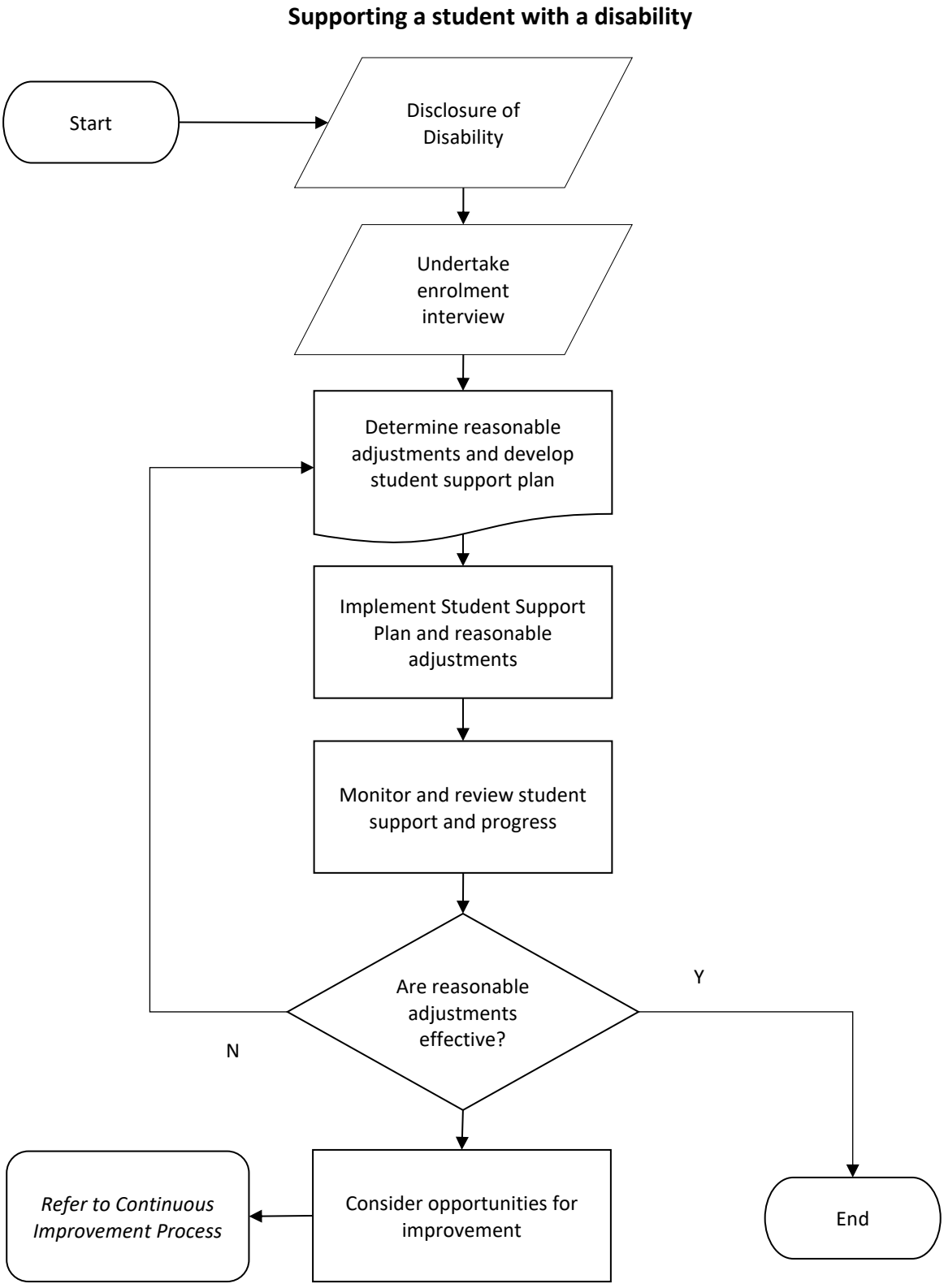
Forms

- Student Enrolment Interview Form
- LLND Assessment
- Student Support Plan
- Student Support Meeting Record
- Continuous Improvement Report

Handbooks, manuals or other documents

- Student Handbook

7. Flow chart


Supporting a student with a disability
Start
Disclosure of Disability
Undertake enrolment interview
Determine reasonable adjustments and develop student support plan
Implement Student Support Plan and reasonable adjustments
Monitor and review student support and progress
Are reasonable adjustments effective?
Y
N
Consider opportunities for improvement
Refer to Continuous Improvement Process
End

8. Reference(s)

Outcome Standards for RTOs, Standard 2.4. Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis. The RTO demonstrates (a) VET students are supported to disclose their disability if they wish, (b) reasonable adjustments are made where appropriate, and (c) where reasonable adjustments are not possible, the reasons why have been communicated to the VET student.

The Disability Discrimination Act 1992 (DDA)

Disability Standards for Education 2005 legislation

Introductory Guide – Supporting Students with Disability in VET

Guidelines for Inclusive Enrolment Practices in Vocational Education and Training – Supporting Students with Disability in VET, Australian Disability Clearinghouse on Education and Training, funded by Department of Employment and Workplace Relations

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PP2.6 – Diversity and Inclusion

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.5.
Responsibility	CEO, Student Support Officer, Trainers and Assessors
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to provide our staff and students:

- a diverse, safe and inclusive learning environment.
- an environment that respects and values the individuality of each student.
- a culturally safe and supportive learning environment.
- a learning environment and workplace where all individuals feel respected, valued, and empowered including:
    - young people,
    - First Nations people,
    - people from culturally and linguistically diverse background,
    - people of different genders,
    - people from diverse socio-economic backgrounds,
    - neurodivergent people, and
    - people who may identify as LGBTIQ+.

2. Definitions

First Nations people - refers to the Aboriginal and Torres Strait Islander peoples who have identified themselves or have been identified by a representative (for example, their parent or guardian), as being of Aboriginal and/or Torres Strait Islander origin. They are not one group but rather comprise hundreds of groups that have their own distinct set of languages, histories and cultural traditions.

Culturally and linguistically diverse (CALD) refers to individuals or communities who come from different cultural backgrounds and speak languages other than English. The term is often used in to describe people who have migrant, refugee, or First Nations backgrounds. Key Aspects of CALD:

- Cultural diversity – Includes people from different ethnicities, traditions, religions, and customs.
- Linguistic diversity – Covers those who speak languages other than English at home or as their first language.
- Migration and refugee backgrounds – Recognises that people may have immigrated from different countries, bringing diverse experiences and challenges.
- First Nations communities – While Aboriginal and Torres Strait Islander peoples have unique identities, they are often included in discussions about cultural diversity.

Neurodivergent refers to individuals whose brains function differently from what is considered "typical" (or neurotypical). This term is commonly used to describe people with conditions such as:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Dyslexia (difficulty with reading and language processing)
- Dyspraxia (challenges with coordination and movement)
- Dyscalculia (difficulty with math-related concepts)
- Tourette Syndrome
- Other cognitive or learning differences

The term neurodivergent is part of the neurodiversity movement, which emphasises that differences in thinking, learning, and processing information are natural variations of the human brain, rather than "disorders" that need to be fixed. It promotes inclusivity, acceptance, and the idea that diverse ways of thinking can bring together unique strengths and perspectives.

People who may identify as LGBTIQ+ refers to individuals who might recognise themselves as part of the LGBTIQ+ community. The acronym stands for:

- L – Lesbian
- G – Gay
- B – Bisexual
- T – Transgender
- I – Intersex
- Q – Queer or Questioning

- + – Other diverse gender identities, sexual orientations, and variations in sex characteristics that are not explicitly included in the acronym (such as non-binary, asexual, pansexual, etc.)

The phrase "may identify as" acknowledges that identity is personal, fluid, and self-defined. It respects that individuals might be exploring or affirming their identity at different stages of their lives and that not everyone uses the same labels. It also avoids assuming how someone identifies, reinforcing inclusivity.

3. Policy statement

3.3 Commitment to diversity and inclusion

Skillwise Training Pty Ltd recognises that diversity and inclusion bring a broad range of perspectives, enriching the learning experience. We are committed to:

- Promoting and supporting diversity in all its forms, including but not limited to race, ethnicity, gender, disability, age, sexual orientation, socioeconomic status, religious beliefs, people from culturally and linguistically diverse background, neurodivergent people, and people who may identify as LGBTIQ+.
- Encouraging an inclusive environment where everyone is treated equitably and has the opportunity to contribute to training and assessment.
- Ensuring compliance with Australian legislative requirements, including the *Racial Discrimination Act 1975*, *Sex Discrimination Act 1984*, *Disability Discrimination Act 1992*, *Age Discrimination Act 2004*, and *Fair Work Act 2009*.

3.4 Principles

- **Respect:** We promote respect for each individual and acknowledge diverse backgrounds and perspectives.
- **Equity:** We strive to ensure fair treatment, access, and opportunity for all, taking proactive steps to remove barriers to participation.
- **Cultural Safety:** We work to create a culturally safe environment that acknowledges and respects First Nations people and CALD communities cultures and histories.

3.5 Recruitment

Our recruitment policies encourage applications from people from diverse backgrounds and ensure selection is based on merit, qualifications, skills and experience and is free from bias or discrimination (Refer to: *PP3.1 – Workforce Planning, Recruitment and Induction*).

3.6 Training and Development

All new staff recruited by Skillwise Training Pty Ltd will be educated on our diversity and inclusion policies and procedures as part of their induction.

All staff will be provided with diversity and inclusion training as part of the ongoing professional development each year. Please refer to the *PP3.3-Professional Development and Trainer Currency*.

A culture of respect and inclusion will be enshrined in all our activities and our communication with students and staff.

3.7 Inclusive Learning Environment

We will create a safe and inclusive learning environment by:

- Displaying signs that enforce our values of respect, inclusivity, and empathy;
- Using inclusive and gender-neutral language in our course information, enrolment form and training;
- Communicating our values and zero tolerance to discrimination or harassment verbally on the first day of any training,
- Providing additional support to students who need it (Refer to: *PP2.4 - Student Support and Wellbeing*);
- Showing empathy and understanding to students;
- Promoting equity, respect and inclusion for children and young students;
- Being flexible to different student needs; and
- Addressing any breach of our policy on discrimination and harassment immediately with all those involved (Refer to: *PP2.11 - Discrimination and Harassment*).

3.8 Inclusive Learning and Assessment Materials

Course materials, assessments, and resources will be reviewed as part of the pre-assessment validation process to ensure they are accessible and culturally appropriate. This includes:

- ensuring that case studies and role plays reflect a variety of cultural backgrounds, socioeconomic situations, and perspectives;
- avoiding jargon, idioms, or colloquialisms that may not be universally understood or could exclude certain groups;

- ensuring language is gender-inclusive and avoiding stereotypes or assumptions about roles based on cultural background; and
- ensuring images, videos, and graphics are culturally diverse and represent people of different ages, genders, ethnicities, and abilities.

We will provide reasonable adjustments for students with disabilities or special learning requirements (Refer to: *PP2.5 - Disability* and *PP2.4 - Student Support and Wellbeing*).

3.9 Anti-discrimination and anti-harassment

We will enforce a zero-tolerance policy towards any form of racism, discrimination, bullying, or harassment. We have in place clear reporting procedures for instances of discrimination, harassment or exclusion (Refer to: *Student Handbook* and *PP2.9 - Complaint Handling)*.

3.10 Cultural Safety for First Nations people

The following strategies that Skillwise Training Pty Ltd will apply to establish and support a culturally safe learning and work environment for First Nations people:

(i) **Acknowledgement of Traditional Owners.** Skillwise Training Pty Ltd will include an Acknowledgement of Country on our website and in our classrooms using the below:

Skillwise Training Pty Ltd acknowledges Traditional Owners of Country throughout Australia and recognises the continuing connection to lands, waters and communities. We pay our respect to Aboriginal and Torres Strait Islander cultures; and to Elders past and present.

(ii) **Recruitment.** First Nations peoples enrich the workplace by adding cultural diversity and fostering a more inclusive environment. Our recruitment policies encourage applications from First Nations people and people from diverse backgrounds and ensure selection is based on merit, qualifications, skills and experience and is free from bias or discrimination (Ref to *Recruitment and Induction Policy and Procedure*).

(iii) **Induction Training.** Induction training for all new staff includes training on our diversity and inclusion policies and procedures (Refer to: *Recruitment and Induction Policy and Procedure*).

(iv) **Annual Cultural Awareness Training.** Cultural awareness training is a key component of our efforts to build a more inclusive learning environment for First Nations students. All staff will participate in cultural awareness training at least **once per year**. This will include topics such as:

- why cultural awareness is important
- the cultures of First Nations peoples

- stereotypes, biases and cultural misunderstandings that can arise in cross-cultural interactions
- communication styles, nonverbal cues and other cultural differences that can impact learning and relationships
- strategies for promoting cultural awareness and inclusion in the classroom (online and in physical classrooms)
- important dates
- the benefits of inclusion for all students and staff.

(v) **Encouraging and supporting First Nations students to enrol**. People from under-represented groups (including people with disability and First Nations people) are explicitly encouraged to apply for enrolment on our website and in our Course Brochures (Refer to: *PP2.1 - Advertising and Marketing*).

The Student Support Officer will support the student to complete the enrolment process and identify any special needs and adjustments that can be made to ensure their successful studies as part of the enrolment process (Refer to: *PP2.2 - Enrolment* and *PP2.4 - Student Support and Wellbeing*).

(vi) **Creating a culturally safe learning environment for First Nations students.** We recognise that First Nations peoples do not always have the same level of access to vocational education and training as non-Indigenous Australians, nor the same positive experiences. In light of this, we provide specific supports to First Nations people to assist them to participate in and complete training. Refer to procedure *5.1 Diversity and Inclusion*.

4. Considerations

None.

5. Procedure

Steps		**Person/s responsible**
5.1 Diversity and Inclusion		
i.	**Recruit staff from diverse backgrounds**	CEO

	– Advertisements encourage applications from people from diverse backgrounds and from First Nations people. – Selection is based on merit, qualifications and skills and is free from discrimination or bias. Refer to: *PP3.1 – Workforce Planning, Recruitment and Induction.*	
ii.	**Train staff in diversity and inclusion** – Induction training includes training on our diversity and inclusion policies and procedures and our organisation culture which respects and values people from diverse backgrounds. Refer to: *PP3.1 – Workforce Planning, Recruitment and Induction*. – Annual training session for all staff on diversity, inclusion, cultural sensitivity and student wellbeing. Refer to: *PP3.3 - Professional Development and Trainer Currency.*	CEO
iii.	**Encourage enrolments from First Nations people and people with disability** – Website and course crochures include information encouraging First Nations people and people with disability to apply for enrolment. Refer to*: PP2.1 - Advertising and Marketing.* – Student Support Officer provides support to students with understanding the enrolment process.	CEO
iv.	**Identify additional learning supports** – Student Support Officer assists students to identify any additional learning supports they may need, and that Skillwise Training Pty Ltd can provide. Refer to: *PP2.4 - Student Support and Wellbeing*.	CEO, Student Support Officer, Trainers and Assessors
v.	**Review training and assessment materials to ensure they are inclusive and reflective of diversity** – Pre-validation of learning and assessment materials. Refer to: *PP1.5 - Pre-assessment Validation Policy and Procedure*. – Students and trainers are encouraged at any time to make suggestions for improvement. Refer to: *PP4.7 - Continuous Improvement*.	CEO, Training Manager, Trainers and Assessors

vi.	**Creating a culturally safe learning environment for First Nations students.** – Taking the time to build rapport and trust with First Nations students. – Respecting the identify and experience of First Nations students. – Engaging in active listening, showing genuine interest in the students' backgrounds, and creating an environment where students feel comfortable sharing aspects of their culture and experiences. – Creating a positive setting where people are respected and feel comfortable being themselves. – Establishing classroom norms that prioritise respect, inclusivity, and empathy, ensuring all students feel valued. – Being mindful of body language, tone, and the use of eye contact, which may have different cultural implications for First Nations students. – Addressing any instances of racial prejudice or cultural insensitivity promptly and effectively. – Providing tailored and one-on-one support to First Nations students. – Addressing unconscious bias in assessment by ensuring there are consistent marking standards. – Providing additional support to address barriers to completion of training (Refer to: *PP2.4 - Student Support and Wellbeing*). – Recognising and celebrating important dates and events, such as NAIDOC Week and National Sorry Day. – Informing First Nations people where information (including learning and assessment material, advertising) may contain images, voices and names of deceased persons.	CEO, Training Manager, Trainers and Assessors

	– Linking First Nations students with mentorship programs with Indigenous role models and peer support groups (e.g. Indigenous Mentoring Programs - Study Work Grow, SYC | First Nations apprentices)	
vii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	CEO, Student Support Officer, Training Manager, Trainer

6. Other documents to consider with this policy

Policies

- PP1.5 - Pre-assessment Validation
- PP2.1 Advertising and Marketing
- PP2.2 Enrolment
- PP2.4 Student Support and Wellbeing
- PP2.11-Discrimination and Harassment
- PP3.1 Workforce Planning, Recruitment and Induction
- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement

Forms

- Pre-Assessment Validation Checklist
- Student Enrolment Interview Form
- Continuous Improvement Report

Handbooks, manuals or other documents

– Student Handbook

7. Flow chart

None.

8. Reference(s)

Outcome Standards for RTOs, Standard 2.5. The learning environment promotes and supports the diversity of VET students. The RTO demonstrates: (a) it fosters a safe and inclusive learning environment for VET students, and (b) it fosters a culturally safe learning environment for First Nations people.

PP2.7 – Behaviour Misconduct

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.5.
Responsibility	CEO, Training Manager, Student Support Officer
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- promote a positive and respectful learning environment by setting clear expectations for student behaviour, addressing misconduct, and fostering accountability.
- encourage acceptable behaviour and to inform all staff and students about Skillwise Training Pty Ltd standards of behaviour.

2. Definitions

None

3. Policy statement

3.1 Standards of behaviour

A student must at all times maintain a high standard of behaviour while engaged in Skillwise Training Pty Ltd activities either within the premises of RTO Nam or at another location.

Expected Behaviours

Students are expected to:

- Treat peers, staff, and property with respect.
- Comply with Skillwise Training Pty Ltd policies and procedures.
- Engage actively and responsibly in learning activities.
- Communicate respectfully, avoiding discriminatory, offensive, or harmful language.
- Avoid disruptive, violent, or unlawful behaviour.

Unacceptable behaviour

Unacceptable behaviour includes, but is not limited to:

- Behaviour that impairs the reasonable freedom of other persons to pursue their studies and participate in the activities of Skillwise Training Pty Ltd
- Any act or failure to act that endangers the safety or health of any other person
- Actions that impair any person's participation in a legitimate activity or, by act or omission disrupts the peace or good order of Skillwise Training Pty Ltd
- Acting in a way that causes students or staff or other persons within the RTO to fear for their personal safety
- Wilfully obstructing or disrupting any official meeting, ceremony, activity, class or examination/assessment
- Any form of harassment, whether based on gender, race, age, sexual preference or religious belief
- Wilfully damaging or wrongfully dealing with any property, or the property of any person, including theft
- Being under the influence of prohibited drugs and/or substances including alcohol
- Trespassing or knowingly entering any place within the premises of Skillwise Training Pty Ltd that is out of bounds to students
- Making a false representation as to a matter affecting student status

- Possession of dangerous articles or banned substances
- Abusive behaviour to others

3.2 Staff responsibilities

Skillwise Training Pty Ltd staff are responsible to:

- Inform all students of expectations related to behaviour;
- Explain to students what constitutes behaviour misconduct;
- Model exemplary behaviour to act as a benchmark for students and other staff;
- Supervise student behaviour and the behaviour of other staff;
- Promote a positive environment that supports a student's individual personality whilst setting clear boundaries relating to acceptable behaviour;
- Respond immediately to observed behaviour misconduct to maintain a safe environment for staff and students and to protect the rights of individuals or groups;
- If the observed behaviour misconduct is serious in nature, the staff member may suspend the student's continued participation in Skillwise Training Pty Ltd activities (training sessions, assessment, study sessions, lab sessions, field activities, etc);
- Report (in writing) behaviour misconduct when it is observed and actions taken in the immediate response using the *Student Behaviour Misconduct Report*.

If the staff member reporting the incident considers that the student may be violent or is likely to cause harm to other students and /or staff, or damage property, the CEO should be contacted immediately to assess the risk. If necessary the Police are to be contacted and requested to respond to control the situation.

3.3 Student responsibilities

Students are responsible to:

- Be informed of and comply with Commonwealth or State law;
- Behave in a way that supports the freedom of other persons (students) to pursue their studies and participate in the activities of Skillwise Training Pty Ltd;
- Identify themselves truthfully;

- Behave in a way that supports the safety or health of any other person;
- Maintain the peace or good order of the training environment;
- Treat Skillwise Training Pty Ltd property with respect and prevent damage or destruction of property;
- Behave in a way that supports the conduct of official Skillwise Training Pty Ltd meetings, ceremony, activity, class or examination/assessment;
- Treat others with respect and not discriminate based on gender, race, age, sexual preference or religious belief;
- Be free from (not under the influence of) prohibited drugs and/or substances including alcohol during attendance at the Skillwise Training Pty Ltd;
- Not trespass or knowingly entering any place within the premises of Skillwise Training Pty Ltd that is out of bounds to students;
- Give truthful information relating to student status; and
- Communicate in a way that demonstrates respect for others and is free from verbal abuse.

3.4 Students who have been identified for behaviour misconduct

Where student is identified for behaviour misconduct, the senior person of Skillwise Training Pty Ltd staff is to complete a *Behaviour Misconduct Report* and submit this to the Training Manager (cc the CEO). Students who demonstrate behavioural misconduct are to be counselled and issued a formal warning (in writing). Students who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund.

This does not limit the requirement to provide the student suitable warning in writing and the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision. Whilst any appeal is being processed, the student enrolment is to be temporarily suspended, and the student is not to attend the Skillwise Training Pty Ltd premises.

3.5 Where the student's behaviour leads to the actual damage to property or harm to another person

Where the student's behaviour is so egregious or leads to the actual damage to property or harm to another person, the student’s enrolment can be closed immediately, and the incident will be reported to the Police.

This does not remove the students right to appeal a decision made by Skillwise Training Pty Ltd. Only

after any appeal process has been completed that the student's enrolment can be closed and the student will be issued a statement of attainment only for units of competency they have achieved. Whilst any appeal is being processed, the student enrolment is to be temporarily suspended, and the student is not to attend the Skillwise Training Pty Ltd premises.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
5.1 Managing student behaviour misconduct		
i.	**Set expectations regarding behaviour** Behaviour expectations are to be communicated to prospective students through pre-enrolment information including in the student handbook. After the student has commenced their course behaviour expectations are to be communicated during orientation on the first day of training. This applies to both long and short courses.	Trainer
ii.	**Take immediate action if a student acts in a way that breaches behaviour misconduct policy** Where student is identified for behaviour misconduct, the senior person (of Skillwise Training Pty Ltd staff) who observes or confirms the incident is to complete a *Behaviour Misconduct Report* and submit this to the Training Manager (cc the CEO). The CEO is to consider all the circumstances and may interview the student to ensure they are informed of all details and all perspectives of the incident. For minor incidents, staff may address the issue informally through discussion with the student. They should encourage the student to reflect on their behaviour and make necessary changes.	Trainer, Training Manager, Office Manager, CEO
iii.	**Determine the best course of action based on the severity of the students behaving this conduct** Where the student's behaviour is poor but does not reach the threshold of being so egregious or leads to the actual damage to property or harm to another person, the student will be allowed to continue with their enrolment; however, the student will be referred for counselling and formal warning. Where the student's behaviour is so egregious or leads to the actual damage to property or harm to another person, the student's enrolment can be closed immediately, and the incident will be reported to the Police.	CEO

	This does not remove the students right to appeal a decision made by Skillwise Training Pty Ltd. Only after any appeal process has been completed that the student's enrolment can be closed and the student will be issued a statement of attainment only for units of competency they have achieved. Whilst any appeal is being processed, the student enrolment is to be temporarily suspended, and the student is not to attend the Skillwise Training Pty Ltd premises. The details and the rationale of the consideration on the best course of action in regard to the student continuing in the course, are to be recorded on the student's record within the student management system.	
iv.	**The student is to participate in counselling in regard to their behaviour** Where a student reported for behaviour misconduct, the student needs to be referred to the student support officer where they are to be performance counselled on their behaviour and educated in corrective actions to improve their behaviour moving forward. The counselling and the meeting event is to be recorded on the form *Student Support Meeting Record* and saved to the student record within the student management system.	Student Support Officer
v.	**Issue the student a formal warning for behaviour misconduct** Either at the time of the counselling session or immediately after, the student is to be issued a formal written warning. This written warning is to inform the student of the seriousness of their behaviour and the consequences if the behaviour re-occurs. The formal warning is to be prepared using the template *Warning Letter for Behaviour Misconduct*.	Student Support Officer, CEO
vi.	**Behaviour misconduct re-occurs** Students who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund. This does not limit the requirement to provide the student suitable warning in writing and the opportunity to make oral or written representations regarding the misconduct or their right to appeal a decision. Whilst any appeal is being processed, the	Trainer, Training Manager, Office Manager, CEO

	student enrolment is to be temporarily suspended, and the student is not to attend the Skillwise Training Pty Ltd premises. The details of the students reoccurring behaviour misconduct are to be recorded using the *Behaviour Misconduct Report* and saved on the student's record within the student management system.	
vii.	**Cancel enrolment** The student's enrolment will be closed, and the student will be issued a statement of attainment. Please refer to *PP1.13 - student Completion and Issuing Certificates.*	Office Manager
viii.	**Document incident and actions taken** The details in regard to the student's behaviour and enrolment cancellation, are to be recorded on the student's record within the student management system.	CEO

6. Other documents to consider with this policy

Policies

- PP1.13 - Student Completion and Issuing Certificates
- PP2.10 Appeals Handling

Forms

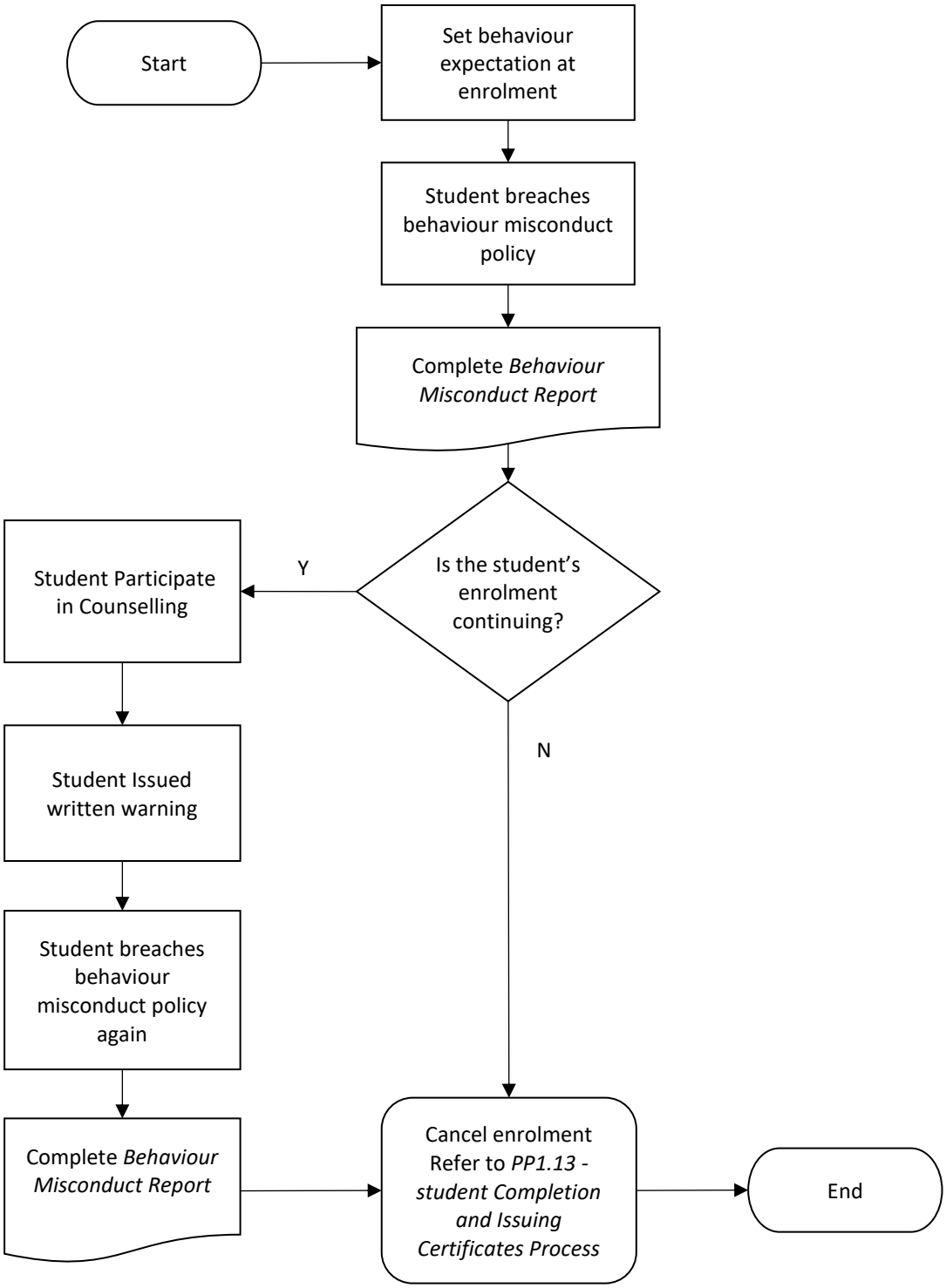
- Warning Letter for Poor Behaviour Template
- Behaviour Misconduct Report
- Student Support Meeting Record
- Appeals Handling

Handbooks, manuals or other documents

- Student Handbook

7. Flow chart

Managing student behaviour misconduct



8. Reference(s)

Outcome Standards for RTOs, Standard 2.5. The learning environment promotes and supports the diversity of VET students. The RTO demonstrates: (a) it fosters a safe and inclusive learning environment for VET students, and (b) it fosters a culturally safe learning environment for First Nations people.

PP2.8 – Fees and Refunds

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.1 (c) (iii), (d), (e) Compliance Standards for RTOs for RTOs, Standard 18
Responsibility	CEO, Office Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to ensure:

- students have access to clear and accurate information about fees and charges to make informed decisions about the services offered by Skillwise Training Pty Ltd
- the student's rights as a consumer are protected
- the student is informed about any changes to the services offered, the training product they are enrolled in or the terms of our service to them
- the student has access to fair and reasonable refund arrangement
- the amount a prospective or current student is required to pay in advance of a services being delivered is not to exceed a total of $1,500

2. Definitions

Training product means AQF qualification, skill set, unit of competency, accredited short course and module.

Short course means a low cost, short duration with a small number of units of competency usually conducted over 1-5 days. These courses usually relate to specific skills required in the workplace or required due to licencing or certification requirements.

Long course means a course designed to prepare the student to perform a vocational occupation such as a full qualification or a substantial course made up of multiple units of competency. These courses are usually delivered over many weeks or years.

The threshold for prepaid fee amount means the amount of fees a prospective or current student can be required to prepay is in excess of a total of $1,500. The purpose of a threshold for prepaid fee amounts is to limit the amount of money that can be required for payment by a student in advance of a service being delivered. It is a consumer protection measure.

Enrolment fee means a payment required to be paid by a student enrolling into a Long Course to cover the cost of administering the enrolment.

Tuition fee means the payment required to be paid by the student to cover the cost of materials, textbooks, student services and training and assessment services.

3. Policy statement

3.1 Fees Payable

Skillwise Training Pty Ltd charge fees for services provided to students undertaking training and assessment. These charges are generally for items such as course materials, textbooks, student services and training and assessment services.

Fees are payable at different stages depending on the type of course the student is enrolling in. As an example:

- for a Short Course, the total fee may be required to be paid via the website or at reception at the point when the student is registering for the course.
- for a Long Course with a scheduled start date, the student will be required to make a payment for their initial payment within 5 days of being issued an invoice or prior to the course commencing, whichever occurs first.

The payment requirements for all courses are specified within the current Skillwise Training Pty Ltd *Schedule of Fees and Charges*. The Schedule will identify the amount and when the initial payment must be made and any subsequent payments that are due as the course progresses. This information is provided to the prospective student as part of the pre-enrolment information process and is accompanied by the outline of the course being offered and the *Student Handbook*.

Skillwise Training Pty Ltd may discontinue training if fees are not paid in accordance with the agreed *Schedule of Fees and Charges*. If a payment is required prior to a service being delivered, the student is not permitted to undertake the service unless prior approval has been given by the CEO.

Where a student is required to pay an application fee as specified in the current *Schedule of Fees and Charges*, the application fee is non-refundable. This is to be clearly explained to the student within the *Schedule of Fees and Charges*.

Where services are being delivered directly to another business such as where an employer is engaging Skillwise Training Pty Ltd to deliver training to a group of its employees, this is a business to business service arrangement and fees will be invoiced as agreed between Skillwise Training Pty Ltd and the client. These arrangements are not subject to the threshold for prepaid fee amount and the total amount of fees can be invoiced at any time that is agreed between the parties.

Changes of tuition fees will not apply to students who have paid and or have already commenced their course.

3.2 Payment methods

Skillwise Training Pty Ltd accepts payment for fees using the following payment methods:

- Credit Card either over the phone or via our electronic invoice
- Electronic Funds Transfer (account details provided on the invoice)
- BPay – authorised bank payment

Payment in cash is not available. Please refer to our invoice for payment options.

3.3 Fees Paid in Advance

Skillwise Training Pty Ltd is not to require prospective or current students to prepay fees in excess of the threshold for prepaid fee amount which is in excess of a total of $1,500. This is an important consumer protection measure to limit the amount of fees that a student can be charged in advance of the services being delivered to the student.

Subsequent payments are based on the costs of the students training and assessment which is yet to be delivered and these payments will be proportioned over the course duration. As a general guide, Skillwise Training Pty Ltd should design a schedule of fees for a course to maximise the amount of money that can be charged in advance of the service being delivered but, at no point is this to exceed the threshold for prepaid fee amounts. The purpose of maximising the amount of fees that are being charged in advance of the service being delivered is to ensure that Skillwise Training Pty Ltd is in receipt of money required to pay for services particularly where Skillwise

Training Pty Ltd is incurring costs in advance of the planned service. The schedule of fees proportioned over the course duration is outlined within the *Schedule of Fees and Charges*.

If the cost of the course is less than $1,500, generally the full amount will be requested for payment prior to the course commencing.

As outlined at section 3.1, Where services are being delivered directly to another business (business to business service arrangement) these arrangements are not subject to the threshold for prepaid fee amount and the total amount of fees can be invoiced at any time that is agreed between the parties.

3.4 Schedule of Fees and Charges

The CEO is responsible for approving Skillwise Training Pty Ltd *Schedule of Fees and Charges*. The *Schedule of Fees and Charges* is to include the following information:

- the total amount of all fees including course fees, administration fees, material fees and any other charges the student may incur during their enrolment;
- any additional fees such as fees for re-issuing an AQF certificate, re-assessment fee or other miscellaneous charges;
- payment terms, including the timing and amount of fees to be paid and any non-refundable amounts or administration fees;
- consumer protection arrangements;
- payment methods;
- any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing students, group bookings etc; and
- refund policy.

The *Schedule of Fees and Charges* is an important component of the Skillwise Training Pty Ltd pre-enrolment information which is to be presented to the student systematically once we have received an enquiry about our services prior to their enrolment or their commencement, whichever

occurs first. This information is made up of a number of information products including the following:

- **advertising and marketing material** which communicates information to the student about the services to be provided in the training product in which they have expressed their interest.

- the **student handbook** which communicates information to the student about Skillwise Training Pty Ltd, its support services and the student's rights and obligations.

- The **schedule of fees and charges** which communicates information to the student about the fees and charges of the services offered by Skillwise Training Pty Ltd Including the schedule of payments (where applicable) and the students rights regarding seeking a refund.

These documents combined form part of our Terms of Service with the student and the student is required to acknowledge these requirements as part of their enrolment.

3.5 Refunds policy

The following refund policy will apply:

- **Prior to commencement.** Students, who gives notice to cancel their enrolment **10 business days** or more prior to the commencement of a course, will be entitled to a full refund of fees paid.

- **Prior to commencement**. Students who give notice to cancel their enrolment **9 business days** or less prior to the commencement of a course will be entitled to a 75% refund of fees paid. The amount retained (25%) by Skillwise Training Pty Ltd is required to cover the costs of staff and resources which will have already been committed based on the student's initial intention to undertake the training.

- **After commencement**. Students who cancel their enrolment after a course has commenced will not be entitled to a refund of fees of any fees paid in advance. An exception to this policy is where Skillwise Training Pty Ltd fails to fulfil its service agreement and fees are refunded under our guarantee to clients.

Discretion may be exercised by the Chief Executive Officer in all situations, if the student can demonstrate that extenuating or significant personal circumstance led to their withdrawal. In these cases, the student should be offered a full credit toward the tuition fee in another scheduled course in-lue of a refund. Chief Executive Officer may also authorise a refund of tuition fees if the circumstances require it.

Where refunds are approved, the refund payment must be paid to the student within 14 days from the time the student gave written notice to cancel their enrolment. Tuition refunds are to be paid via electronic funds transfer using the authorised bank account nominated by the student on the Refund Request Form.

All requests for refund of fees must be made in writing using the *Refund Request Form* which may be obtained from Skillwise Training Pty Ltd reception or from the website. The form must be signed by the student.

The following outlines the Skillwise Training Pty Ltd refund policy is various circumstances and situations which may arise:

- Cancelling enrolment after a course has commenced - Students who cancel their enrolment after a course has commenced will not be entitled to a refund of fees.
- Refunds for textbooks - Where a student has purchased a textbooks or training workbooks and subsequently cancels, Skillwise Training Pty Ltd will not provide a refund monies for a textbooks or training workbooks.
- Refunds of enrolment fees - Where an enrolment fee applies, enrolment fees are non-refundable in all circumstances.
- Non-transferable - Skillwise Training Pty Ltd refunds are not transferable to another person.
- Refunds for classes missed - No refunds will be made for classes missed due to exams, excursions, or other obligations that fall outside the normal schedule of classes.
- Intake numbers are insufficient - Skillwise Training Pty Ltd reserves the right to cancel a course if intake numbers for a scheduled course are insufficient. In the unlikely event that Skillwise Training Pty Ltd cancels a course if intake numbers are insufficient, the student will receive a full refund.
- Behaviour Misconduct - Students who demonstrate behavioural misconduct after being formally warned are to have their enrolment cancelled and will not be entitled to a refund (ref to *PP2.7-Behaviour Misconduct*).

3.6 Replacement of text and training workbooks

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. Where a student has purchased a text or training workbooks and subsequently cancels his or her enrolment, Skillwise Training Pty Ltd will not refund monies for the text unless a written request for a refund is received, and Skillwise Training Pty Ltd

is satisfied that the text is in as-new condition. For a full list of replacement charges please refer to Skillwise Training Pty Ltd *Schedule of Fees and Charges*.

3.7 Statutory cooling off period

A statutory cooling off period (which is 10 days) is a period of time provided to a consumer to allow them to withdraw from a consumer agreement, where that agreement was established through unsolicited marketing or sales tactics. These include tactic such as door-to-door sales and telemarketing. A statutory cooling off period allows a consumer to withdraw from a sales agreement within 10 days of having received a sale contract without penalty. Skillwise Training Pty Ltddo not engage in unsolicited marketing or sales tactics and therefore a statutory cooling off period in not applicable to our students who have enrolled into a course. For refund option in other circumstances, students must refer to the above refund policy.

3.8 Consumer Protection and Guarantee

If Skillwise Training Pty Ltd cancels or ceases to provide planned training, Skillwise Training Pty Ltd must issue a full refund for any services not yet provided. The basis for determining "services not yet provided" is to be based on the units of competency completed by the student and which can be issued in a statement of attainment at the time the service is ceased. As an example: A student enrolled in a course of 2 units of competency and paid $600.00 up front as the total course fee. The course was cancelled due to the trainer falling ill and the student at that time had completed 1 of the 2 units. The student's enrolment would be finalised, and the student would receive a Statement of Attainment for the 1 completed units. The student would also receive a refund of $300.00 which represents that value of the training not delivered.

Students' undertaking a vocational education and training course are protected under Australian Consumer Law and under State and Territory consumer protection laws. These protections include areas such as unfair contract terms, the consumer guarantees, to statutory a cooling-off period, and unscrupulous sales practices. More information about consumer rights can be accessed from the Australian Consumer Law website which includes a range of helpful guides relating to specific areas of protection. Please visit the following site for more information: Australian Consumer Law.

Students who are unhappy with Skillwise Training Pty Ltd arrangements for the collection and refunding of tuition fees are entitled to lodge a complaint. This should occur in accordance with Skillwise Training Pty Ltd complaints policy and procedure (ref to *PP2.9-Complaints Handling*).

3.9 Payment of GST

GST is exempt under section 38-85 GSTR 2003/1 Goods and Services Tax, tax ruling. The ruling explains the supply of a course for 'professional or trade course' is a GST-free education course.

ATO reference:

https://www.ato.gov.au/law/view/document?DocID=GST/GSTR20011/NAT/ATO/00001andPiT=99991231235958

Where a student is enrolled in a course which is offering units of competency or a whole qualification, the course fees attached to this enrolment will be exempt from the payment of GST. GST does apply on the payment of some miscellaneous charges where these charges are in addition to and outside the normal services offered in a course. Please refer to Skillwise Training Pty Ltdschedule of fees and charges for details of what GST is and is not applied to.

3.10 Changes to terms and condition

If at any time there is a change to the agreed services to be provided or policies relating to the student's rights and the payment of fees and other charges, Skillwise Training Pty Ltd must advise current students in writing (email) prior to any of these changes coming into effect. This includes changes to course delivery arrangements, changes to ownership or third party arrangements, changes caused by training product transition, or changes to our policies and procedures.

Students are to be notified of any changes to terms and conditions 28 days prior to these changes coming into effect. On being informed of these changes, students have the right to appeal the decision of Skillwise Training Pty Ltd if the decision effects the terms of their enrolment or the services agreed to at the beginning of their enrolment. The appeal of any decision is to be handled in accordance with the Appeals Policy and Procedure (ref to *PP2.10-Appeals Handling*).

4. Considerations

None

5. Procedure

Steps		**Person/s responsible**
5.1 Invoicing fees		
i.	The Office Manager will be notified by the LMS or the administration staff when a new enrolment is complete – Refer to *PP2.2 - Enrolment*.	Office Manager
ii.	Prepare an invoice for fees according to the *Schedule of Fees and Charges*. **Invoicing individual students:** Invoices must not exceed $1500.	Office Manager CEO

Steps		Person/s responsible
	Invoicing a business: Invoices to employers may exceed $1500. Fees with employers may be negotiated directly through a commercial contract and pre-paid fee protections do not apply.	
iii.	Monitor payments received and update the student management system.	Office Manager
iv.	Issue receipt once payment is received.	Office Manager
v.	Notify the Training Manager when a payment is received, and the student can commence. The initial fee payment must be made prior to commencing training.	Office Manager CEO
vi.	Where a subsequent payment/s is required, the Office Manager or CEO will record the dates for invoicing subsequent payment/s and invoice accordingly.	Office Manager
vii.	Notify the Training Manager of any subsequent payment received and update the student management system. The Training Manager or Trainer will only release additional training materials once the subsequent payment is received.	Office Manager CEO Training Manager, Trainers
5.2 Processing Refunds		
i.	A student who wishes to cancel their enrolment must give notice in writing. All requests for refund of fees must be made in writing using the *Refund Request Form* which may be obtained from Skillwise Training Pty Ltd reception or from the website. The form must be signed by the student.	Office Manager
ii.	Skillwise Training Pty Ltd staff who are approached with initial notice of cancelation are to ensure the student understands their rights with regards to the refunding of tuition fees.	Office Manager
iii.	Provide students seeking a refund with a *Refund Request Form*.	Office Manager

Steps		Person/s responsible
	Students' who may not be eligible but are requesting a refund should also be provided with the *Refund Request Form* so the request can be properly considered by the CEO.	
iv.	The CEO will consider all Refund Requests and inform the student whether their request is approved or not approved.	CEO
v.	If the request is approved, the Office Manager will be notified. If the request is not approved, the student will be notified of their right to appeal. Refer to*: PP2.10 - Appeals Handling*.	CEO Office Manager
vi.	The CEO or Office Manager will determine the appropriate refund based on the Refund Policy and will process the Refund Request within 14 days to the student's nominated bank account.	CEO Office Manager

6. Other documents to consider with this policy

Policies

- PP2.2 - Enrolment
- PP2.9-Complaints Handling
- PP2.10 - Appeals Handling

Forms

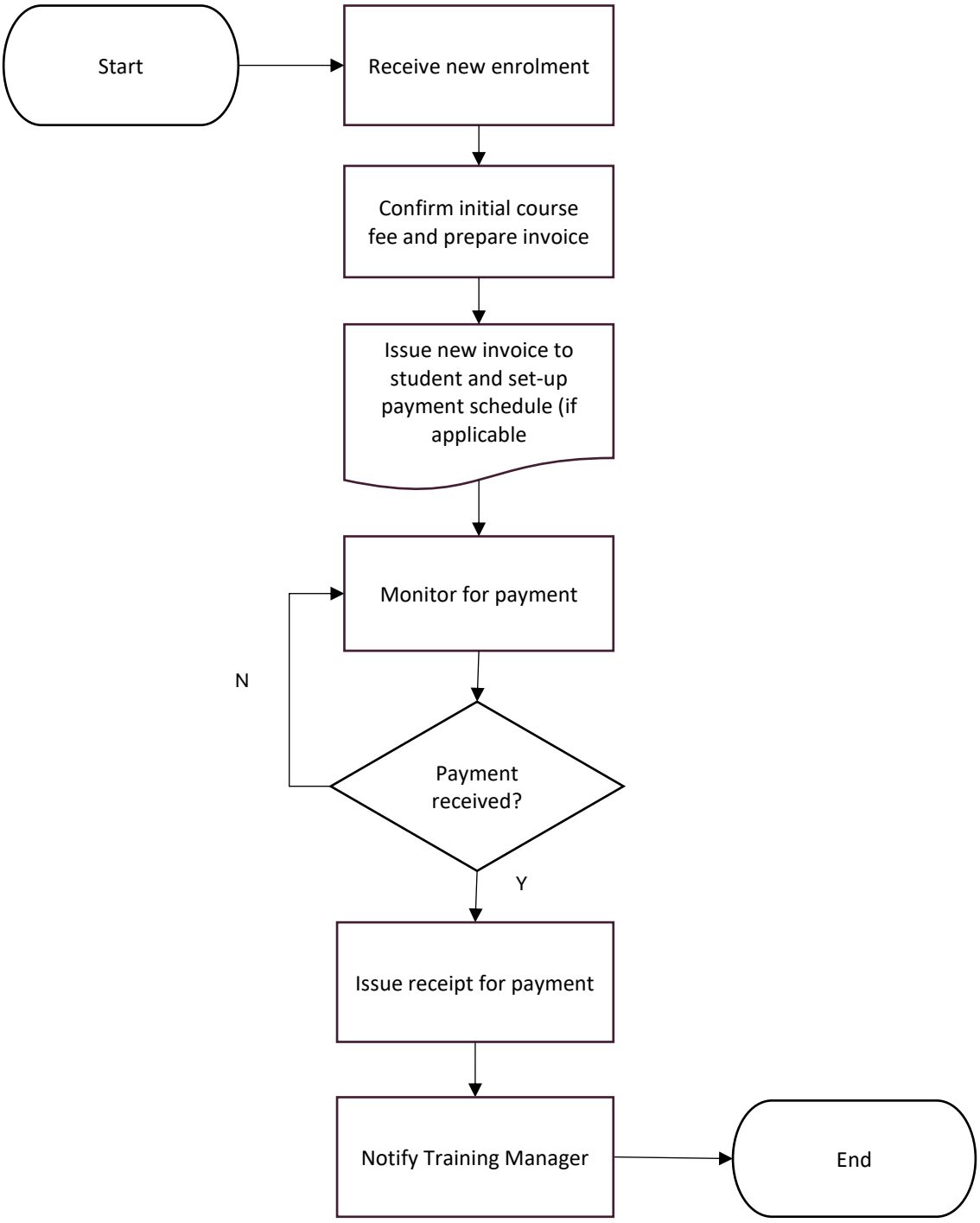
- Refund Request Form
- Schedule of Fees and Charges
- Complaints Handling Form
- Request to Appeal a Decision Form

Handbooks, manuals or other documents

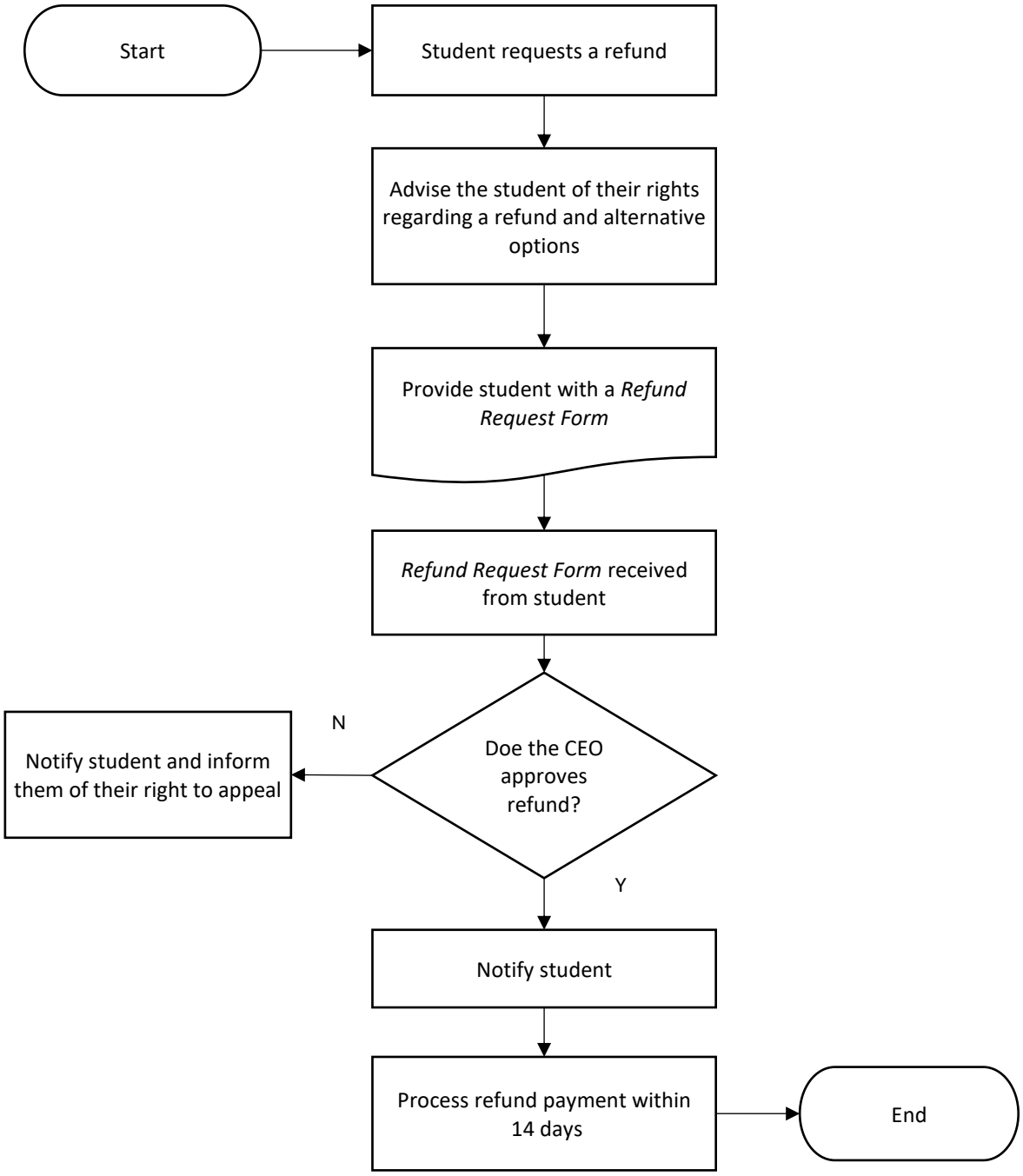
None.

7. Flow chart

Invoicing Students Fees



Processing Refunds



8. Reference(s)

Outcome Standards for RTOs, Standard 2.1 VET students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them. The RTO demonstrates: (c) (iii) any fees and costs payable by the VET student, including payment terms and conditions, refund policies and the availability of any relevant government training entitlements and subsidy arrangements, (d) prior to enrolment or before any fees are required to be paid, written information is provided to the VET student about the agreed training to be provided, the amount of any fees to be paid by the VET student, and the VET student's obligations, (e) how it identifies changes that affect VET students, including transition of superseded, deleted, or expired training products, and informs VET students of these as soon as practicable.

Compliance Standards for RTOs for RTOs, Standard 18. Where fees are prepaid, there are systems in place to ensure refund of these fees if the RTO is unable to deliver the agreed training and assessment.

(1) **Compliance Standards for RTOs for RTOs, Standard 19**. Where an NVR registered training organisation or third party receives prepaid fees from or on behalf of an individual in excess of $1500 in relation to the same VET course (the ***threshold prepaid fee amount***), the organisation must:

(a) where the organisation is a government entity or an Australian university – comply with the requirements set out in subsections (2) and (3); or

(b) where the organisation is any other NVR registered training organisation – implement one or more of the arrangements set out in subsection (4).

Requirements for government entities and Australian universities

(2) The NVR registered training organisation must have a policy in place for circumstances where the organisation is unable to provide the services to which the threshold prepaid fee amount relates (***prepaid fee policy***).

(3) An NVR registered training organisation's prepaid fee policy must specify how an individual who has prepaid will:

(a) be placed into an equivalent course at a location suitable to the individual and receive all services for which the individual has prepaid at no additional cost to the individual; or

(b) be refunded the prepaid fees for services yet to be delivered which are in excess of the threshold prepaid fee amount.

Requirements for other NVR registered training organisations

(4) The NVR registered training organisation must implement one or more of the following arrangements:

(a) an unconditional financial guarantee from a bank operating in Australia, provided:

(i) at all times, the guarantee is at least equal to the total amount of prepaid fees held by the organisation in excess of the threshold prepaid fee amount; and

(ii) the costs of establishing and maintaining the guarantee are met by the organisation.

(6) Note: For example, where an NVR registered training organisation receives prepaid fees of $2000 from three individuals (totalling $6000), the guarantee must be at least equal to $1500 (i.e. $500 multiplied by three).

(b) a current membership with a tuition assurance scheme operator which, if the organisation is unable to provide services for which the individual has prepaid, must ensure:

(i) the individual will be placed into an equivalent course at a location suitable to the individual and receive all services for which the individual has prepaid at no additional cost to the individual; or

(ii) if an equivalent course cannot be found – the individual will be refunded the prepaid fees which are in excess of the threshold prepaid fee amount.

(c) any other fee protection measure approved by the National VET Regulator.

Australian Consumer Protection laws

https://consumerlaw.gov.au/consumers-and-acl

ATO GST reference

https://www.ato.gov.au/law/view/document?DocID=GST/GSTR20011/NAT/ATO/00001andPiT=99991231235958

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PP2.9-Complaints Handling

Policy area	Complainant Support
Standards	Outcome Standards for RTOs, Standard 2.7.
Responsibility	CEO, Student Support Officer, Training Manager
Classification	**Public**

1. Purpose

The purpose of this policy and procedure is to ensure:

- information about how to provide feedback and make complaints is publicly available and easily accessible
- complainants are supported to provide feedback and make complaints
- persons making a complaint are afforded procedural fairness
- we handle complaints within a reasonable timeframe for responding to and resolving complaints
- we provide options for further action through relevant third parties where complaints are not resolved
- outcomes of complaints are documented and communicated
- feedback and complaints are used to inform continuous improvement to prevent the reoccurrence

2. Definitions

Complainant means the person making a complaint, this may be a student, employer, trainer or any other person making a complaint. It is not limited to complaints made by students only.

Complaint generally means negative feedback about services or people which has not been resolved locally.

3. Policy statement

3.1 Approach to complaints

Skillwise Training Pty Ltd are open to receiving feedback and complaints. We are committed to providing a fair and transparent complaint handling process. We do this by:

- ensuring there is no detriment to people who complain

- fostering a receptive, blame-free culture that is open to feedback and improvement
- providing a range of avenues through which people may make complaints – e.g. via email or verbally to trainers, the Student Support Officer or other relevant staff.
- Making information on our complaints handling process publicly available on our website and in our Student Handbook providing transparency regarding how complaints and feedback are handled, what complainants can expect and expected timeframes for resolution of complaints.

3.2 Ensuring procedural fairness

Skillwise Training Pty Ltd implement the following mechanisms to ensure procedural fairness when handling complaints:

- the complaint is handled by an unbiased person
- both the complainant and the subject of the complaint (where this is a person) are given an opportunity to be heard and to provide relevant information
- similar complaints are treated in a consistent manner to ensure fairness and reliability in the resolution process
- a person making a complaint will be informed of any outcome or decision before the decision is implemented and will have the option to respond
- the privacy of complainants is protected, and the information included in a complaint is kept confidential.

3.3 Early Resolution of Complaints

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the persons involved. It is often the case that complaints can be avoided by proper communication and respect between persons involved. Where the issue cannot be resolved locally and needs to be from last as a complaint is to be made in accordance with the following section.

3.4 Making a Complaint

A complaint may be received by Skillwise Training Pty Ltd in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person.

The complaints policy must be publicly available. This means that the complaints policy and procedure will be published on the Skillwise Training Pty Ltd website and will be communicated to complainants within the complainant handbook.

Complaints are to be handled in the strictest confidence. No Skillwise Training Pty Ltd representative is to disclose information to any person without the permission of the CEO. A decision to release information to third parties can only be made after the complainant has given permission for this to occur. This permission should be given By providing written consent.

Skillwise Training Pty Ltd shall maintain the enrolment of the complainant during the complaint handling process.

The complainant is entitled to be heard with access to all relevant information and with the right of reply ensuring procedural fairness is applied at every stage of the complaint process.

The complainant may be accompanied and/or assisted by a support person at any relevant meeting. Where the complainant is a child or young complainant, they may be accompanied by a family member or carer at any relevant meeting.

3.5 Communicating the Complaint Handling Policy and Procedure

The complaints handling policy will be:

- Publicly available on the Skillwise Training Pty Ltd Website
- Integrated into the Skillwise Training Pty Ltd Complainant Handbook
- Included in the Skillwise Training Pty Ltd Policy and Procedure

Complainants are also encouraged to provide feedback to their Trainer, the Student Support Officer or any other Skillwise Training Pty Ltd staff member at any time, as outlined in the *Student Handbook* and PP*4.7 - Continuous Improvement*.

3.6 Complaint Handling Timeframe

We are committed to resolving complaints in a reasonable timeframe and without unnecessary delay. While we will respond to all complaints in a timely manner, some complaints may require more urgent attention than others, and some complaints may take longer to resolve than others.

- **Written Acknowledgement** - The first step is written acknowledgement by Skillwise Training Pty Ltd **no later than 24 hours** from the time the complaint is received. This acknowledgement is intended to provide the complainant assurance that Skillwise Training Pty Ltd has received the complaint and will review the relevant issues and provide a response

as soon as practical. The acknowledgement must inform the person that they will receive a written response.

- **Initial Assessment and Categorisation -** Skillwise Training Pty Ltd will triage complaints by classifying complaints based on severity, urgency, and nature, and prioritising cases that need immediate attention. An initial assessment and categorisation of the complaint will be conducted **within 2 working days** based on:

    - **Severity:** Determine if the complaint involves safety, harassment, discrimination, or legal concerns, which would necessitate urgent action. Less severe complaints could involve general dissatisfaction or requests for improvement.
    - **Urgency:** Consider how soon the issue needs to be resolved. Complaints that could impact ongoing training sessions or reputation may need to be escalated.
    - **Nature of Complaint:** Identify if it's related to training and assessment, trainer behaviour, administrative issues, or facilities.

  Prioritisation
  Assign a priority level (e.g., critical, high, medium, low) based on the assessment. For instance:

    - **Critical:** Complaints with legal or safety implications, or those that could harm complainants' well-being.
    - **High:** Issues with significant impact on training quality or participant experience, such as trainer behaviour or course content.
    - **Medium:** Less urgent issues, like scheduling or minor logistical concerns.
    - **Low:** Minor complaints, often administrative or preference-based, which don't require immediate resolution.

- **Handling the complaint** - Complaints that have been categorised as Severe, with a Critical priority rating, will be acted on immediately. The handling of all complaints will commence within **seven (7) calendar days** of the lodgement of the complaint and all reasonable measures will be taken to finalise the process as soon as practicable. A written response must be provided to the complainant within **fourteen (14) calendar days** of the lodgement of the complaint.

- As a benchmark, Skillwise Training Pty Ltd should attempt to resolve complaints as soon as possible. A timeframe to resolve a complaint within **thirty (30) calendar days** is considered acceptable and in the best interest of Skillwise Training Pty Ltd and the complainant.

- A complainant should also be provided with regular updates to inform them of the process of the complaint handling. Updates should be provided to the complainant at a minimum of **two (2) weekly intervals**.

Complaints must be resolved to a final outcome within **thirty (30) calendar days** of the complaint being initially received. Where Skillwise Training Pty Ltd Chief Executive Officer considers that more than 30 calendar days are required to process and finalise the complaint, the CEO must inform the complainant in writing, including reasons why more than 30 calendar days are required, and maintain regular fortnightly contact with the complainant including to explain any further delays.

3.7 Principles of Natural Justice and Procedural Fairness

A complainant is to be provided an opportunity to formally present his or her case at no cost. The principles of Natural Justice and Procedural Fairness must be incorporated into the complaint handling process to ensure that decision-making is fair and reasonable. Natural justice must be observed when it affects the rights, interests or legitimate expectations of individuals. The following principles are to be applied:

CEO and bias. Where the CEO feels that they may have bias or there is a perception of bias or where the person making the complaint is not satisfied with how the matter has been handled, the complainant is to be referred directly to an independent third-party for consideration and response.

Responding to Allegations. Where a complaint involves one person making allegations about another person, it is a requirement for Skillwise Training Pty Ltd to hear both sides of the matter before making any judgements about the complaint should be settled. A person who will be affected by a decision made by Skillwise Training Pty Ltd as a result of a complaint has the right to be fully informed of any allegations and to be provided adequate opportunity to be heard and respond. The person has the right to:

- Put forward arguments in their favour,
- Show cause why a proposed action should not be taken,
- Deny allegations,
- Call for evidence to disprove allegations and claims,
- Explain allegations or present an innocent explanation, and

- Provide mitigating circumstances (information aimed at reducing the severity, seriousness of something).

Skillwise Training Pty Ltd also has an obligation to fully consider the substance of allegations and the response provided by parties before making a decision. Decisions must be communicated to the complainant and relevant person's subject of allegations in writing. This is to include advising these persons of their right to seek a third-party review of decisions made by Skillwise Training Pty Ltd.

Referring matters to authorities. Where an allegation is made that involves alleged criminal or illegal activity and it is considered outside the scope and expertise of Skillwise Training Pty Ltd to investigate the matter, then in these circumstances Skillwise Training Pty Ltd reserves the right to report these allegations to law enforcement authorities. Persons related to the matter involving alleged criminal or illegal activity will be advised in writing if this course of action is being taken.

Third Party Review. Where the person making a complaint is not satisfied with the handling of the matter by Skillwise Training Pty Ltd, they have the opportunity for a body or person that is independent of Skillwise Training Pty Ltd to review his or her complaint following the internal completion of complaint handling process. Before a person seeks a review by an independent third party, they are requested to first allow Skillwise Training Pty Ltd to fully consider the nature of the complaint and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they have the right then seek a review by an independent third party. To request a review by an independent third party, the complainant should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

In these circumstances, the Skillwise Training Pty Ltd Chief Executive Officer will advise of an appropriate party independent of Skillwise Training Pty Ltd to review the complaint outcome (and its subsequent handling) and provide advice to Skillwise Training Pty Ltd in regard to the recommended outcomes. The independent third-party is required to respond with their recommendations within **fourteen (14) working days** of their review being requested. This advice is to be accepted by Skillwise Training Pty Ltd as final, advised to the person making a complaint in writing and implemented without prejudice.

Where the Skillwise Training Pty Ltd appoints or engages an appropriate independent person to review a complaint, the Skillwise Training Pty Ltd will meet the full cost to facilitate the independent review.

3.8 Unresolved Complaints

Once the complaint handling process has concluded; where the person making a complaint remains not satisfied with the outcome of the complaint handling procedure, the person is to be advised

that they have the right to refer the matter to any external authority/agency that may be relevant to their complaint.

The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

- In relation to consumer related issues, the person may refer their complaint to the **Office of Fair Trading**.

- In relation to the delivery of training and assessment services, the person may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at https://www.dewr.gov.au/national-training-complaints-hotline or alternatively to the Australian Skills Quality Authority at the following website https://asqaportal.asqa.gov.au/Make-a-Report//?from=tip-off

- In relation to matters relating to privacy, the person may refer their complaint to the **Office of the Australian Information Commissioner** via the following details: https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint or call on 1300 363 992

This guidance is also communicated to complainants within the Student Handbook and also within the publicly available policies and procedures on Skillwise Training Pty Ltd website. It is expected that the above agencies will investigate the persons concerns and contact the Skillwise Training Pty Ltd for information. External agencies will typically request a copy of any record of how the complaint was handled from the person. Skillwise Training Pty Ltd is to ensure that the person is provided with a written response that they may use for this purpose.

The Skillwise Training Pty Ltd is to cooperate fully with agencies such as the National Training Complaints Service, the Office of Fair Trading or ASQA that may investigate the handling of a complaint. Skillwise Training Pty Ltd considers that it would be extremely unlikely that a complaint is not able to be resolved quickly within Skillwise Training Pty Ltd internal arrangements.

3.9 Record Management of Complaint Records

Records relating to complaints will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the complainant or generated by Skillwise Training Pty Ltd. There is also a record of the complaint maintained within the Skillwise Training Pty Ltd complainant management system. This includes the details about the complaint and a diary log which records the progress of the complaint handling and closure. This record also records identified opportunities for improvement that result from complaints handling.

All records regardless of their format will be saved in a digital format into a secure folder located on the Skillwise Training Pty Ltd file storage. Each file is to be clearly labelled with the document title or subject and the date of which the document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer. Records stored on the complainant management system are to be accessible only to administrators and managers.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.
- Records must be kept confidential to safeguard information and to protect the privacy of complainants.
- Records must be kept to avoid damage by fire, flood, termites or any other pests.
- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed-up off site.

A correspondence record must be made for each complainant making a complaint. All email and letter communication should be retained with the complainant correspondence record within the complaint handling file.

3.10 Period of retention of Complaints Records

Skillwise Training Pty Ltd is to retain records relating to complaints handling for a minimum of five (5) years.

3.11 Destruction of Complaints Records

The CEO is the only person who can authorise (in writing) the destruction of complaint handling records. Records are only to be authorised for destruction after the retention period has lapsed.

4. Considerations

4.1 Relationship to Continuous Improvement

Frequently, the complaints handling process will expose weakness in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of complaints handling is very positive and should be actively applied by all persons involved. It is for this reason that complaints received from stakeholders should be seen in a positive light and as opportunities for improvement. At the end of the complaint handling process, consideration is to be given to opportunities for improvement that can be applied to prevent the recurrence of the complaint.

5. Procedure

Steps		Person/s responsible
5.1 Complaints Handling		
i.	**Inform complainants of Complains Handling process** Upload Complaints Handling policy and procedure on our website and provide to complainant in their *Complainant Handbook*.	CEO
ii.	**Receive Complaint** A complaint may be received in any form (written or verbal) although persons seeking to make a complaint are recommended to complete the *Complaint Form* which is available to them on the Skillwise Training Pty Ltd website or can be obtained from the Skillwise Training Pty Ltd office. There is no time limitation on a person who is seeking to make a complaint. The completed complaint from is to be submitted to the Office Manager either in hard copy or electronically via the following contact details: Insert Address Insert Email If a complainant has any difficulty assessing the required form or submitting the complaint to Skillwise Training Pty Ltd, they are advised	Student Support Officer

	to contact Skillwise Training Pty Ltd immediately at the following phone number: Insert Phone Number If the complainant is a child or young person, they may enlist the support of a family member or carer, or the Student Support Officer, in explaining the complaint process and helping them to complete the Complaint Form.	
iii.	**Acknowledge receipt of complaint** The complainant must be provided a written acknowledgement using the template *Complaints Handling Written Acknowledgement* as soon as possible and no later than 24 hours from the time the complaint is received using the written acknowledgement email template. The acknowledgement must inform the complainant that they will receive a written response within 14 days and explain the complaints handling process and the person's rights and obligations.	Student Support Officer
iv.	**Determine complaint handling priority.** **Initial Assessment and Categorisation** - Triage complaints by classifying complaints based on severity, urgency, and nature, and prioritising cases that need immediate attention. An initial assessment and categorisation of the complaint will be conducted **within 2 working days** based on: • **Severity:** Determine if the complaint involves safety, harassment, discrimination, or legal concerns, which would necessitate urgent action. Less severe complaints could involve general dissatisfaction or requests for improvement. • **Urgency:** Consider how soon the issue needs to be resolved. Complaints that could impact ongoing training sessions or reputation may need to be escalated. • **Nature of Complaint:** Identify if it's related to training and assessment, trainer behaviour, administrative issues, or facilities. **Prioritisation** Assign a priority level (e.g., critical, high, medium, low) based on the assessment. For instance:	

	• **Critical:** Complaints with legal or safety implications, or those that could harm complainants' well-being. • **High:** Issues with significant impact on training quality or participant experience, such as trainer behaviour or course content. • **Medium:** Less urgent issues, like scheduling or minor logistical concerns. • **Low:** Minor complaints, often administrative or preference-based, which don't require immediate resolution.	
v.	**Record Complaint** The complaint must be entered into the *Complaints and Appeals Register*. The Complaints and Appeals Register identifies the complainant, relation with Skillwise Training Pty Ltd, nature of complaint, findings/outcomes, any links with the Continuous Improvement report and the dates received and closed. Prior to entering the complaint form into the register, check if the person has not already submitted a complaint, if it is accurately recorded or if it has been recorded as a subsequent contact. The complaints register within the complainant management system is to be used to record the details of the complaint and to maintain a chronological journal of events during the complaint handling process. Records relating to complaints handling must be stored securely to prevent access to unauthorised personnel.	Student Support Officer
vi.	**Review and investigate complaint** The complaint is forwarded to the Chief Executive Office for review. The CEO will determine if the complaint requires further investigation or consultation or if the matter can be solved internally.	Student Support Officer CEO
vii.	**Keep the complainant up to date** As the complaint handling is progressing, the complainant is to be provided regular updates not less than every two weeks advising them of the status of the complaint and how it is progressing using the template Letter - *Complaints or Appeals Update/*	Student Support Officer CEO

viii.	**Give opportunity to respond (if applicable)** Where a complaint is made about or involves allegations about another person, Skillwise Training Pty Ltd is obliged to inform this person about this complaint or allegation and provide them the opportunity to respond and present information in response to the issues raised.	CEO Student Support Officer
ix.	**Refer to Police (if applicable)** Where a complaint is received by Skillwise Training Pty Ltd which involve allegations about alleged criminal conduct, Skillwise Training Pty Ltd are to recommend the person making the complaint refer the matter to the relevant State or Territory Police Service.	CEO
x.	**Determine response and communicate to the complainant** The CEO reviews the outcomes of the investigation/consultation and determines the complaint response within 30 days. Communicate the findings and outcomes to the complainant using the *Complaints Response Letter Template.*	CEO
xi.	**Review by an independent third party, where required** Where a complainant is not satisfied with the handling of the complaint by Skillwise Training Pty Ltd, a body or person from an independent third party can be requested to review the complaint. The third-party is required to respond to with their recommendations within **fourteen (14) calendar days** of their review being request. The complainant is to be advised of review by a third party using the template *Third Party Written Acknowledgement*.	CEO Independent Third Party
xii.	**Implement response and Advise Complainant** Decisions or outcomes of the complaint handling process shall be implemented immediately. The complainant shall be advised of the complaint outcome in writing using the template *Letter - Complaints or Appeals Response.*	Student Support Officer
xiii.	**Obtain written acknowledgement from the complainant** Skillwise Training Pty Ltd must request written acknowledgement from the complainant once the complaint has been resolved.	Student Support Officer

xiv.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer Training Manager CEO
xv.	**Document Response** The complaint must be updated and recorded in the *Complaints Register*. All associated documents relevant to the complaint should be retained including any records of continuous improvement.	Student Support Officer

6. Other documents to consider with this policy

Policies

- PP4.3 - Management Meeting
- PP4.4 - Third Party Management
- PP4.7 - Continuous Improvement

Forms

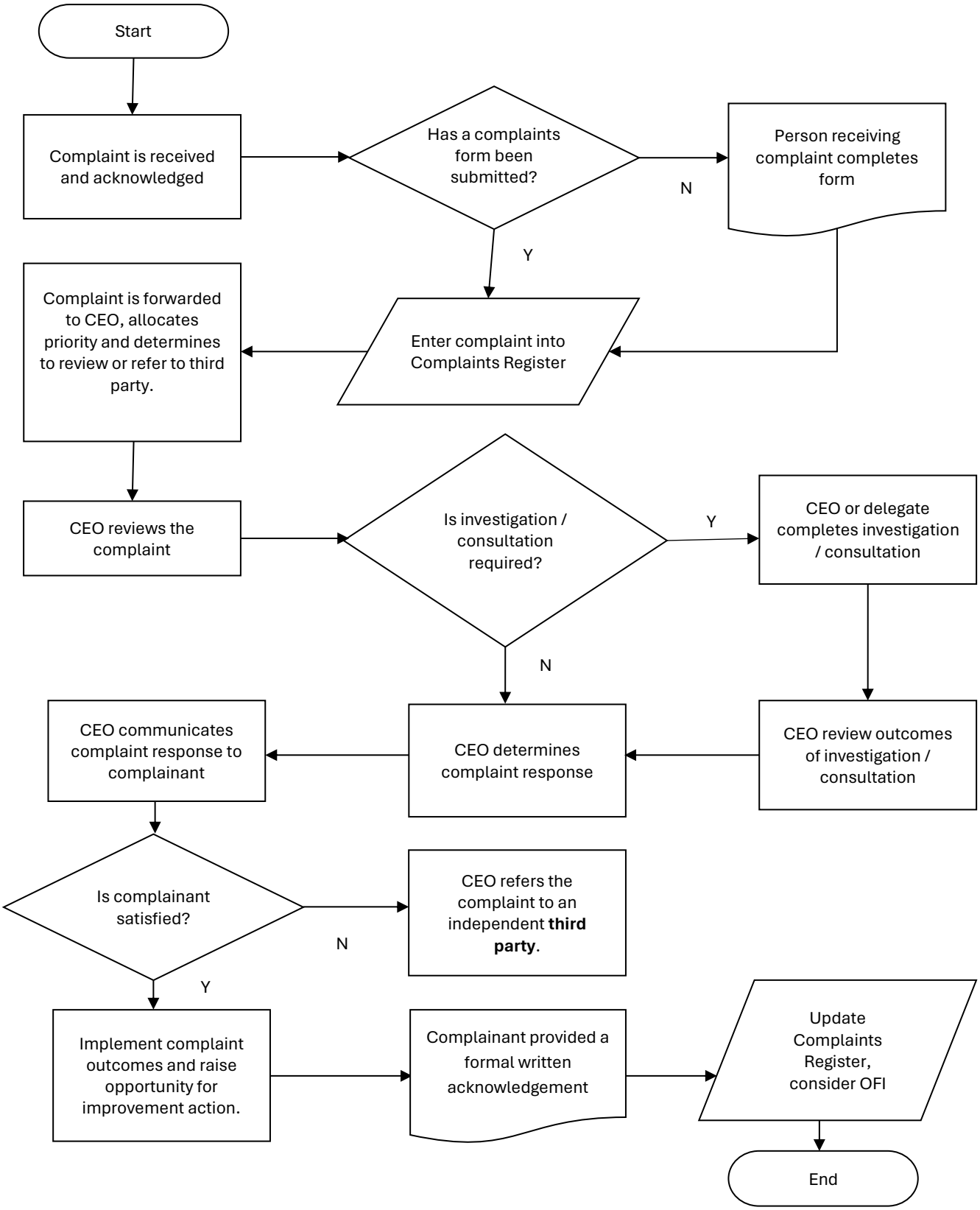
- Complaints Form
- Complaints Register
- Complaints Response Letter Template
- Continuous Improvement Register

Handbooks, manuals or other documents

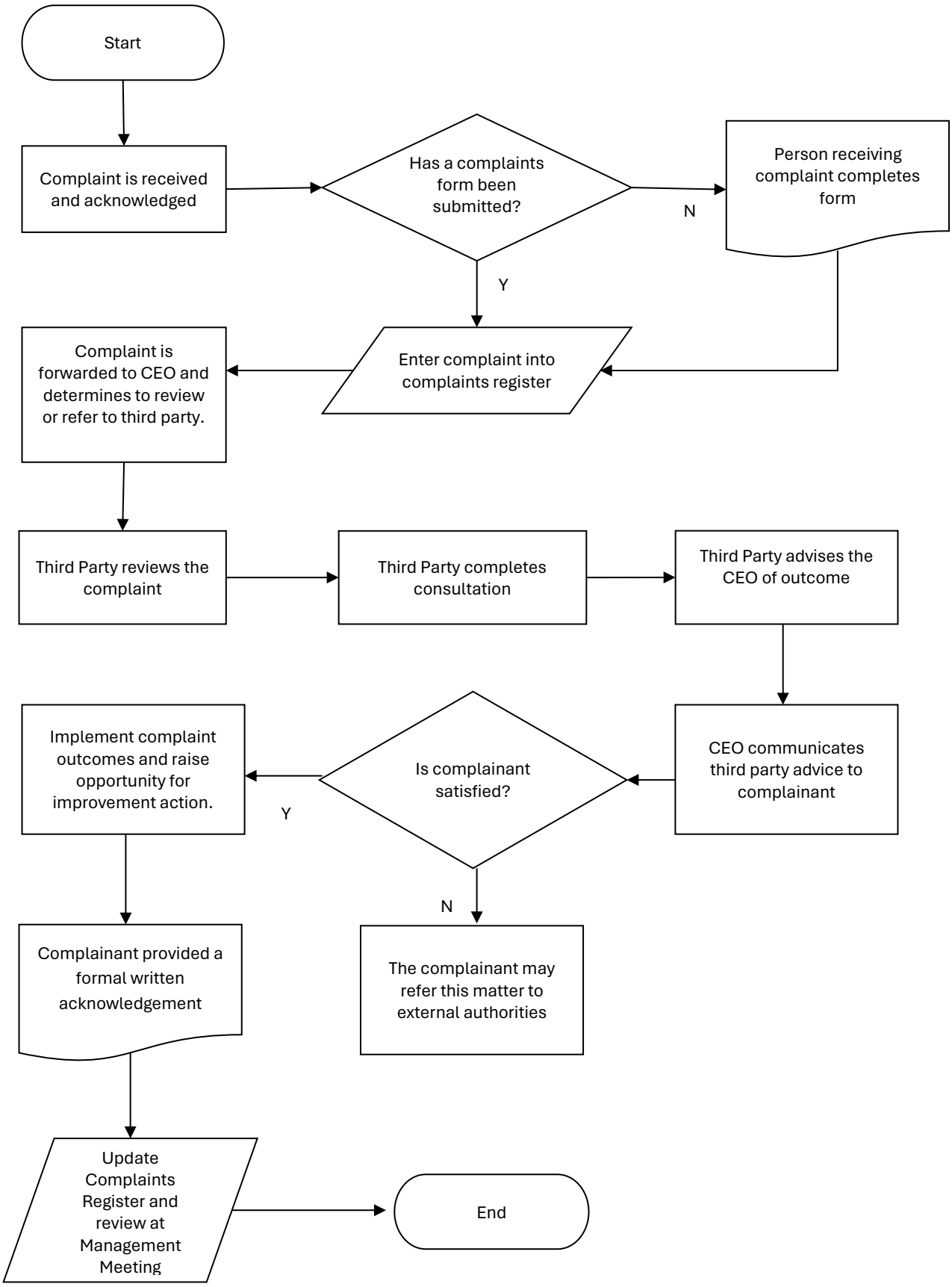
None.

7. Flow chart

Complaints Handling Process



Third Party Review Process



8. Reference(s)

Outcome Standards for RTOs, Standard 2.7. Effective feedback and complaints management addresses concerns and informs continuous improvement.

The RTO demonstrates:

(a) information about how to provide feedback and make complaints is publicly available and easily accessible

(b) VET complainants are supported to provide feedback and make complaints

(c) a complaints management system that:

(i) ensures parties are afforded procedural fairness

(ii) identifies reasonable timeframes for responding to and resolving complaints

(iii) provides avenues for further action where complaints are not resolved

(d) outcomes of complaints are documented and communicated to relevant parties

(e) feedback and complaints are used to inform continuous improvement.

PP2.10 – Appeals Handling

Policy area	Student Support

Standards	Outcome Standards for RTOs, Standard 2.8.
Responsibility	CEO Trainers and Assessors, Training Manager
Classification	**Public**

1. Purpose

The purpose of this policy and procedure is to ensure:

- students are informed about avenues for appealing decisions
- students are afforded procedural fairness
- appeals are actioned in a reasonable timeframe
- avenues for review by an independent party
- outcomes are documented and communicated to the student
- outcomes of appeals are used to inform continuous improvement

2. Definitions

Appeal. An appeal is an application by a student for reconsideration of an unfavourable decision or finding during their time with Skillwise Training Pty Ltd. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be lodged within 28 calendar days of the decision or finding being informed to the student.

3. Policy statement

3.1 Who and what does this policy apply to?

This policy relates to appeals of decisions made by Skillwise Training Pty Ltd. These appeals may be submitted by a student where Skillwise Training Pty Ltd has made a decision that is relevant to the student, or which effects the student in some way. Where Skillwise Training Pty Ltd makes a decision which does not relate to or effect a student, the student is not eligible to appeal the decision.

The following are some examples of decisions that a student might appeal:

- An assessment decision of the student's knowledge and skills,
- An administrative decision that effects the student directly,
- A policy decision that changes the nature of the terms of service that the student agreed to at the time of their enrolment,
- A decision in relation to utilising third parties in service delivery,

- A decision in relation to a training product being superseded or deleted and the related transition process, or
- A decision to change the nature of the service being delivered that the student agreed to at the time of their enrolment.

The above list of examples is not exhaustive, and this policy may apply to literally any decision that Skillwise Training Pty Ltd makes that is relevant to the student, or which effects the student in some way.

3.12 Ensuring procedural fairness

Skillwise Training Pty Ltd implement the following mechanisms to ensure procedural fairness when handling appeals:

- the appeal is handled by an unbiased person not involved in making the original decision
- the student is given an opportunity to be heard and to provide relevant information
- the privacy of all parties involved is protected, and the information included in an appeal is kept confidential. Only individuals directly involved in the appeals process will have access to the appeal information.
- information is handled sensitively to ensure that students feel safe and supported when lodging an appeal.

3.2 The appeals period

Students have the right to appeal decisions within **28 calendar days** of receiving notification of the decision. Appeals submitted after this period may not be considered.

3.3 Early Resolution of Appeals

Students are encouraged to resolve any concerns they may have directly with the Skillwise Training Pty Ltd staff member involved in the first instance. It is often the case that the student's decision to make an appeal can be avoided by proper communication and consultation with students at the time a decision is made.

3.4 Submitting an Appeal

If the student is unable to resolve the issue directly with the Skillwise Training Pty Ltd staff member, they should raise the appeal with the Training Manager, Office Manager or CEO. This may be verbally in the first instance and must then be in writing by completing a *Request for an Appeal of a Decision*

Form. The request for an appeal may be submitted to the Training Manager, Office Manager or CEO. Alternatively, the student may submit it via email or hard copy via the post. The contact details for submitting the appeal are provided to the student in the *Student Handbook*.

3.5 Communicating the Appeals Handling Policy and Procedure

The appeals handling policy and procedure will be:

- Publicly available on the Skillwise Training Pty Ltd Website
- Integrated into the Skillwise Training Pty Ltd Student Handbook
- Integrated in the Skillwise Training Pty Ltd Policy and Procedures

3.6 Principles of Natural Justice and Procedural Fairness

A student is to be provided an opportunity to formally present his or her case at no cost. Each student may be accompanied and/or assisted by a support person at any relevant meeting. The principles of Natural Justice and Procedural Fairness must be incorporated into every stage of the appeals handling process to ensure that decision-making is fair and reasonable. Natural justice must be observed when it affects the rights, interests or legitimate expectations of individuals. The following principles are to be applied:

- **CEO bias.** Where the Chief Executive Officer of Skillwise Training Pty Ltd feels that they may have bias or there is a perception of bias or where the person making the appeal is not satisfied with how the matter is being handled, the student is to be referred directly to an independent third-party for consideration and response. This means that the student is entitled to have their appeal heard by a person that is without bias and may not be affected by the decision.

- **Third Party Review.** Where the student is not satisfied with the handling of the matter by Skillwise Training Pty Ltd, they have the opportunity for a body or person that is independent of Skillwise Training Pty Ltd to review his or her appeal following the internal completion of the appeal handling process. Before a person seeks a review by an independent third party, they are requested to first allow Skillwise Training Pty Ltd to fully consider the nature of the appeal and to respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome, they have the right then seek a review by an independent third party. To request a review by an independent third party, the student should inform the Office Manager of their request who will initiate the process with the Chief Executive Officer.

- In these circumstances, the Skillwise Training Pty Ltd Chief Executive Officer will advise of an appropriate party independent of Skillwise Training Pty Ltd to review the appeal outcome (and its subsequent handling) and provide advice to Skillwise Training Pty Ltd in regards to the recommended outcomes. The independent third-party is required to respond with their

recommendations within **fourteen (14) calendar days** of their review being requested. This advice is to be accepted by Skillwise Training Pty Ltd as final, advised to the person making a appeal in writing and implemented without prejudice.

- Where the Skillwise Training Pty Ltd appoints or engages an appropriate independent person to review an appeal the Skillwise Training Pty Ltd will meet the full cost to facilitate the independent review.

3.7 Confidentiality

Appeals are to be handled in the strictest of confidence. No Skillwise Training Pty Ltd representative is to disclose information to any person without the permission of Skillwise Training Pty Ltd CEO. A decision to release information to third parties can only be made after the student has given permission for this to occur. This permission should be given as a written consent**.**

3.8 Appeals Handling Timeframe

Skillwise Training Pty Ltd will provide written acknowledgement of receiving the appeal no later than **24 hours** from the time the appeal is received using the appeals written acknowledgment email template. The acknowledgement must inform the student that they will receive a written response within **14 days** to explain the appeals handling process and the person's rights and obligations.

Appeals must be resolved to a final outcome within **thirty (30) calendar days** of the appeal being initially received. Where Skillwise Training Pty Ltd Chief Executive Officer considers that more than 30 calendar days are required to process and finalise the appeal, the CEO must inform the student in writing, including reasons why more than 30 calendar days are required.

3.9 Unresolved Appeals

Once the appeals handling process has concluded; where the person seeking an appeal of a decision remains not satisfied with the outcome of the appeals handling procedure, the person is to be advised that they have the right to refer the matter to any external authority/agency that may be relevant to their appeal. The following external agencies are nominated in the first instance as relevant points of referral the person may consider:

- In relation to consumer related issues, the person may refer their complaint to the **Office of Fair Trading**.

- In relation to the delivery of training and assessment services, the person may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at https://www.dewr.gov.au/national-training-complaints-hotline or alternatively to the

Australian Skills Quality Authority at the following website https://asqaportal.asqa.gov.au/Make-a-Report//?from=tip-off

- In relation to matters relating to privacy, the person may refer their complaint to the **Office of the Australian Information Commissioner** via the following details: https://www.oaic.gov.au/individuals/how-do-i-make-a-privacy-complaint or call on 1300 363 992

This guidance is also communicated to students within the Student Handbook and also within the publicly available policies and procedures on Skillwise Training Pty Ltd website. It is expected that the above agencies will investigate the persons concerns and contact the Skillwise Training Pty Ltd for information. External agencies will typically request a copy of any record of how the appeal was handled from the person. Skillwise Training Pty Ltd is to ensure that the person is provided with a written response that they may use for this purpose.

Skillwise Training Pty Ltd is to cooperate fully with agencies such the Office of Fair Trading or ASQA that may investigate the handling of an appeal. Skillwise Training Pty Ltd considers that it would be extremely unlikely that an appeal is not able to be resolved quickly within Skillwise Training Pty Ltd internal arrangements.

3.10 Record Management of Appeals Records

Records relating to appeals will present in two formats. There will be electronic records in the form of email correspondence and other documents which are communicated electronically and hard copy records which are submitted by the student or generated by Skillwise Training Pty Ltd. There is also a record of the appeal maintained within the Skillwise Training Pty Ltd student management system. This includes the details about the appeal and a diary log which records the progress of the appeal handling and closure. This record also records identified opportunities for improvement that result from appeals handling.

All records regardless of their format will be saved in a digital format into a secure folder located on the Skillwise Training Pty Ltd file storage. Each file is to be clearly labelled with the document title or subject and the date of which the document was received or generated. This folder must only be accessible to persons authorised by the Chief Executive Officer. Records stored on the student management system are to be accessible only to administrators and managers.

To ensure records are maintained in a safe and suitable condition, the following is to apply:

- Records must be kept securely to prevent them being accessed by any non-authorised personnel.

- Records must be kept confidential to safeguard information and to protect the privacy of complainants.

- Records must be kept avoiding damage by fire, flood, termites or any other pests.

- Electronic data storage must be safe from destruction by fire or flood and should take account of the risk of component failure of a single storage device. Electronic data is also to be backed-up off site.

3.11 Period of retention of Appeals Records

Skillwise Training Pty Ltd is to retain records relating to appeals handling for a minimum of **five (5) years**.

3.12 Destruction of Appeals Records

Skillwise Training Pty Ltd CEO is the only person who can authorise (in writing) the destruction of appeals handling records. Records are only to be authorised for destruction after the retention period has lapsed. Documents identified for destruction are to be shredded before being recycled.

4. Considerations

3.11 Relationship to Continuous Improvement

Frequently, the appeals handling process will expose weakness in the training and assessment or administrative system that can flow into the continuous improvement system as opportunities for improvement. This outcome of appeals handling is very positive and should be actively applied by all persons involved. It is for this reason that appeals received from stakeholders should be seen in a positive light and as opportunities for improvement. Opportunities for improvement will be considered at the completion of the appeals handling procedure.

5. Procedure

Steps		Person/s responsible
Making an Appeal		
i.	**Inform students of appeal process** Upload the Appeals Handling Policy and Procedure to Skillwise Training Pty Ltd Website. Provide all new students with a copy of the *Student Handbook* (Refer to: *PP2.2 - Enrolment*)	CEO
ii.	**Submission of appeal** To appeal a decision, the person is required to complete the *Request for an Appeal of a Decision Form*. This form is available via our website. The completed Request for an Appeal form is to be submitted to the Office Manager either in hard copy or electronically via the following contact details: Insert Address Insert Email If a person seeking an appeal has any difficulty accessing the required form or submitting the appeal to Skillwise Training Pty Ltd, they are advised to contact Skillwise Training Pty Ltd immediately at the following phone number: Insert Phone Number An appeal must be received by Skillwise Training Pty Ltd in writing using the specified form **within 28 calendar days** of the decision or finding being informed to the person.	Student Training Manager Trainer
iii.	**Written acknowledgement** Skillwise Training Pty Ltd will provide written acknowledgement **no later than 24 hours** from the time the appeal is received using the appeals written acknowledgment email template. The acknowledgement must inform the student that they will receive a written response **within 14 days** to explain the appeals handling process and the person's rights and obligations.	Training Manager

Steps		Person/s responsible
iv.	**Recording the appeal** The appeal must be entered into the *Complaints and Appeals Register*. The Complaints and Appeals Register identifies the student, relation with Skillwise Training Pty Ltd, nature of appeal, findings/outcomes, any links with the *Continuous Improvement Report* and the dates received and closed. Prior to entering the appeals form into the register, check if the person has not already submitted an appeal, if it is accurately recorded or if it has been recorded as a subsequent contact.	Training Manager
v.	**Review of the appeal** The appeal is referred to the CEO; whereby the CEO reviews the appeal and determines if the appeal requires further investigation or consultation (administrative appeal) or if the student is offered re-assessment with the option of additional training (assessment appeal). The handling of an appeal is to commence within **seven (7) calendar days** of the lodgement of the appeal and all reasonable measures are taken to finalise the process as soon as practicable. Skillwise Training Pty Ltd shall maintain the enrolment of the student during the appeals handling process.	CEO
vi.	**Keep the appeal up to date** As the appeal handling is progressing, the student is to be provided regular updates not less than every two weeks advising them of the status of the appeal and how it is progressing using the template Letter - *Complaints or Appeals Update*	Training Manager CEO

Steps		Person/s responsible
vii.	**Communicate decision to student/student** The CEO examines the outcomes of the review and determines the appeal response **within 30 calendar days**. The CEO is to use the *Appeals Response Letter* template to advise the student of the findings and outcomes. A written response must be provided to the student within **thirty (30) calendar days** of the lodgement of the appeal, including details of the reasons for the outcome.	Training Manager CEO
viii.	**Written acknowledgement** Skillwise Training Pty Ltd must request written acknowledgement from the student once the appeal has been determined.	Training Manager CEO
ix.	**Implement decision** Decisions or outcomes of the appeals handling process that find in favour of the student shall be implemented immediately. If this is an assessment appeal, the student may agree to additional training whereby Skillwise Training Pty Ltd must provide this to the student and re-assessment must be completed. If the student is deemed not competent after re-assessment, they must meet with the Skillwise Training Pty Ltd Chief Executive Officer to discuss the assessment process and outcome. The student is entitled to be heard with access to all relevant information and with the right of reply ensuring natural justice and procedural fairness is applied at every stage of the appeals process. If the student is dissatisfied with the appeal decision, they are to be referred to the *Complaints Handling Process*.	CEO Trainer
x.	**Review by an independent third party, where required** Where a student is not satisfied with the handling of the appeal by Skillwise Training Pty Ltd, a body or person from an independent third party can be requested to review the appeal. The third-party is required to respond to with their recommendations within **fourteen (14) calendar days** of their review being request.	CEO

Steps		Person/s responsible
xi.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Student Support Officer Training Manager CEO
xii.	**Document Response** The appeal record must be updated and recorded in the *Complaints and Appeals Register*. All associated documents relevant to the appeal should be retained including any records of continuous improvement.	Training Manager CEO

6. Other documents to consider with this policy

Policies

- PP2.9 Complaints Handling
- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement

Forms

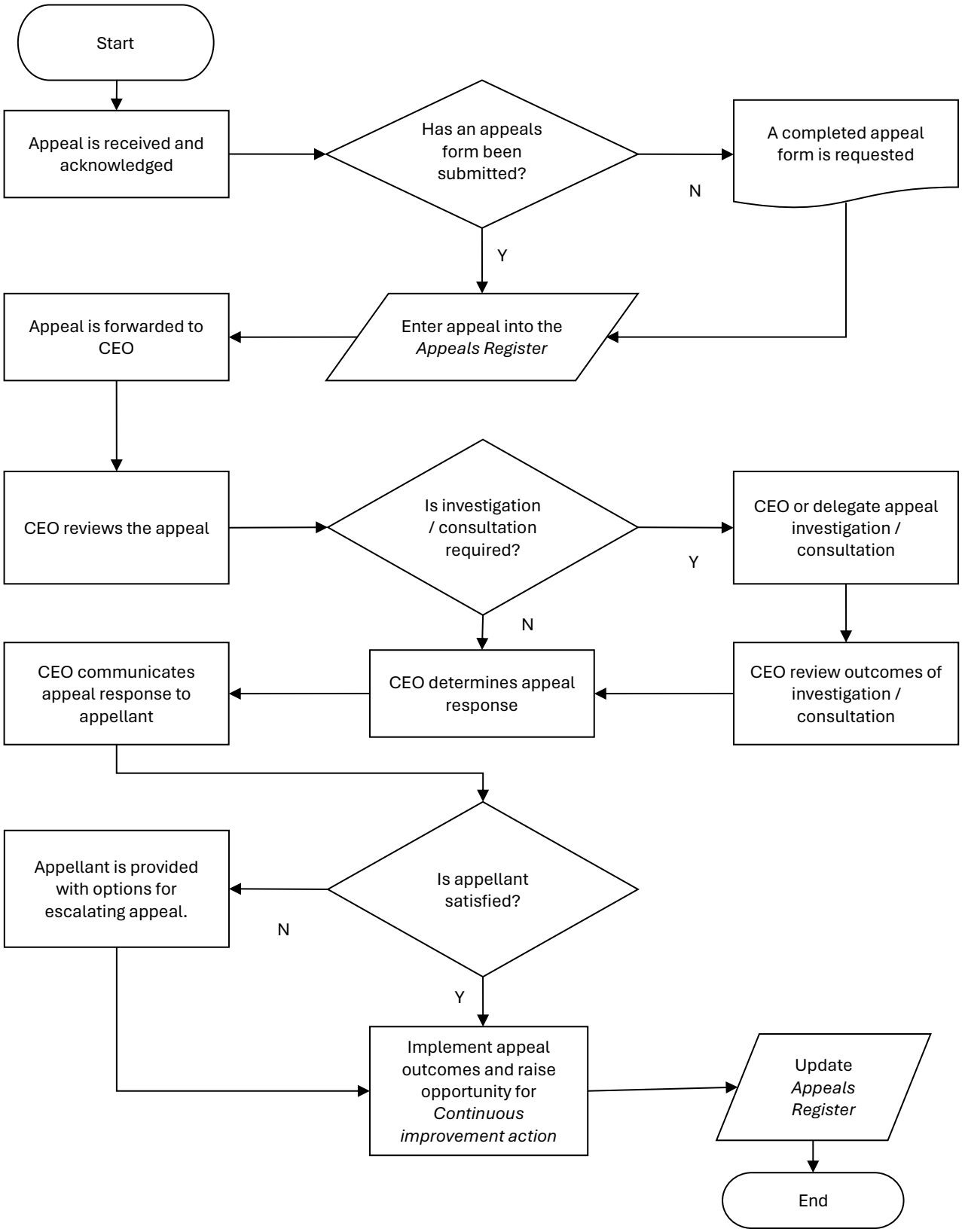
- Request for an Appeal of a Decision Form
- Complaints and Appeals Register
- Appeals Response Letter
- Complaints or Appeals Correspondence Record
- Appeals Written Acknowledgement
- Complaints or Appeals Response
- Complaints or Appeals Update
- Continuous Improvement Report

Handbooks, manuals or other documents

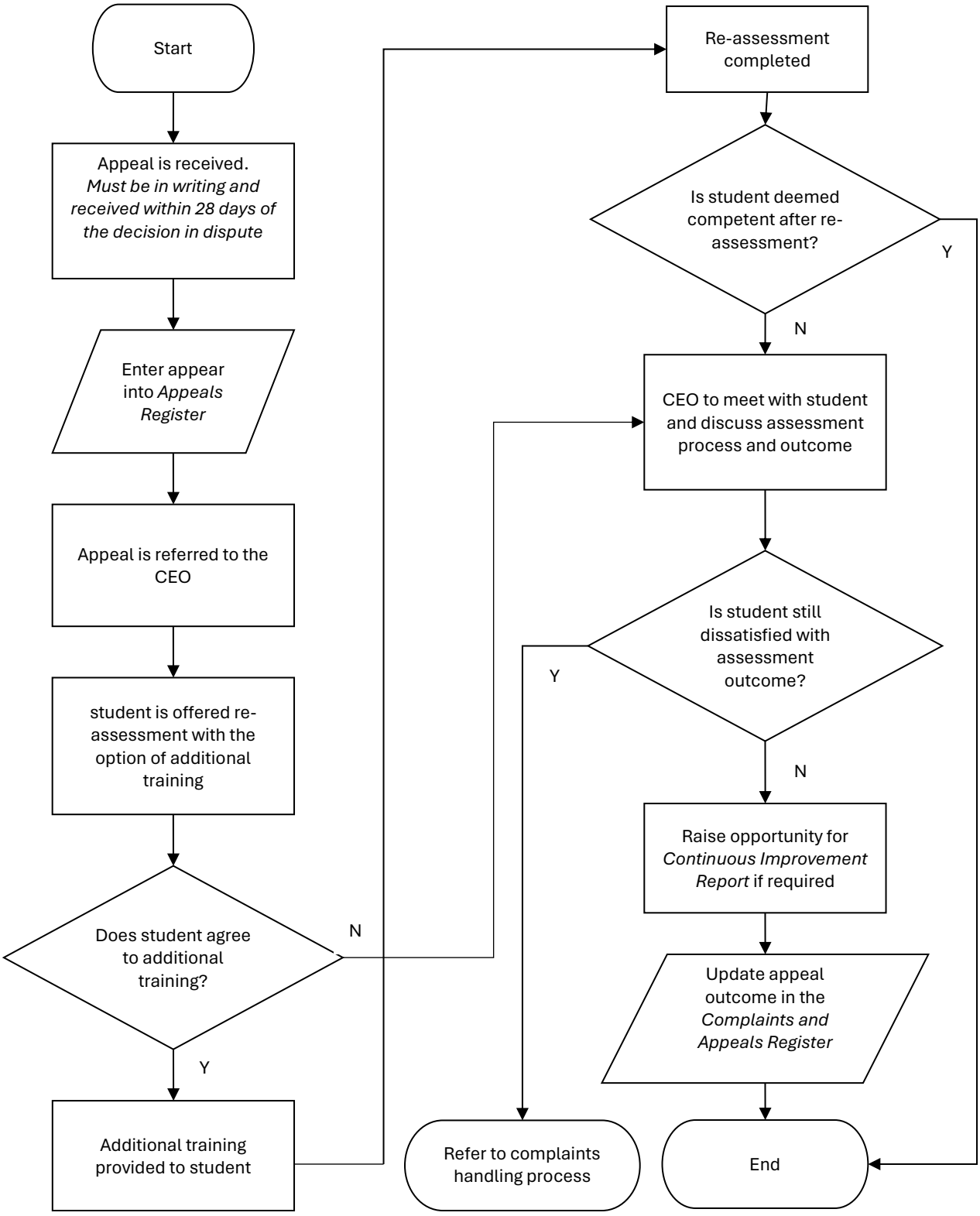
- Student Handbook

7. Flow chart

Administrative Appeals Handling Process



Assessment Appeals Handling Process



8. Reference(s)

Outcome Standards for RTOs, Standard 2.7. Effective appeal processes are available where decisions of the RTO or a third party adversely impact a VET student.

The RTO demonstrates:

(a) VET students are informed about avenues for appeal

(b) an appeals management system that:

(i) ensures students are afforded procedural fairness

(ii) identifies reasonable timeframes for actioning appeals

(iii) provides avenues for review by an independent party, if requested by the student (at no or low cost to them)

(c) appeal outcomes are documented and communicated to the student

(d) the outcomes of appeals are used to inform continuous improvement.

PP2.11 – Discrimination and Harassment

Policy area	Student Support
Standards	Outcome Standards for RTOs, Standard 2.4 and 2.5.
Responsibility	CEO, Student Support Officer, Training Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy and procedure is to:

- provide a safe, respectful, and inclusive environment free from discrimination, harassment, and bullying.
- ensure incidents of discrimination and harassment and addressed quickly and transparently in a sensitive, fair and confidential manner.
- guarantee protection from any victimisation or reprisals.

- encourage the reporting of behaviour which breaches this Discrimination and Harassment Policy.

2. Definitions

Discrimination: Unfair treatment of a person based on characteristics such as race, gender, age, sexual orientation, disability, religion, culture, marital status, or any other characteristic protected by law.

- **Direct Discrimination**: Treating someone unfairly due to their personal characteristics.
- **Indirect Discrimination**: Imposing a rule, requirement, or practice that appears neutral but disproportionately affects people with certain characteristics.

Harassment: Harassment occurs when someone is made to feel intimidated, insulted or humiliated because of their race, colour, national or ethnic origin; sex; disability; sexual preference; or some other characteristic specified under anti-discrimination or human rights legislation. It can also happen if someone is working in a 'hostile' or intimidating – environment.[7] This includes;

- **Sexual Harassment**: Unwelcome sexual advances, requests for sexual favours, or other conduct of a sexual nature that creates a hostile environment.
- **Racial Harassment**: Behaviour that belittles or humiliates an individual based on their race, colour, nationality, or ethnic origin.
- **Bullying**: Repeated, unreasonable behaviour directed towards an individual or group that creates a risk to health and safety.

3. Policy statement

3.1 Zero tolerance policy

Skillwise Training Pty Ltd does not tolerate discrimination or harassment in any form. We are committed to fostering a respectful and inclusive environment where everyone is treated with dignity and fairness, regardless of personal characteristics. This commitment aligns with Australian anti-discrimination laws, including the *Racial Discrimination Act 1975*, *Sex Discrimination Act 1984*, *Disability Discrimination Act 1992*, and *Age Discrimination Act 2004*.

All employees, contractors and student are made aware that discrimination and harassment will not be tolerated under any circumstances. If discrimination or harassment is found to have occurred,

[7] Good practice, good business: Eliminating discrimination and harassment from your workplace: What is discrimination and harassment? Page 1, © Human Rights and Equal Opportunity Commission.

disciplinary action will be taken against any employee or student who breaches this policy.[8] Suspected criminal behaviour will be reported to police authorities immediately.

By implementing this policy, we strive to achieve the following objectives:[9]

- Create a working and learning environment which is free from discrimination and harassment and where all employees and student clients are treated with dignity, courtesy and respect;
- Implement training and awareness raising strategies to ensure that all parties know their rights and responsibilities;
- Provide an effective procedure for complaints based on the principles of natural justice;
- Treat all complaints in a sensitive, fair, timely and confidential manner;
- Guarantee protection from any victimisation or reprisals;
- Promote a productive and cohesive workplace and classroom;
- Encourage the reporting of behaviour which breaches this Discrimination and Harassment Policy; and
- Promote appropriate standards of conduct at all times.

3.2 Prohibited conduct

Examples of behaviours prohibited under this policy include but are not limited to:

- Offensive comments, jokes, or slurs.
- Inappropriate or unwelcome physical contact.
- Displaying offensive images or symbols.
- Insulting or belittling someone's personal characteristics.
- Sexual advances or requests for sexual favours.
- Retaliation against individuals who report or oppose harassment or discrimination.

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[8] Good practice, good business: Eliminating discrimination and harassment from your workplace: Writing an effective anti-discrimination and harassment policy, page 1, © Human Rights and Equal Opportunity Commission.

[9] Good practice, good business: Eliminating discrimination and harassment from your workplace: Writing an effective anti-discrimination and harassment policy, page 2, © Human Rights and Equal Opportunity Commission.

3.3 Consequences of discrimination and harassment

Incidents of discrimination or harassment that are identified will be handled by applying the principles of natural justice. Criminal or unlawful behaviour which is proven, will be reported to police authorities immediately and will result in immediate dismissal or cancellation of enrolment.

Other behaviour which discriminates against or harasses another person will result in management actions which reflect the seriousness of the individual circumstances. These may include one or a combination of the following:

- Retraining (likely to occur in all circumstances);
- Counselling;
- Apology;
- Conciliation / mediation;
- Demotion;
- Transfer;
- Suspension with pay;
- Suspension without pay;
- Warning for dismissal with a probationary period; or
- Dismissal.

In the case of contractors who discriminate against or harass another person, this will result in a withdrawal of the service contract immediately.

3.4 Informal complaint

Informal procedures emphasise resolution rather than factual proof or substantiation of a complaint. Informal ways of dealing with discrimination and harassment can include the following actions:

- The complainant should seek advice on possible strategies from their trainer or Student Support Officer;
- The complainant asks Student Support Officer to speak to the alleged perpetrator on their behalf.

- The complainant indicates a desire to sit down and discuss the matter with the respondent informally and this seems appropriate in the circumstances
- The Student Support Officer privately conveys the individuals concerns and reiterates the organisation's policy to this person without assessing the merits of the case;
- The Student Support Officer organises a meeting between the complainant and respondent mediated by Student Support Officer;
- Together the complainant and respondent may form the view that the complaint has arisen from a misunderstanding or miscommunication;
- The Student Support Officer may also form the view and communicate that the behaviour being complained about is not serious and does not appear to be discrimination or harassment, as defined by this policy; and
- All parties agree on the circumstances and on the importance for taking personal responsibility for behaviour and always acting and communicating with respect for others.
- Student Support Officer is to record the details and outcomes of the meeting using the *Confidential Meeting Record* to be securely retained and privately update the CEO of the handling and outcome.

Informal action is usually appropriate where:

- The allegations are of a less serious nature but the individual subjected to the behaviour wants it to cease nonetheless;
- The individual subjected to the behaviour wishes to pursue an informal resolution; or
- The parties are likely to have ongoing contact with one another and the complainant wishes to pursue an informal resolution so that the working relationship can be sustained

3.5 Formal complaint

Gathering information. When a formal complaint of discrimination or harassment is received, the Student Support Officer must first meet with the complainant to gather essential information. During this initial meeting, the Student Support Officer will provide comprehensive information about the complaint process, including potential outcomes and available support options. The Student Support Officer will ensure the complainant understands their protections against victimisation and the confidential nature of the process. All allegations must be properly documented, either by the complainant or the Student Support Officer, and any supporting evidence or witness information should be collected. In cases where there is concern about

evidence being compromised, the Student Support Officer should prioritise gathering this information before proceeding further.

The CEO must be briefed on the progress of the complaint handling at all stages of the process. The CEO may decide to engage an external party to take over the handling of the matter.

Inform respondent an seek response. Following the initial documentation, the Student Support Officer must inform the respondent of the complaint made against them. The respondent should receive detailed information about the allegations and any supporting evidence, where applicable. They must be informed of their right to respond to the allegations, either in writing or through an interview. The respondent should also receive information about the complaint process, potential outcomes, and available support options. It is crucial to emphasise the confidential nature of the process and explicitly state that any form of victimisation against the complainant is unacceptable.

Assess the facts. The assessment begins once both parties have provided their statements. If the respondent acknowledges the alleged behaviour, the Student Support Officer must determine whether it constitutes discrimination or harassment as defined in this policy. Before finalising any decision, the respondent should have the opportunity to comment on proposed outcomes. In situations where the allegations are disputed, the Student Support Officer should seek additional evidence to determine what occurred, using the "more probable than not" standard. Given that discrimination and harassment often occur without witnesses or documentary evidence, the complainant should be given the opportunity to respond to the respondent's information and provide additional supporting evidence before a final decision is reached.

Resolution. Resolution varies depending on whether the complaint is substantiated. In cases where allegations are proven, outcomes for the respondent may include disciplinary counseling, official warnings, mandatory training, formal apologies, or other disciplinary actions such as demotion, transfer, suspension, or dismissal. The complainant may receive supportive measures such as re-crediting of leave taken, counseling support, or workplace environment changes. The complainant should be informed of the general outcome while maintaining appropriate privacy considerations for the respondent. In cases where allegations are not substantiated, the CEO might include refresher training for all staff or re-distribution of relevant policies. These actions should be implemented in a way that doesn't unfairly single out or punish the respondent when no policy breach has been established.

This formal complaint handling process emphasises maintaining confidentiality, ensuring fairness to all parties, and implementing appropriate remedial actions based on the assessment findings. The process should be conducted with sensitivity and professionalism, ensuring all parties are treated with respect throughout the proceedings.

Formal procedures are usually appropriate where:

- Informal attempts at resolution have failed;
- The person alleging discrimination or harassment has been victimised;
- The complaint involves serious allegations of misconduct and informal resolution could compromise the rights of the parties;
- The allegations are denied and the person who claims to have been discriminated against or harassed wishes to proceed and investigation is required to substantiate the complaint; or
- The person alleging discrimination or harassment decides to make a formal complaint.

3.6 Determining appropriate actions

In determining the appropriate actions in response to an incident of discrimination or harassment, management will consider factors such as:[10]

- The severity and frequency of the discrimination or harassment;
- The weight of the evidence;
- The wishes of the person who was discriminated against or harassed; and
- Whether there have been any prior incidents or warnings.

3.7 Support person

All parties are permitted to have a support person, advocate or other representative accompany them to any interviews or meetings.

3.8 Annual Discrimination and Harassment Training.

In order to create a positive culture and a safe workplace free of discrimination and harassment, annual refresher training on preventing discrimination and harassment is to occur emphasising the following key points:

- Understanding Discrimination and Harassment Law - Training on current legislation, organisational policies, and practical examples of what constitutes discrimination and harassment in various workplace situations.

[10] Good practice, good business: Eliminating discrimination and harassment from your workplace: Developing and implementing internal complaints procedures, page 3, © Human Rights and Equal Opportunity Commission.

- Unconscious Bias and Cultural Competency - Exploring how unconscious biases affect workplace decisions and interactions, combined with developing cultural awareness and sensitivity across different backgrounds.
- Professional Boundaries and Communication - Teaching appropriate workplace conduct, inclusive language use, and effective communication strategies across all platforms including digital channels.
- Bystander Intervention - Developing practical skills for staff to recognise concerning behaviours and safely intervene when witnessing potential discrimination or harassment.
- Leadership Responsibilities - Skills for managers on creating inclusive environments, handling complaints appropriately, and ensuring fair treatment in recruitment and promotion decisions.
- Practical Scenario Training - Using real-world case studies and role-playing exercises to practice appropriate responses to discrimination and harassment situations.
- Mental Health and Wellbeing - Understanding the psychological impact of discrimination and harassment, promoting psychological safety, and knowing how to support affected staff members.
- Documentation and Reporting - Teaching proper procedures for reporting incidents, maintaining confidentiality, and documenting workplace concerns appropriately.

3.9 Where to get more information or help

The agencies listed in Section 8: References can provide additional information and support services in maintaining a working environment which is free from discrimination and harassment.

4. Considerations

What is not discrimination or harassment?

Workplace discrimination or harassment must not be confused with legitimate comment and advice (including relevant negative comment or feedback) from supervisors, trainers and assessors on the work performance or skills and knowledge development of an individual or group.

The process of providing feedback to staff during a formal performance appraisal, or counselling students regarding their progress, will not always be free of stress. Similarly, providing a student with feedback following an assessment also has the potential to be stressful. Supervisors, trainers

and assessors should manage these processes with sensitivity, but they should not avoid their responsibility to provide full and frank feedback.[11]

Limitations of the procedure

These discrimination and harassment procedures have been established to maximise the possibility of in-house resolution. This procedure relates to the handling of complaints or allegations relating to discrimination or harassment. It does not relate to the handling of complaints about Skillwise Training Pty Ltd services. For matters relating to Skillwise Training Pty Ltd services, individuals should refer to *PP2.9 - Complaints Handling.*

5. Procedure

Steps		Person/s responsible
5.1 Discrimination and Harassment – Informal complaint		
i.	**Receive an informal complaint** Trainers or supervisors who are approached by an individual regarding discriminatory or harassing behaviour should refer the person to the Student Support Officer who will meet with the complainant to:[12] – Support the complainant by reassuring them that they have taken appropriate action by seeking your assistance; – Listen, take them seriously, be sensitive and non-judgemental; – Inform them that no form of discrimination or harassment is acceptable, and they have a right to complain and have the offensive behaviour stopped; – Outline the organisation's policy and procedures; – Ask the complainant how they want the situation to be handled; – Discuss options and outcomes; – Advise them about confidentiality, and	Student Support Officer CEO

[11] Good practice, good business: Eliminating discrimination and harassment from your workplace: What is discrimination and harassment? page 2, © Human Rights and Equal Opportunity Commission.

[12] Good practice, good business: Eliminating discrimination and harassment from your workplace: Informal resolution of complaints by managers and supervisors, page 1, © Human Rights and Equal Opportunity Commission.

Steps		Person/s responsible
	– Invite the complainant to participate in a mediation meeting. The CEO must be briefed on the progress of the complaint handling at all stages of the process. The CEO may decide to engage an external party to take over the handling of the matter.	
ii.	**Meet with respondent and seek response** Where the complaint is of a less serious nature, and/or the complainant wishes to pursue an informal resolution, the trainer or supervisor will approach the person against whom the complaint is made with the aim stopping the behaviour perceived as discrimination or harassment, now and in the future. This includes; – informing them that if the alleged behaviours did occur, they would be in breach of the organisation's policy and the law; – advising that even if behaviour was not intended to be offensive, offence has been taken and needs to be resolved; – clarifying acceptable and un-acceptable behaviour; – Discussing any action needed to resolve the complaint and relay this to the complainant; – Obtaining an undertaking that the behaviour in question, regardless of whether admitted or not, will not occur by the respondent in the future; and – Advising of potential penalties if the behaviour continues; – Advise of the need for confidentiality and the prohibition of victimisation; and – Invite the respondent to participate in a mediation meeting.	Student Support Officer CEO
iii.	**Escalation if required** If the complainant completely rejects the allegations or refuses to participate in any mediation meeting, escalate the handling of the complaint to the formal complaint procedure.	Student Support Officer CEO
iv.	**Hold mediation meeting**	Student Support Officer

Steps		Person/s responsible
	The Student Support Officer organises a meeting between the complainant and respondent mediated by Student Support Officer. The following strategies should be used to facilitate the meeting: – Begin by setting up a neutral meeting space and establishing clear ground rules for respectful communication. Emphasise confidentiality and ensure both parties feel physically and emotionally safe by having appropriate seating arrangements and offering breaks when needed. – Demonstrate and encourage active listening by using techniques like paraphrasing what each person has said, maintaining appropriate eye contact, and using encouraging non-verbal cues. This helps ensure each party feels heard and understood. – Maintain impartiality by using neutral language that does not favour either party. Frame discussions around specific behaviours and impacts rather than personal accusations, and maintain a calm, professional tone throughout the mediation. – Implement a clear structure for when each person can speak, ensuring equal opportunity for both parties to share their perspectives. Use techniques like allowing each person uninterrupted time to speak before moving to responses or clarifying questions. – Guide the conversation away from dwelling on past grievances and toward developing practical solutions for future interactions. Help parties identify specific behaviours and changes that will support a harassment-free workplace moving forward. – Help convert negative statements into constructive feedback by reframing them to focus on specific behaviours and their impact. This helps move the conversation from blame to understanding and problem-solving. – Regularly summarise what each party has said and check for mutual understanding. Use clarifying questions to ensure everyone is clear about the issues being discussed and the proposed solutions.	CEO

Steps		Person/s responsible
	– As solutions emerge, clearly document the agreed-upon actions and expectations. Review these with both parties to ensure shared understanding and establish a clear process for monitoring and following up on the agreements made. – Record the details and outcomes of the meeting using the *Confidential Meeting Record* to be securely retained and privately update the CEO of the handling and outcome.	
v.	**Monitor behaviour** Monitor and ensure behaviour does not re-occur and that the complainant is not victimised. Make a file note on the student file or staff record of the complaint and the process that was followed. If behaviour does re-occur, discuss continuing, serious and/or difficult problems with management as soon as possible, and follow the procedure below for responding to a formal complaint. Keep the complainant informed of any action taken.	Student Support Officer CEO
5.2 Discrimination and Harassment - Formal complaint procedure		
i.	**Receive a formal complaint** Employees or students who believe they have experienced or witnessed discrimination or harassment are encouraged to report the incident promptly. Reporting can be done by approaching their trainer or supervisor directly or emailing the trainer, Student Support Officer or CEO.	Student Support Officer CEO
ii.	**Information gathering from complainant** During this stage, the Student Support Officer must schedule a meeting with the complainant to explain the entire complaint process. The Student Support Officer should clearly outline what outcomes may be possible and detail the various support options available to the complainant. It's essential that the Student Support Officer thoroughly document all allegations, either by having the	Student Support Officer CEO

Steps		Person/s responsible
	complainant write them down or by recording them accurately themselves. During this initial meeting, the Student Support Officer must emphasise the confidential nature of the process, explaining in detail what confidentiality means in this context and why it's vital to maintain it. The Student Support Officer should also provide clear information about how records of the complaint will be maintained, including where they'll be stored and for how long they'll be kept. The Finally, the complainant should be asked to provide any relevant documentation or identify potential witnesses who could support their allegations. If there's any concern that supporting evidence might be destroyed or compromised, the complaint officer should prioritise collecting this information before proceeding further. The CEO must be briefed on the progress of the complaint handling at all stages of the process. The CEO may decide to engage an external party to take over the handling of the matter.	
iii.	**Inform and seek response from respondent** The Student Support Officer must arrange a meeting with the respondent to inform them that a complaint has been made against them. During this meeting, the Student Support Officer should provide as much detail as possible about the allegations and any supporting information that has been gathered. The respondent should be asked to respond to the allegations, by having the respondent write the response down or by the Student Support Officer recording them accurately themselves. Similar to the meeting with the complainant, the Student Support Officer must explain the entire complaint process to the respondent, including potential outcomes and available support options. The confidential nature of the process should be emphasised, along with details about record keeping procedures. Critically, the Student Support Officer must make it clear to the respondent that any form of victimisation against the complainant is completely unacceptable.	Student Support Officer CEO

Steps		Person/s responsible
iv.	**Document the assessment of the complaint and determine a resolution** The assessment of the complaint depending on the respondent's response to the allegations. If the respondent admits to the behaviour in question, the Student Support Officer must first determine whether this behaviour constitutes discrimination or harassment as defined by this policy. The Student Support Officer should then consider appropriate outcomes, but before finalising any decision, the respondent should be given an opportunity to comment on the proposed decision and outcomes. If the respondent disputes the allegations, the Student Support Officer must conduct a more thorough assessment. The standard of proof used is "more probable than not," meaning the Student Support Officer (with the support of the CEO) must be satisfied that it's more likely the alleged events occurred than not. It's important to note that discrimination and harassment cases often lack direct witnesses or documentary evidence. This absence of evidence doesn't automatically invalidate the complaint. In such situations, the complainant should be given an opportunity to respond to the respondent's version of events and provide any additional supporting information before a final decision is made. If there are doubts that lead the conclusions to consider that the version of events as described is “not probable” then, the benefit of the doubt should be given to the respondent and an appropriate resolution that supports both parties put in place. If it is considered that it is more probable than not that the claims made by the complainant are true, the Student Support Officer (with the support of the CEO), should consider the range of resolutions and responses outlined at *section 3.3* of this policy. These resolutions and responses should be proportionate to the seriousness of the matter taking into account they considerations for determining appropriate action outlined at *section 3.6* of this policy. The outcomes of the assessment with resolutions and responses should be documented and submitted to the CEO for the final	Student Support Officer CEO

Steps		Person/s responsible
	decision. The CEO will implement the recommended outcome/s or decide on an alternative course of action (e.g. warnings, mandatory training, suspension, or termination of employment or enrolment).	
v.	**Implement outcome** There are several possible outcomes for the respondent that will need to be monitored during implementation. These may include disciplinary counseling, an official warning, mandatory attendance at discrimination and harassment awareness training, or more serious disciplinary actions such as demotion, transfer, suspension, probation, or dismissal. The respondent might also be required to provide a formal apology to the complainant or participate in workplace mediation. For the complainant, outcomes might include re-crediting any leave taken as a result of the discrimination or harassment, provision of supportive counseling, changes to their work environment as requested (such as team or location changes), or participation in workplace mediation to restore relationships. While the complainant should be informed about the general outcome of their complaint, the level of detail provided must be balanced against the respondent's right to privacy. In cases where allegations are not substantiated, organisational responses might still be appropriate. These could include providing refresher training for all staff about appropriate workplace behaviour or re-issuing the discrimination and harassment policy to all employees. However, it's crucial that any such actions are implemented in a way that doesn't appear to single out or punish the respondent, particularly when there has been no finding of policy breach.	Student Support Officer CEO
vi.	**Monitor behaviour** Monitor and ensure behaviour does not re-occur and that the complainant is not victimised. Make a file note on the student file or staff record of the complaint and the process that was followed.	Student Support Officer CEO

Steps		Person/s responsible
	If behaviour does re-occur, discuss continuing, serious and/or difficult problems with management as soon as possible, and follow this procedure for responding to a formal complaint. Keep the complainant informed of any action taken.	

6. Other documents to consider with this policy

Policies

- PP2.5 - Disability
- PP2.6 - Diversity and Inclusion
- PP2.9 - Complaints Handling

Forms

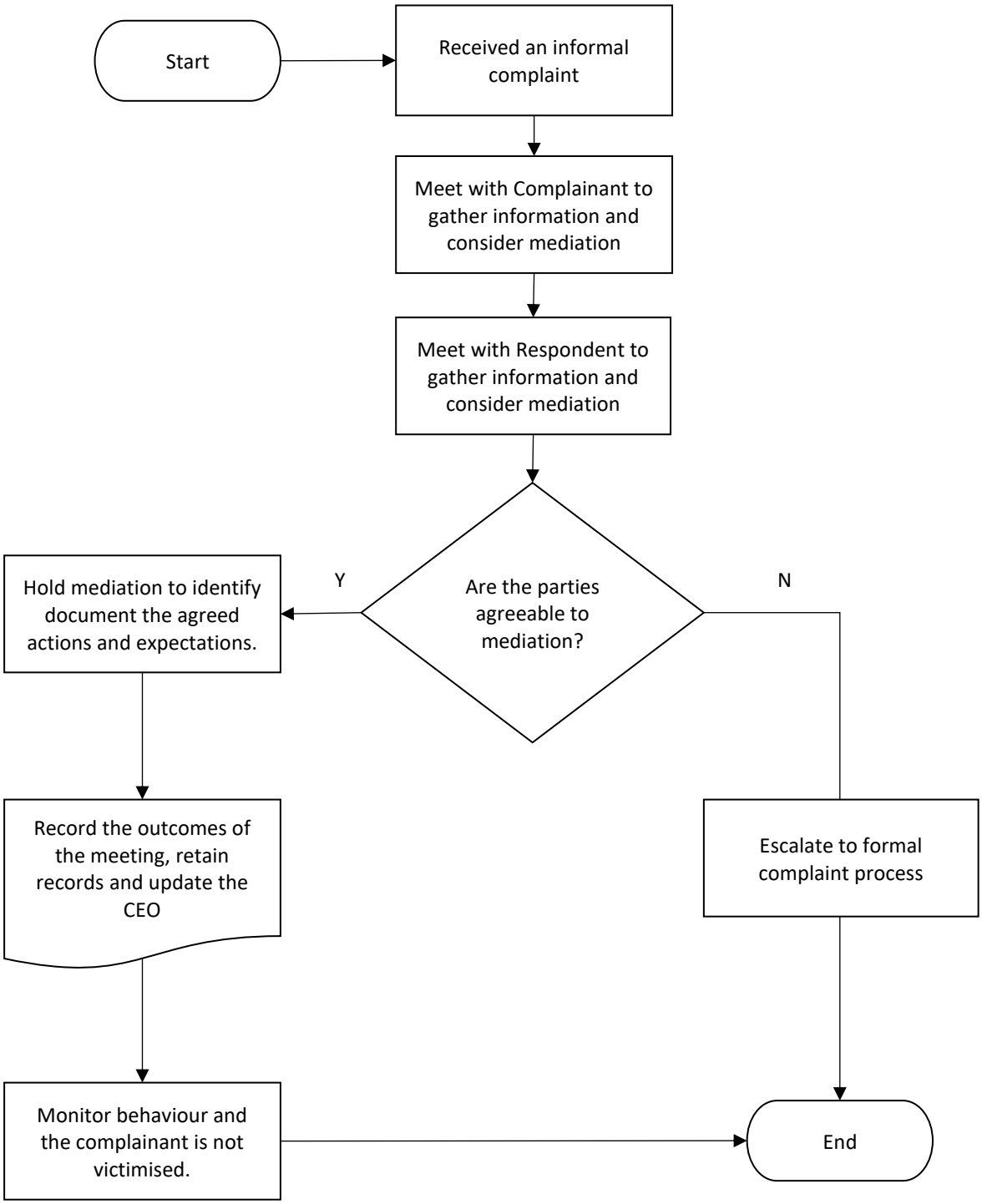
- Complaints and Appeals Register
- Confidential Meeting Record

Handbooks, manuals or other documents

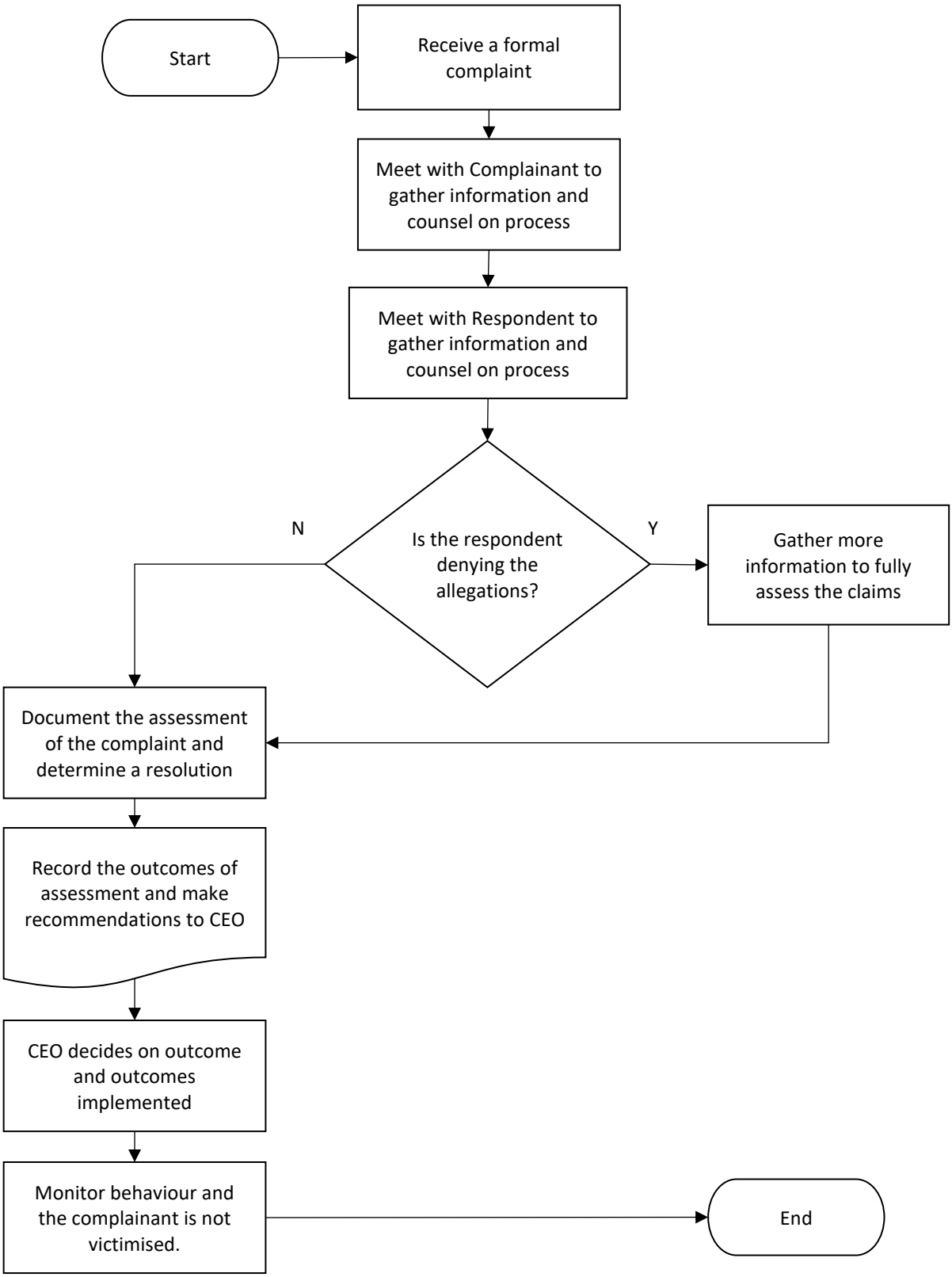
- Student Handbook

7. Flow chart

Discrimination and Harassment – Informal Complaint Process



Discrimination and Harassment – Formal Complaint Process



8. Reference(s)

Outcome Standards for RTOs, Standard 2.4. Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis. The RTO demonstrates (a) VET students are supported to disclose their disability if they wish, (b) reasonable adjustments are made where appropriate, and (c) where reasonable adjustments are not possible, the reasons why have been communicated to the VET student.

Outcome Standards for RTOs, Standard 2.5. The learning environment promotes and supports the diversity of VET students. The RTO demonstrates: (a) it fosters a safe and inclusive learning environment for VET students, and (b) it fosters a culturally safe learning environment for First Nations people.

Relevant legislation

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Disability Discrimination Act 1992
- Age Discrimination Act 2004.

Human Rights and Equal Opportunity Commission

- General enquiries: (02) 9284 9600
- Complaints Info line: 1300 656 419
- General enquiries and publications: 1300 369 711
- Website: www.humanrights.gov.au

Australian Capital Territory Human Rights Office

- Telephone: (02) 6207 0576
- Website: http://www.hrc.act.gov.au/

New South Wales Anti-Discrimination Board

- Telephone: (02) 9268 5555
- Toll free: 1800 670 812 (within NSW only)

- Website: www.lawlink.nsw.gov.au/adb

Northern Territory Anti-Discrimination Commission

- Telephone: (08) 8999 1444
- Toll free: 1800 813 846
- Website: http://www.adc.nt.gov.au/

Queensland Anti-Discrimination Commission

- Telephone: (07) 3247 0900
- Toll free: 1300 130 670
- Website: www.adcq.qld.gov.au
- Email: adcq@justice.qld.gov.au

South Australia Equal Opportunity Commission

- Telephone: (08) 8207 1977
- Toll free: 1800 188 163
- Website: www.eoc.sa.gov.au
- Email: eoc@agd.sa.gov.au

Tasmania Anti-Discrimination Commission

- Telephone: (03) 6233 4841
- Website: www.antidiscrimination.tas.gov.au
- Email: AntiDiscrimination@justice.tas.gov.au

Victoria Equal Opportunity Commission

- Telephone: (03) 9281 7111
- Toll free: 1800 134 142
- Website: http://www.humanrightscommission.vic.gov.au/

- Email: eoc@vicnet.net.au

Western Australia Equal Opportunity Commission

- Telephone: (08) 9216 3900
- Toll free: 1800 198 149
- Website: http://www.eoc.wa.gov.au/
- Email: eoc@equalopportunity.wa.gov.au

PP3.1 – Workforce Planning, Recruitment and Induction

Policy area	VET Workforce
Standards	Outcome Standards for RTOs, Standard 3.1,3.2, 3.3, 4.2 Credential Policy for RTOs
Responsibility	CEO, all staff
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to ensure we:

- have the right number of people with the necessary skills and competencies to meet current and future business needs.
- have appropriately qualified and experienced administrative and management staff as well as trainers to support students and deliver quality training programs.
- apply standardised, transparent, and equitable recruitment process that enables us to attract, select, and retain qualified and diverse people.
- ensure all recruitment activities align with our values, support our strategic objectives, and comply with legal and regulatory requirements.
- ensure that new staff:
    - receive timely and appropriate information, instruction and training to commence their duties;

- receive information to enable them to understand our policies and procedures particularly with regard to compliance requirements;
- are aware and ready to apply quality control and administrative procedures; and
- receive adequate and appropriate support during their preparation to undertake their duties.

2. Definitions

Document verification means the process of determining whether the document is authentic, and the information contained in a document is true, accurate, or in compliance with a specific standard. Verification often involves an examination or investigation to verify the document and its contents. Verification is usually conducted internally by the staff of Skillwise Training Pty Ltd.

Document certification means the process of officially attesting that a copy of a document is a true and accurate reproduction of the original document. A document can be certified by observation by prescribed person as defined by *Statutory Declarations Act 1959*. This usually includes any of the following:

- a Justice of the Peace (with a registration number in the State in which they are registered);
- a police officer;
- a judge of a court;
- a Sheriff's officer;
- a barrister;
- a solicitor; or
- a health professional registered with the Australian Health Practitioner Regulation Agency (e.g. doctor, pharmacist, optometrist, nurse).

It is important to note that document certification does not verify that the original document on which the copy is taken is true, accurate, or in compliance with a specific standard.

3. Policy statement

3.1 Workforce planning

Organisation Chart. An organisation chart will be maintained with key positions within our organisation. The organisation chart will clearly show lines of responsibility for reporting and accountability. When people or positions change the organisation chart is to be updated. The organisation chart must show the position tile of each position, the name of the person occupying that position and their employment status (part time, full time, contractor, etc).

Duty Statements. All positions will be supported by a duty statement which clearly defines the duties and responsibilities for all staff and who each person is accountable to. When duties and responsibilities change the Duty Statement must be updated. The duties that comprises duty statement should include both organisational generic duties such as duties in support of workplace safety, equity, privacy protection, ethical conduct, etc. The must also include the specific duties relevant to each role.

Annual Delivery Planning Meeting. In the second half of each calendar year, we will hold an annual **Delivery Planning Meeting** to assess the training programs, and courses offered by Skillwise Training Pty Ltd, and forecast demand for the next 12 months including estimating the number of trainers, student support staff, and administrative personnel required to meet student demand.

The Annual Delivery Planning Meeting will examine:

- Current and forecast student numbers for the next 12 months.

  Note: When reviewing current student numbers, it is important to look at 'active' students who are engaging in the course and completing assessments. Students who are not actively engaged should be contacted and if they do not plan to continue their studies they should be withdrawn. Refer to: *PP1.13 - student Completion and Issuing Certificates*. 'Inactive' students can distort the real number of students being actively trained and assessed.

- Current and forecast characteristics of the student cohort for the next 12 months
- Current and forecast training products on our scope and that we plan to deliver for the next 12 months
- Current and forecast training sites/locations and modes of delivery for the next 12 months
- Student to trainer ratios for the planned course in the next 12 months
- Current support staff (administration, student support staff, IT) to student ratios
- Any third-party arrangements which require monitoring
- Feedback from staff on workloads and capacity
- Feedback from students on access to trainers and response times
- Expected training package transition and the possible work implications
- Expected compliance workload driven by continuous improvement and any internal reviews

Staffing and skills gaps will be identified and action plans developed to ensure we have adequate staff, and an appropriate mix of skills needed to enable Skillwise Training Pty Ltd to operate effectively. The primary influence on staffing numbers is the number and frequency of courses Skillwise Training Pty Ltd offers to the market. If we offer a course, all resources, including delivery and support staff must be in place ready to accept students.

Determining if a course can proceed. The allocation of staffing numbers must always be balanced with the cost of staffing and the capacity of Skillwise Training Pty Ltd to meet staffing demand. This may mean that some desired courses may need to be scaled back or ceased being offered in areas where there is soft demand in order to focus on courses where there is strong demand. Break-even analysis is to be used on every course to determine the break-even point for each course to determine if the course can proceed. This should consider the fixed and variable costs and the tuition fees and other fixed charges that relate to each enrolment.

This information will be used to identify how many student enrolments are required to cover the cost of delivering a course. Market analysis will identify the strength of the demand taking into account the historical demand, competition, subsidy incentives that are available in the market relevant to each course, etc. In making a comparison of the market demand and the break-even point for each course, we can determine if a course is viable, or we would be better to focus on courses that are cash positive and in demand. The following two key points of guidance must be following when undertaking this analysis:

- Market analysis and forecast student numbers should be conservative and realistic.
- Where break-even analysis does not confirm that the course is cash positive (based on the forecast student numbers), the course should not proceed unless there is some overriding benefit to the organisation that exists.

A market and break-even analysis should be undertaken in the lead-up to the Annual Delivery Planning Meeting to inform the course planning and staffing requirements for the following 12 months.

Management Meetings. As part of our normal operations, we will hold a regular management meeting to discuss operational issues and identify and progress continuous improvement initiatives. If training products are added to our scope, new classes are set up, new cohorts are enrolled, new modes of delivery are added, or we receive feedback which indicates the need for additional staff or skills, these will be discussed at the management meetings and actions taken to address our workforce operational needs. Refer to: *PP4.3 - Management Meeting*.

3.2 Recruitment policy

Skillwise Training Pty Ltd is committed to attracting, selecting, and retaining the best talent. Recruitment will be conducted based on merit, competency, and suitability for the role, free from bias or discrimination. Applications from First Nations people and people from diverse backgrounds are encouraged. Skillwise Training Pty Ltd will comply with all applicable labour laws and regulations. Please refer to procedures in support of staff recruitment.

3.3 Recruitment Principles

1. **Merit-Based Selection**: All hiring decisions will be made based on the merit, qualifications, skills, experience, and potential of applicants as they relate to the requirements of the role.

2. **Non-Discrimination**: No applicant will be discriminated against based on race, gender, age, religion, culture, sexual orientation, disability, marital status, pregnancy, or other characteristics protected by law.

3. **Transparency**: Recruitment processes will be open, transparent, and accessible to all potential candidates, with clear communication on job requirements, assessment criteria, and outcomes.

4. **Accessibility and Inclusion**: We strive to make recruitment processes accessible to individuals with disabilities and First Nations people and will make reasonable adjustments where required.

5. **Fit and Proper Requirements**. Any person convicted of a sex offence will not be permitted to either work or seek work in a position with Skillwise Training Pty Ltd.

3.4 Documents that must be maintained

As part of the recruitment and induction process, we will collect and retain records in both hard copy and electronic format.

The following list defines which documents must be maintained in electronic format for all staff as a minimum:

- Completed staff induction record - signed by staff member and CEO;
- Updated Curriculum Vitae or Resume detailing professional history;
- Duty statement, signed by staff member;
- Employment contract / Service Agreement, signed by staff member and CEO;

- Individual professional development plan, signed by staff member and CEO;
- Child Safety Code of Conduct, signed by staff member (for all staff working with students under the age of 18);
- Working with Children Check (for all staff working with students under the age of 18);
- Conflict of Interest Declaration; and
- Fit and Proper Person Declaration, signed by staff member (for an Executive Officer, High Managerial Agent, or a position that will exercise a degree of control or influence over the management or direction of the RTO).

In addition, the following documents must also be maintained in electronic format for trainers:

- Verified copy of trainer / assessor qualifications;
- Verified copy of vocational/industry qualifications;
- Evidence of equivalent competence if applicable;
- National Police Check if applicable;
- Relevant licence documentation / working with children check, etc;
- Evidence of recent professional development (last 12-18 months); and
- Evidence of industry currency (last 12-18 months).

3.5 The storing, organisation of staff records

Skillwise Training Pty Ltd is committed to maintaining accurate and current records on staff members and keeping these records safe and secure to ensure that they are only accessible to authorised persons. The following guidelines are provided to guide the storing and organisation of staff records:

- Staff files must be stored in a secure location where only authorised personnel can access these records. In general, these records will be stored using a cloud file management service

such as Google Drive. These file management services can be used to manage access to only authorised persons and also provide a secure backup and recovery capability.

- Skillwise Training Pty Ltd prefers digital file storage in place of physical files. If physical records are received from a staff member or perspective staff member, these records should be digitally scanned and retained after being verified and the originals returned to the staff member. If the staff member declines to collect or receive the records, then the records may be destroyed through shedding with the authorisation of the Office Manager.

- Each individual file should contain only one document. As an example, multiple qualifications should not be saved into the one PDF file. Each qualification should be saved individually. The admin team must also ensure that any qualification that is provided by a trainer is accompanied by a record of results or transcript that show the units of competency that were achieved as part of that qualification.

- Staff records are to be organised and saved into one folder and the creation of additional subfolders is to be avoided (except for an archive folder, see below). The organisation of these records within the one folder should be achieved through using file naming conventions so that the files can be easily navigated based on their purpose. Having multiple folders often leads to documents being put into the wrong folder and documents harder to find.

- Within each staff record folder, there should be one additional folder with the folder name comprised of the staff member's name and the word “archive” such as the following “*John-Smith-Archive*”. This folder is to be used to drop any records which are considered no longer current. Examples of records which are no longer current include evidence of professional development that the person has undertaken that was completed in excess of 18 months. As a general rule, these digital files should not be deleted but instead removed into archive in order to keep the main staff folder clean with only current records.

- To assist in the organisation of staff records, file naming conventions are important to ensure that specific files can be easily located and recognised within a folder on the file management system. The following guidelines are provided to guide the use of file naming conventions:

    - **General Format.** The general format for a staff records file naming is the following: *LastName-FirstName-Document-Description-YYYY-MM-DD. As an example: Smith-John-EmploymentContract-2024-02-15*

    - **Character Length.** As a general rule, the number of characters used in a file name should not exceed 50 characters. There is some flexibility with this however short file names are preferred to enable the file to be more portable particularly when being saved into a zip

folder. Long file names combined with a long directory file path can often lead to complications when saving and moving files.

- **Avoid spaces**: Use hyphens - instead of spaces to prevent issues with file systems.
- **Use standardised abbreviations**: If using shorter names, ensure consistency (e.g., Qual instead of Qualification).
- **Use only numerals for dates**: This ensures the ability to sort by date and the search (e.g., 2024-02 instead of 2024-Feb).
- **Confidentiality**: If dealing with sensitive information, ensure appropriate access control rather than embedding security measures in file names.

3.1 Induction program

The induction program will vary according to the background and circumstances of the new staff member. As a general guide, induction will occur over a two-day period. The first day is generic to all new staff members and includes orientation, meetings with key personnel and review of Skillwise Training Pty Ltd's policies and procedures. After this initial period, the staff member is orientated to their respective work area, be that training and assessment, administration or support services.

4. Considerations

None.

5. Procedure

Steps		**Person/s responsible**
5.1 Workforce Planning		
i.	**Plan service delivery** undertaker review of the existing course delivery and forecast the planned courses for the following calendar year. This should include a market to determine the market opportunities and the market areas to support viable enrolment numbers. Following market analysis a break-even analysis should also be undertaken to inform course selection and workforce allocation.	CEO, Training Manager

Steps		Person/s responsible
ii.	**Hold Annual Delivery Planning Meeting** Schedule and hold an Annual Delivery Planning Meeting at the end of each calendar year. Identify staffing and skills needs for the next 12 months. Amend the Schedule of Courses for the following calendar year and calculate the staffing numbers across the planned operation.	CEO, Training Manager
iii.	**Revise the Organisational Chart** The Organisation Chart should be revised to identify all positions required to support the following calendar year. Allocate existing staff to positions and take note of new positions which will require recruitment.	CEO, Training Manager
iv.	**Identify the need to hire a staff member** Identify a vacancy due to outcomes of the annual Delivery Planning Meeting, resignation, growth in demand for a training product, additional training products being added to scope, or feedback from staff or students.	CEO, Training Manager
v.	**Chief executive officer approves position and salary range** Before hiring, determine: • whether they will be full-time, part-time or casual, contractor • which award will apply - Educational Services (Post-Secondary Education) Award [MA000075] Educational Services (Post-Secondary Education) Award [MA000075] - Fair Work Ombudsman • the minimum wage for the role	CEO
5.2 Recruitment		
i.	**Prepare job description and advertisement** Prepare a job description which includes: – Job title, key duties, and responsibilities. – Required qualifications, skills, and experience.	CEO or Training Manager

Steps		Person/s responsible
	– Any specific competencies or personal attributes. – Salary or wage range and benifits Trainer recruitments must also be in line with *PP3.2 - Trainer Credential Requirements.* Avoid discriminatory language related to age, gender, disability, or other protected attributes. Example: Instead of "Looking for young, energetic candidates," say "Seeking motivated team players." The advertisement will specifically state that Skillwise Training Pty Ltd is committed to promoting equal employment opportunities and encourage First Nations people and people from diverse backgrounds are encouraged to apply. Please refer to Fair Work template https://www.fairwork.gov.au/sites/default/files/migration/766/Job-advertisement-template.docx	
ii.	**Advertise job** Advertise the job with an appropriate application deadline. Use the platform that best aligns with the vocational skills. Include key words that will index when people are searching for the position Set a budget for the advertising and do not exceed Set all filtering settings to avoid inappropriate applications such as location, industry, skill level, etc	CEO or Training Manager
iii.	**Review applications and identify shortlist applicants** Conduct an initial review of applications, shortlisting candidates who meet the essential qualifications and experience criteria. Applications for a Trainer position will also be reviewed to ensure applicants have the attributes in line with *PP3.2 - Trainer Credential Requirements*. Shortlist candidates who meet the competency requirements and most closely match the job requirements.	CEO or Training Manager

Steps		Person/s responsible
iv.	**Prepare for interviews** Determine who will conduct the interviews, schedule interview times and dates with the candidates and the interview panel members, and prepare interview questions using the *Support Staff Interview Questions Template* or the *Trainer Interview Questions Template* depending on the position.	CEO or Training Manager
v.	**Interview** Start the interview by introducing yourself and your position. Describe the role being advertised. Ask the applicant the questions from the appropriate *Interview Questions Template.* Record the applicants' responses in the appropriate *Interview Questions Template.*	CEO or Training Manager
vi.	**Referee checks, Working with Children Checks (WWCC), Fit and Proper Person check** Determine the preferred candidate/s and contact previous employers or professional contacts provided by the preferred candidate/s. – Verify employment history, roles, and responsibilities. – Ask previous employers about the candidate's work ethic, performance, strengths, and areas of improvement. – Gain insights into how well they collaborate with others and handle challenges. – Record the referee name, their position and contact details and a summary of the discussion. Conduct Working with Children Check (if the applicant will be in contact with students who are aged under 18) and record WWCC certificate with the staff member's file. (Refer to: *PP4.6 - Child Protection*) Request the candidate complete a Fit and Proper Person Declaration and check any past legal issues or offences (only for an Executive Officer, High Managerial Agent, or a position that will exercise a degree of control or influence over the management or direction of	CEO or Training Manager

Steps		Person/s responsible
	the RTO). Record the signed Fit and Proper person declaration with the staff members file.	
vii.	**Collect evidence of trainer competency (trainers only)** The selected applicant will be required to provide evidence of: – trainer vocational competency, and – competency in training and assessment. Refer to *PP3.2 - Trainer Credential Requirements*.	CEO or Training Manager
viii.	**Verify records of trainer competency (<u>trainers only</u>)** Verify the following: • Trainer qualifications. • Industry experience and currency (including any vocational qualifications). • Professional certifications (e.g., Certificate IV in Training and Assessment). • Working with children checks (if applicable). • Copies of licenses or registrations (if required by regulatory bodies). Refer to: *Trainer Competency Requirements Procedure* for more details on how to verify records of trainer competency. Complete the *Hiring a New Trainer Checklist.*	CEO or Training Manager
ix.	**Final selection and offer** Make final selection based on merit, qualifications, and overall fit for the role and organisation. Compare: – Who meets the essential qualifications? – Who brings the best mix of experience, skills, and soft skills? – Does the candidate align with the company's values and future growth plans? Contact the preferred candidate and offer them the position.	CEO or Training Manager

Steps		Person/s responsible
	Negotiate salary and conditions.	
x.	**Notify unsuccessful candidates** Once the preferred candidate accepts the offer, notify the unsuccessful candidates. Make arrangements for new staff induction and commencement.	Training Manager
5.3 Pre-Induction		
i.	**Offer and Contract.** Ensure that all employment or contractual agreements are signed and documented before the induction process begins. **Fit and Proper Person declaration** - If the appointment is for an Executive Officer, High Managerial Agent, or a position that will exercise a degree of control or influence over the management or direction of Skillwise Training Pty Ltd, they must also complete a Fit and Proper Person Declaration (Refer to: *PP4.8 - Interaction with the National VET Regulator*)	Training Manager or CEO
ii.	**Equipment and Workspace Setup** Arrange all necessary materials and resources for the staff member, including: • IT equipment (e.g. laptop, mobile phone) and login credentials. • Access to student / learning management systems. • Required learning and assessment resources, policies, procedures, and course guides (as applicable).	Training Manager or CEO
iii.	**Notify existing staff.** Issue a memo to all Skillwise Training Pty Ltd staff members advising them of the name of the new staff member, the position filled, location and starting date.	Training Manager or CEO
5.4 Induction		
i.	**Day One – Introduction to organisation.** Supervisor to meet with new staff member, communicate the RTO's expectations and give them an opportunity to ask questions, complete the *Induction Checklist*, and	Training Manager or CEO

Steps		Person/s responsible
	provide the new staff member with an introduction to the organisation: – Overview of the organisation's history, mission, vision, and values. – Introduction to key personnel (management, administrative, and teaching teams). – Explanation of organisational structure, reporting lines and responsibilities of different people within the organisation. – Explanation of escalation pathways, particularly where there is a risk to students or a risk of non-compliance with the Standards. – Allocation of workspace, briefing on tearoom arrangements. – Tour of the premises (morning tea if possible). – Briefed on leave arrangements, hours of work, sick leave requirements, social media expectations, making personal calls, working from home, running late requirements. – Review and confirm duty statement to understand expectations of duties and sign to accept. – Informed of dress code and expectations. – Brief the new staff member on arrival and departure times and security arrangements. **Training on company policies** Show the new staff member where to access the organisations policies and procedures and forms, and go through the relevant policies and procedures, including: – Health, safety, and workplace policies. – Diversity and inclusion, disability and wellbeing policies. – Anti-discrimination, equal opportunity, and workplace harassment policies. – Child Protection Policy - behaviour expectations, recognising signs of abuse, and reporting procedures. – Continuous Improvement Policy.	

Steps		Person/s responsible
	– Professional behaviour expectations. – Conflict of interest – situations where disclosure is required. **Completion of Documentation** – Complete employment administration including tax file number declaration, pay account details, payslip arrangements, superannuation choice, emergency POC, given award, and employment contract confirmation. – Complete Child Safety Code of Conduct. (Refer to: *PP4.6 - Child Protection*) – Ensure WWCC is on file (for all staff working with children under the age of 18) – Ensure Fit and Proper Person declaration is signed and on file (for an Executive Officer, High Managerial Agent, or a position that will exercise a degree of control or influence over the management or direction of Skillwise Training Pty Ltd) – Prepare staff matrix (trainers only). Explain requirements of the training matrix, provide staff member with the *Training Matrix Template,* confirm 2 week deadline for trainer to complete Trainer Matrix. Refer to: *Trainer Competency Requirements*. – Complete Professional Development Plan. Refer to: *PP3.3 - Professional Development and Trainer Currency*.	
ii.	**Day Two.** **Equipment and resources.** The supervisor will; – Issue any resources required by the new staff member to commence their duties. – Finalise credentialling documentation and employment administration. – Provide an introduction to the student management system. – Provide induction on any specialist equipment to ensure safe and effective operation – Provide equipment and resources required to undertake duties.	Training Manager or CEO

Steps		Person/s responsible
	– Provide information on login details for access to internal information systems, key pass, ID, etc. **Training Delivery Standards (trainers only)** – Overview of the training programs offered, including course structures and delivery modes (e.g., online, face-to-face, blended). – Familiarisation with the organisation's training and assessment strategies. – Review of learning resources, instructional materials, and assessment tools. **Assessment Procedures (trainers only)** – Introduction to assessment methodologies, including competency-based assessment. – Guidelines for creating and marking assessments. – Procedures for maintaining assessment integrity and complying with validation/moderation requirements. – Feedback and reporting processes for students. **Quality Assurance and Continuous Improvement (trainers only)** – Explanation of importance of maintaining training and assessment quality. – Role in continuous improvement, including participation in professional development and industry engagement. – Reporting and evaluation mechanisms for training effectiveness.	
iii.	**Complete and Sign Induction Checklist.** Upon completion of the induction, the staff member and their supervisor will sign the Induction Checklist to confirm that induction has been completed in accordance with the required standard.	Training Manager or CEO, Trainer
iv.	**File Induction Checklist.** The Induction Checklist is securely stored in the trainers HR file.	Training Manager or CEO
v.	**Commence Work.** The new staff member will commence work in allocated area fully orientated with a full workload.	New staff member

Steps		Person/s responsible
5.4 Post-Induction Support		
i.	**Mentorship** Assign a mentor to the new staff member for guidance during their initial period. For trainers, the mentor must be an experienced trainer or assessor, or the Training Manager. **Observation and Feedback** Observing and providing feedback to a new staff member is essential for their professional growth, helping them feel supported and enabling them to meet job expectations. ***Support Staff*** - Whenever possible, observe the staff member during a live session or interaction rather than relying on feedback from others or second hand information. Start with positive feedback, by highlighting areas where the new staff member is meeting or exceeding expectations. Focus on specific behaviours and use concrete examples for both positive feedback and areas for improvement. Deliver feedback positively and constructively, identifying goals, encouraging the staff member to ask any questions and closing with encouragement or additional positive points. ***Trainers*** - Schedule classroom or online session observations, followed by constructive feedback from senior trainers or Training Manager. Schedule a meeting between the Training Manager and the new trainer at the end of the second week of employment to discuss any issues, review the new trainers' marking standards, provide feedback, ensure consistency with the RTO's expectations, review the trainers matrix and answer any questions. **Ongoing Professional Development** Encourage participation in regular professional development opportunities to maintain currency in industry knowledge and teaching methodologies. Refer to: *PP3.3 - Professional Development and Trainer Currency.* **Probation Performance Review** Conduct formal performance review toward the end of the 3-month probation. For trainers, the performance review will focus on training and assessment quality, student outcomes, and adherence to policies.	Training Manager, Trainer

Steps		Person/s responsible
ii.	**Monitoring and Review.** The induction process will be reviewed annually by the CEO to ensure its effectiveness. Feedback will be collected from newly inducted staff members to make continuous improvements to the process. Refer to: *PP4.7 - Continuous Improvement.*	CEO

6. Other documents to consider with this policy

Policies

- PP1.14 – Student Record Retention and Management
- PP3.2 - Trainer Credential Requirements
- PP3.3 - Professional Development and Trainer Currency
- PP4.6 - Child Protection
- PP4.7 - Continuous Improvement
- PP4.8 - Interaction with the National VET Regulator

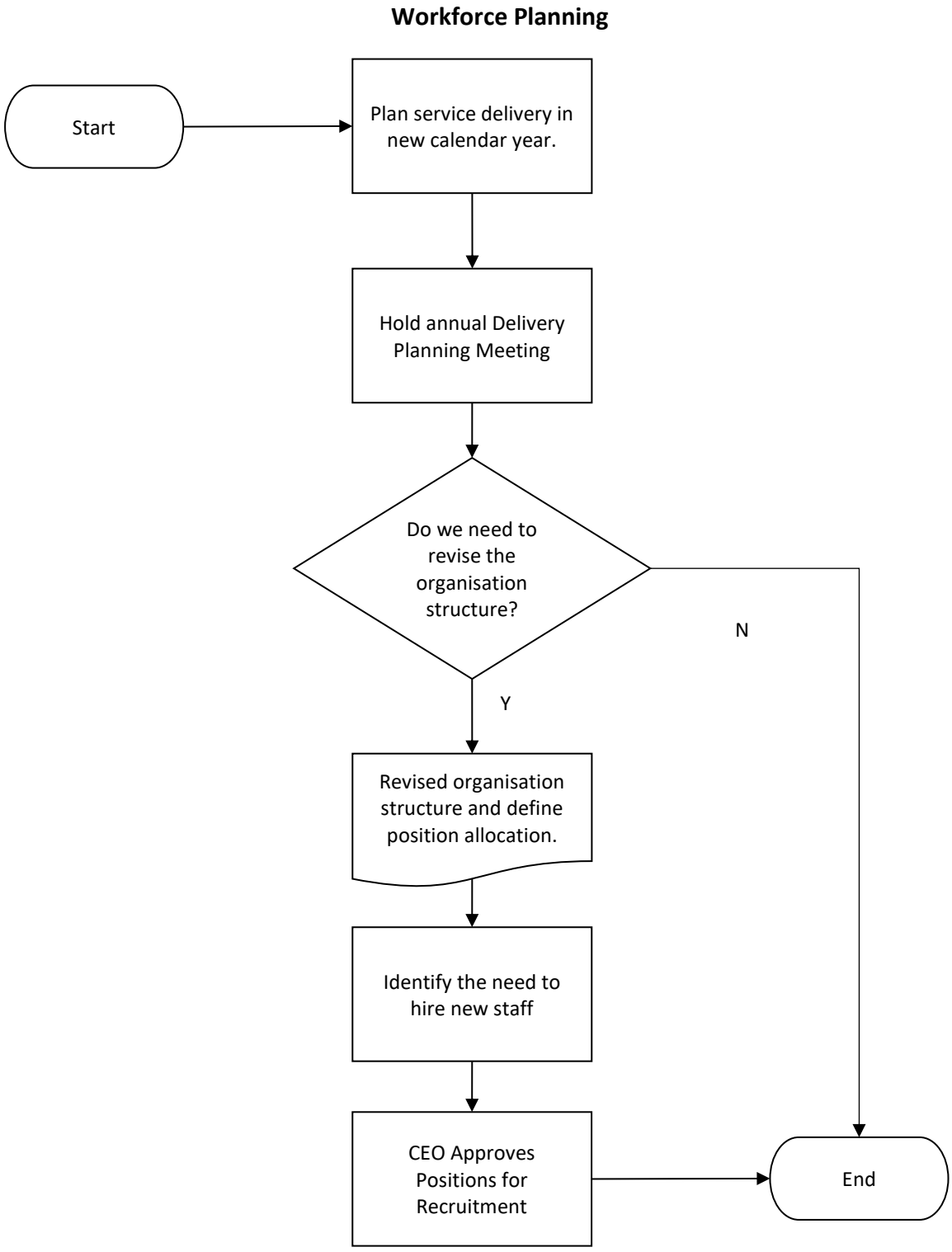
Forms

- Induction Checklist
- Interview Questions Templates
- Position Description Template
- Organisation Chart Template
- Duty Statements
- Conflict of Interest Declaration
- Fit and Proper Person Declaration

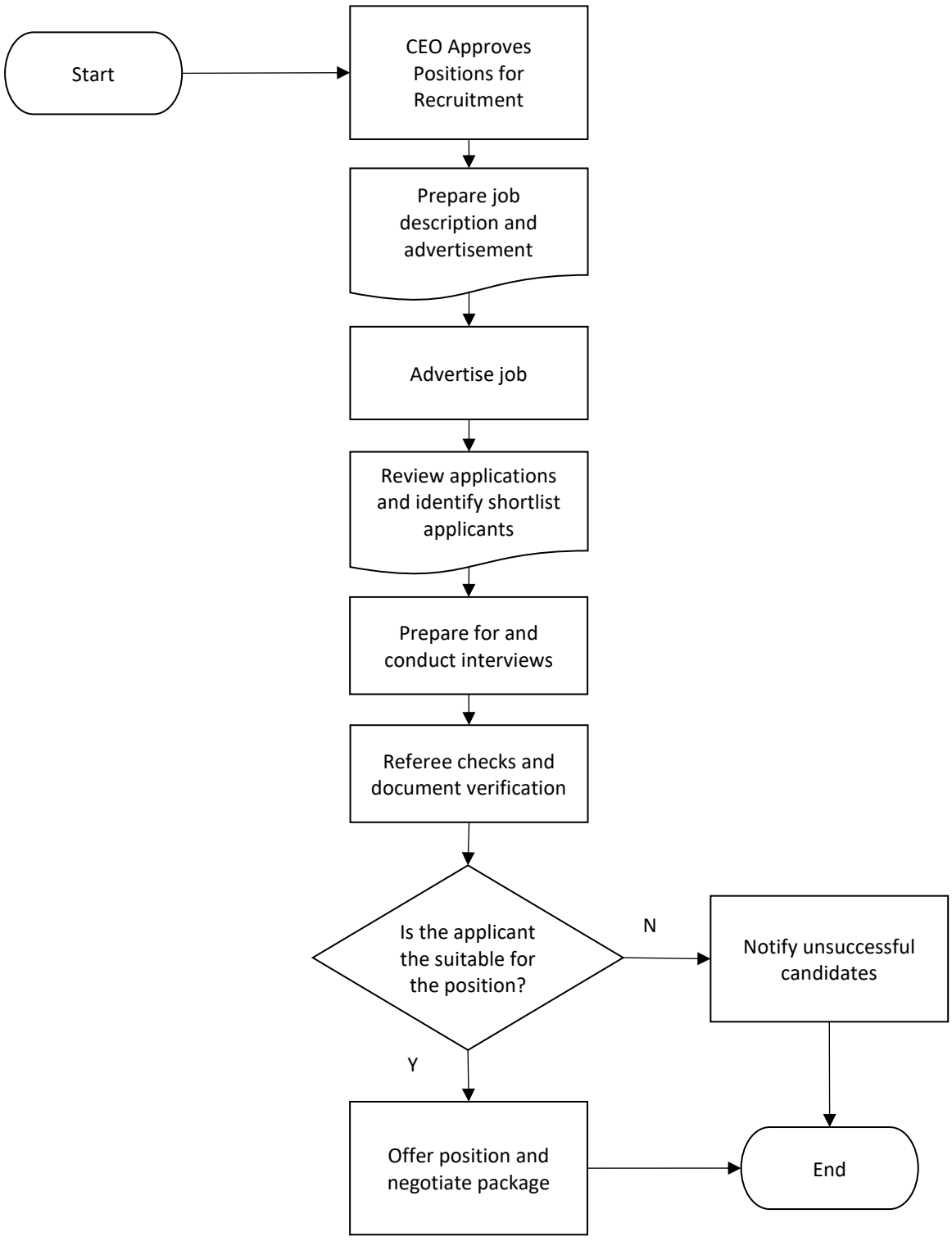
Handbooks, manuals or other documents

None.

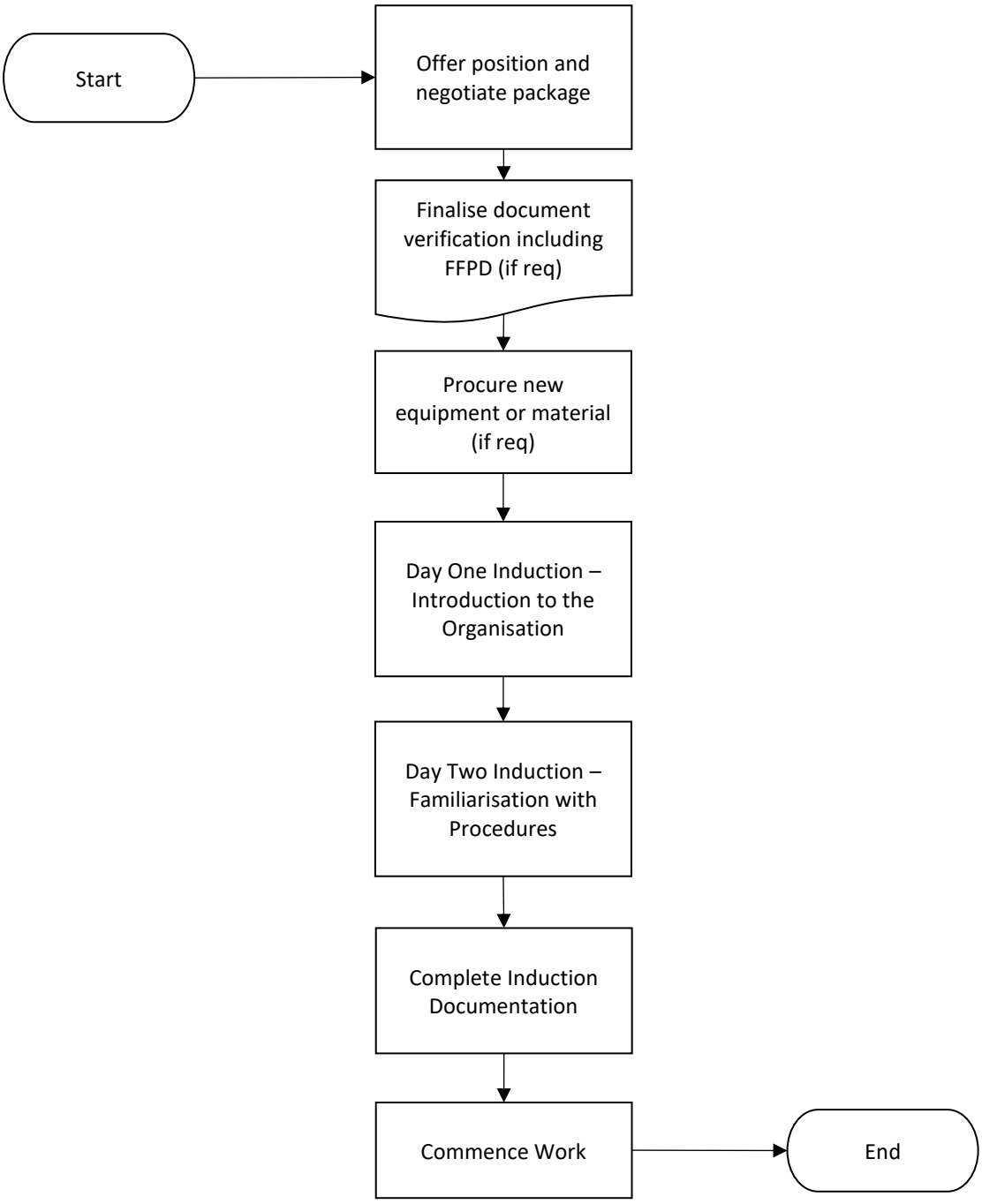
7. Flow chart


Workforce Planning
Start
Plan service delivery in new calendar year.
Hold annual Delivery Planning Meeting
Do we need to revise the organisation structure?
N
Y
Revised organisation structure and define position allocation.
Identify the need to hire new staff
CEO Approves Positions for Recruitment
End

Staff Recruitment



Staff Induction



8. Reference(s)

Outcome Standards for RTOs, Standard 3.1. Effective workforce management ensures appropriate staffing to deliver the services.

Outcome Standards for RTOs, Standard 3.2. Training and assessment is delivered by credentialled people with current skills and knowledge in training and assessment.

Outcome Standards for RTOs, Standard 3.3. Training and assessment is delivered by people with current industry skills and knowledge relevant to the training product.

Outcome Standards for RTOs, Standard 4.2. Roles and responsibilities are clearly defined and understood.

Credential Policy for RTOs

Educational Services (Post-Secondary Education) Award [MA000075] - Fair Work Ombudsman

Hiring employees checklist | business.gov.au

Templates - Fair Work Ombudsman

Hiring employees - Fair Work Ombudsman

National Employment Standards - Fair Work Ombudsman

Probation - Fair Work Ombudsman

PP3.2 – Trainer Credential Requirements

Policy area	VET Workforce
Standards	Outcome Standards for RTOs, Standard 3.2 and 3.3 Credential Policy for RTOs
Responsibility	CEO, Trainers and Assessors, Training Manager
Classification	**Internal Only**

1. Purpose

The aim of this policy is to ensure that:

- trainers who are engaged by Skillwise Training Pty Ltd hold the required credentials in training and assessment as specified by the Credential Policy and can demonstrate their vocational competency for the units of competency being delivered;

- trainers who are claiming vocational equivalent competency have sufficient guidance to assist them in preparing and presenting sufficient and valid evidence to demonstrate their vocational competency; and

- all stakeholders in the organisation are informed of their responsibilities to assist in the process of maintaining and demonstrating the competency of trainers.

2. Definitions

Actively working towards means a person who is actively working towards a training and assessment credential and be making satisfactory progress to enable the credential to be completed within two years of commencement.

AQF means the Australian Qualifications Framework.

Competency - Competency is defined as an individual's consistent application of knowledge and skill to the standard of performance required in the workplace. It embodies the ability to transfer and apply skills and knowledge to new situations and environments.

Credentials - In vocational training, **credentials** refer to the qualifications, certificates, or licenses that individuals earn to validate their skills and knowledge in a specific trade or profession. These credentials serve as evidence that a person has completed a formal training program, passed required assessments, and demonstrated competence in a particular field.

Diploma or higher-level qualification in adult education or vocational education and training means a qualification that satisfies the requirements of the Australian Qualifications Framework at level 5 or higher and has a focus on training and assessing adults and relevance to delivery and assessment of VET and competency-based training and assessment. The qualification does not need to include the words ‘adult education’ or ‘vocational education and training’ in the title, however units completed within the qualification need to demonstrate the skills and knowledge required to train adults and teach VET. The academic transcript or record of results for the qualification will provide the evidence to demonstrate this.

Equivalent Unit of Competency means a current or superseded unit of competency that is nominated on the national training register https://training.gov.au/ as being equivalent to the unit it replaced when the training package was updated.

Equivalent Vocational Competency means a person's current industry competence, skills and knowledge equal to that specified in a unit of competency, often demonstrated through evidence of prior learning and relevant industry experience.

Industry expert means an individual who has relevant specialised industry or subject matter expertise who is engaged by the RTO on the basis of that expertise. Industry experts must have relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided.

Secondary teaching qualification means a credential issued by a higher education provider which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory.

Training package means the nationally endorsed document that records the competencies required by different occupations and industries and describe how these competencies may be packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework.

3. Policy statement

3.1 industry competencies, skills and knowledge (Vocational Competency)

Industry competencies, skills and knowledge is defined as broad industry knowledge and experience, usually combined with a relevant industry qualification. A person who has Industry knowledge and experience will be familiar with the content of the vocation and will have relevant current experience in the industry. In determining requirements for Industry knowledge and experience, Skillwise Training Pty Ltd will have regard to Training Packages which include advice specific to the industry related to the vocational competencies of trainers and assessors. Skillwise Training Pty Ltd will also have regard to information collected during industry engagement activities that inform the current industry skills required of trainers and assessors. This may include advice on relevant industry qualifications and experience required for training and assessing.

Skillwise Training Pty Ltd require that training and assessment is delivered only by persons who have industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed. This means that they either hold the actual unit of competency or can demonstrate equivalent vocational competency.

3.2 Equivalent vocational competency

If the nominated trainer does not hold the actual or an Equivalent Unit of Competency (see definitions), then the trainer may provide other supporting evidence to demonstrate their equivalent knowledge, skills and depth of experience to the level being delivered and assessed

(Equivalent Vocational Competency). This evidence may include certified copies of higher or related qualification or statements of attainment, work samples, employer references, resume, referees contact, etc. It must be very clear from the presented evidence that the trainer is competent in each and every unit of competency they are delivering. Trainers are to provide a written response in support of each unit of competency using the *Training Matrix* and particularly the section Trainer Competency Mapping for Equivalent Vocational Competency. The trainer is to follow the instructions in this form to provide a detailed response for each unit being claimed under equivalent vocational competency.

Note. It is recognised that where the trainer is simply provided the *Training Matrix* and asked to complete this, this usually results in a fairly poor response that does not contribute to demonstrating the person's equivalent vocational competency. It is recommended that where this evidence is required, the trainer should be interviewed and asked to outline their past and current experience with regard to each unit of competency and give examples of how they have performed the requirements of the unit of competency in the workplace. The details in relation to these examples should be very specific including, dates, the organisation, the role of the trainer at the time, details of any supervisors that can confirm these claims. These details should be recorded by the interviewer. Supporting evidence should also be collected and retained where applicable.

3.3 Credentials

All persons employed in the role of a Trainer, delivering training and/or assessment must either:

i. have one of the training and assessment credentials outlined at Section 3.4 below and extracted from the Credential Policy for RTOs, section 1C, or

ii. be actively working towards a training and assessment credential, which must include:

- being enrolled in and have commenced training in one of the following training and assessment credentials:
  - *TAE40122 Certificate IV in Training and Assessment* or its successor, or
  - *TAE50122 Diploma of Vocational Education and Training* or its successor, and
  - be making satisfactory progress to enable the credential to be completed within two years of commencement.

    and
  - *work under the direction of a trainer providing direction (Refer to: PP3.4 - Training and Assessment Under Direction).*

iii. have one of the training and assessment credentials below, extracted from the Credential Policy for RTOs, section 1D:

- TAESS00021 Facilitation Skill Set or its successor,
- TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set or its successor,
- TAESS00029 Volunteer Trainer Delivery Skill Set or its successor,
- TAESS00020 Workplace Trainer Skill Set or its successor,
- TAESS00028 Work Skill Instructor Skill Set or its successor,
- TAESS00022 Young student Delivery Skill Set or its successor,
- TAESS00015 Enterprise Trainer and Assessor Skill Set
- TAESS00003 Enterprise Trainer and Assessor Skill Set,
- TAESS00008 Enterprise Trainer – Mentoring Skill Set,
- TAESS00013 Enterprise Trainer – Mentoring Skill Set,
- TAESS00007 Enterprise Trainer – Presenting Skill Set,
- TAESS00014 Enterprise Trainer – Presenting Skill Set, or
- a secondary teaching qualification.

  and

- work under the direction of a trainer providing direction (Refer to: *PP3.4 - Training and Assessment Under Direction*).

It is important to note that a person identified at section 3.4iii who holds one of the skill sets listed above or a secondary teaching qualification can deliver training and contribute to assessment (including conducting assessment and collecting assessment evidence), provided they work under the direction of a trainer or assessor but is not permitted to make assessment judgements.

3.4 Training and Assessment Credentials

(a) Delivering training and assessment

To deliver training and assessment, including making assessment judgements, the person must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- TAE40110 Certificate IV in Training and Assessment,
- A secondary teaching qualification and one of the following credentials:
    - TAESS00011 Assessor Skill Set, or
    - TAESS00019 Assessor Skill Set or its successor, or
    - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor, or
- A diploma or higher-level qualification in adult education or vocational education and training.

(b) Conducting assessment only

To conduct assessment **only**, including making assessment judgements, the person must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment,
- TAE40110 Certificate IV in Training and Assessment,
- TAESS00019 Assessor Skill Set or its successor,
- TAESS00011 Assessor Skill Set,
- TAESS00001 Assessor Skill Set,
- A secondary teaching qualification and one of the following credentials:
    - TAESS00011 Assessor Skill Set, or
    - TAESS00019 Assessor Skill Set or its successor, or

- TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor, or

- A diploma or higher-level qualification in adult education or vocational education and training.

3.5 Trainer Actively Working Towards Training and Assessment Credential

A trainer who is actively working towards means person who is actively working towards a training and assessment credential and be making satisfactory progress to enable the credential to be completed within two years of commencement. A trainer who is determined to be actively working towards a training and assessment credential can deliver training and undertake assessment under the direction of a fully qualified trainer as outlined at Section 3.4. Refer to: *PP3.4 - Training and Assessment under Direction*.

A trainer who is determined to be working toward a training and assessment credential cannot determine assessment outcomes. This means that the trainer is not authorised to conduct assessment in their own right and must work under the direction of a fully qualified trainer. To be clear, the trainer under direction can collect assessment evidence and conduct assessment activities evidence such as conducting an observation assessment or conducting a knowledge assessment; but they are not permitted to decide the competency outcome for a training product by themselves. All final competency outcomes or decisions must be made in conjunction with a fully qualified trainer. All final competency decisions must be co-signed by a fully qualified trainer. For details and requirements relating to working under direction, please refer to *PP3.4 – Training and Assessment Under Direction*.

3.6 Industry Experts

Industry expert means an individual who has relevant specialised industry or subject matter expertise who is engaged by the RTO on the basis of that expertise. Industry experts must have relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided.

Industry experts may assist in training delivery and/or the assessment judgement, working alongside the trainer and/or assessor to conduct the training and/or assessment. An industry expert cannot determine assessment outcomes. This means that the industry expert can work alongside the trainer and/or assessor and assist with assessment but is not authorised to conduct assessment in

their own right. An industry expert must not work alone. The industry expert must work alongside the trainer and/or assessor at all times. The Training Manager is responsible for ensuring that:

- the expert's claims of relevant industry competencies, skills and knowledge and specialised industry or subject matter expertise and verified;
- the expert works under direction of a fully qualified trainer as outlined at Section 3.4 and, where the expert is involved in the assessment judgement, they work alongside the trainer or assessor to conduct the assessment; and
- sufficient oversight of the expert to ensure the quality of the training and assessment they provide.

3.7 Trainer Currency

The Outcome Standards for RTOs require that training and assessment is delivered only by persons who have following:

- Current industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed; and
- Can demonstrate participation in professional development in the fields of the knowledge and practice of vocational training, learning and assessment including engaging and supporting VET students.

The requirement for current industry skills and knowledge means that the trainer has maintained their skills and knowledge in their industry area of speciality. This requires the trainer to have sufficient evidence to demonstrate the industry currency through continuing professional development, ongoing industry engagement, industry work placements etc. Further policy guidance on mechanisms to maintain currency is provided in the *PP Trainer Currency and Professional Development of Staff.*

3.8 Trainer Profile Review

All current trainers and assessors are to participate in a review of their trainer profile documentation twice per year. This activity is to be scheduled within the Governance Calendar. The Training Manager is responsible for completing the trainer profile review. The review is to be recorded using the *Trainer Profile Review Checklist* and copy is to be maintained on the trainer record. The review is to include consideration of the following:

- Completed staff induction - signed by a designated staff member or CEO
- Verified copy of current trainer / assessor qualifications

- Verified copy of current vocational qualifications
- Evidence of equivalent competence if applicable (Matrix Mapping)
- Updated Curriculum Vitae or Resume detailing professional history
- Duty statement or scope of work, included in the contract / agreement
- Employment contract / Agreement, signed by staff member and CEO
- Relevant licence / working with children check etc if applicable
- Evidence of recent (last 12 months) professional development in VET
- Evidence of current (last 12 months) industry skills, knowledge and experience including review of currency evidence
- Professional development plan updated

Trainers' who do not meet the ongoing requirements for trainer credentials, Industry currency and ongoing professional development are to be supported and given reasonable time to meet these requirements. Where a trainer is not cooperating with Skillwise Training Pty Ltd and is putting the organisation's compliance with the Outcome Standards for RTOs at risk, ongoing use of the trainer to deliver training and assessment is to be discontinued and the trainer is to be performance managed (ref to *PP3.5-Performance Management*).

4. Considerations

None.

5. Procedure

Steps	**Person/s responsible**
Establish and Maintain Trainer Credentials	

Steps		Person/s responsible
i.	**Recruit trainers that meet competency requirements** The recruitment process (refer to: *PP3.1 - Workforce Planning, Recruitment and Induction)* ensures trainers employed by Skillwise Training Pty Ltd have the credentials outlined at policy section 3.4. Refer to: *PP3.1 - Workforce Planning, Recruitment and Induction.*	CEO, Training Manager
ii.	**Verify records of trainer competency** The Training Manager will collect and verify certified copies of all trainer qualifications. The following are common methods which may be used for verification: – Directly contacting the issuing authority by either phone or email and confirming the document validity by cross matching the document number and the details of the recipient, – Obtaining a USI transcript of the trainer and comparing the outcomes identified in this transcript with the documents to be verified, or – Crossmatching the issued certificates with the details of the issuing authority on the national training register including details such as the RTO number, scope of registration end delivery approval date. Ensure trainers meet and provide evidence of any specific regulatory or statutory requirements, such as working with children checks, police clearances, or first aid certifications, where applicable. Cross check the trainer holds all units of competency (or equivalent) that they will be delivering and complete the template *Trainer Allocation to Training Products*. This document together with the training matrix will provide the official record of the training products the trainer is approved to deliver.	Training Manager
iii.	**Establish equivalent vocational competency** Where the nominated trainer does not hold the actual or an Equivalent Unit of Competency, the trainer may provide other supporting evidence to demonstrate their equivalent knowledge, skills and depth of experience to the level being delivered and assessed (Equivalent	Trainers, Training Manager

Steps		Person/s responsible
	Vocational Competency). This evidence may include certified copies of higher or related qualification or statements of attainment, work samples, employer references, resume, referees contact, etc. It must be very clear from the presented evidence that the trainer is competent in each and every unit of competency they are delivering. Trainers are to provide a written response in support of each unit of competency using the *Training Matrix* and particularly the section Trainer Competency Mapping for Equivalent Vocational Competency. The trainer is to follow the instructions in the *Training Matrix* form to provide a detailed response for each unit being claimed under equivalent vocational competency.	
iv.	**Ongoing monitoring and maintenance of trainer qualifications** Maintaining Industry Currency - Trainers are required to maintain their industry knowledge and experience by engaging in relevant industry currency activities. Refer to: *PP3.3 - Professional Development and Trainer Currency*. Professional Development in the fields of the knowledge and practice of vocational training, learning and assessment including engaging and supporting VET students. Refer to: *PP3.3 - Professional Development Trainer Currency*. Trainers are required to provide the Training Manager with any new certifications, qualifications, or evidence of professional development activities they complete at the time of completion. Refer to: *PP3.3 - Professional Development Trainer Currency*.	Trainers, Training Manager
v.	**Trainer Profile Review** The Training Manager will schedule a review of trainer qualifications and industry currency records twice per year. This activity will be scheduled within the Governance Calendar. When conducting this review, the Training Manager will complete the *Trainer Profile Review Checklist* for every Trainer employed by the RTO (this includes trainers and assessors for all qualifications, short courses	Training Manager

Steps		Person/s responsible
	or single units of competency employed on any basis - casual, contact, part-time, full-time, third party assessors) and maintain a copy on the trainer record. The review is to consider the following: – Completed staff induction - signed by a designated staff member or CEO – Verified copy of current trainer / assessor qualifications – Verified copy of current vocational qualifications – Evidence of equivalent competence if applicable (Matrix Mapping) – Updated Curriculum Vitae or Resume detailing professional history – Duty statement or scope of work, included in the contract / agreement – Employment contract / Agreement, signed by staff member and CEO – Relevant licence / working with children check etc if applicable – Evidence of recent (last 12 months) professional development in VET – Evidence of current (last 12 months) industry skills, knowledge and experience including review of currency evidence – Professional development plan updated The Trainer is to assist in gathering the required evidence of competency in a timely fashion and in a format that is accurate and valid and making this available to Skillwise Training Pty Ltd for verification and retention in support of its compliance. Trainers' who do not meet the ongoing requirements for trainer credentials, Industry currency and ongoing professional development are to be supported and given reasonable time to meet these requirements. Where a trainer is not cooperating with Skillwise Training Pty Ltd and is putting the organisation's compliance with the Outcome Standards for RTOs at risk, ongoing use of the trainer to	

Steps		Person/s responsible
	deliver training and assessment is to be discontinued and the trainer is to be performance managed (ref to *PP3.5-Performance Management*)	
vi.	**Management and storage of trainer records**. The Office Manager is to coordinate the collation and storage of trainer records and assist in verification of these records. Please refer to *PP3.1 - Workforce Planning, Recruitment and Induction* for direction on the minimum records that must be retained, the storage and protection of these, file management and file naming conventions. Completed training profile reviews on each trainer are to be retained on the Trainer's file.	Office Manager
vii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Trainer Training Manager Office Manager CEO

6. Other documents to consider with this policy

Policies

- PP3.1 - Workforce Planning, Recruitment and Induction
- PP3.3 Professional Development and Trainer Currency
- PP3.4 – Training and Assessment Under Direction

Forms

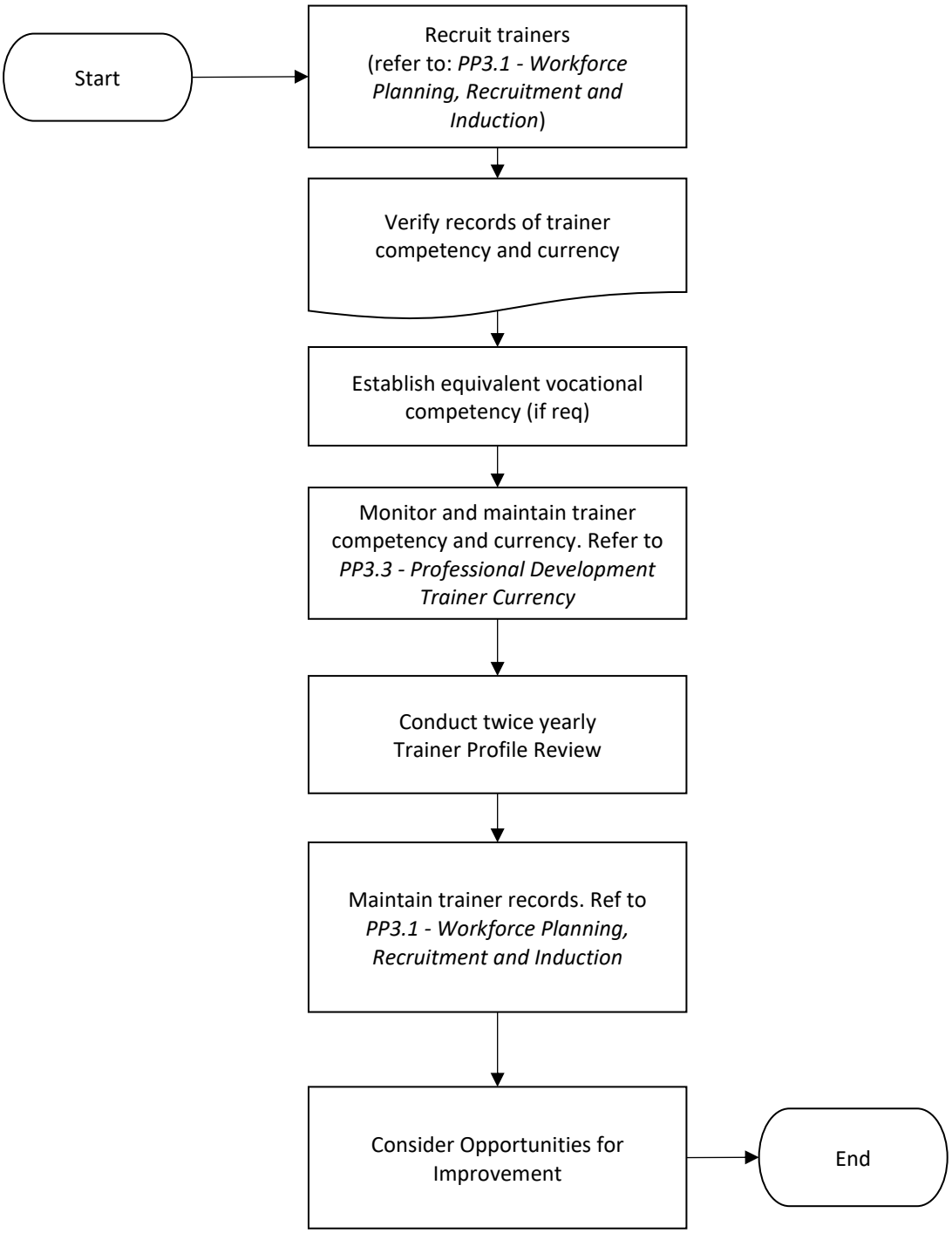
- Training Matrix Template
- Trainer Profile Review Checklist

Handbooks, manuals or other documents

None.

7. Flow chart

Establish and Maintain Trainer Credentials



8. Reference(s)

Outcome Standards for RTOs, Standard 3.2. Training and assessment is delivered by credentialled people with current skills and knowledge in training and assessment.

Outcome Standards for RTOs, Standard 3.3. Training and assessment is delivered by people with current industry skills and knowledge relevant to the training product.

Credential Policy for RTOs, the following requirements are applicable to this policy:

- 1A. Training and assessment credentials
- 1B. Assessment only credentials
- 1C. Actively working towards a training and assessment credential

PP3.3 – Professional Development of Staff and Trainer Currency

Policy area	VET Workforce
Standards	Outcome Standards for RTOs, Standard 3.1, 3.2 and 3.3.
Responsibility	CEO, All Staff
Classification	**Internal Only**

1. Purpose

The aim of this policy is to ensure:

All staff

- The continuous learning and improvement among all staff to enhance individual performance, job satisfaction, staff retention and organisational effectiveness.
- The professional competence of all staff, to enable them to effectively perform their roles and duties. This includes ongoing professional development in:
    - Skillwise Training Pty Ltd's policies and procedures and compliance requirements;
    - Skillwise Training Pty Ltd's legislative obligations; and
    - the skills required to perform assigned duties.

Trainers

- The continuing professional development of **trainers** in the following areas:
    - industry competencies, skills and knowledge; and
    - vocational training, learning and assessment including engaging and supporting VET students.

2. Definitions

None.

3. Policy statement

3.1 Professional Development Strategies

Skillwise Training Pty Ltd will implement professional development in two strategies:

a) Individual professional development, and

b) Collective professional development.

(a) Individual professional development planning

An *Individual Professional Development Plan* will be prepared with each staff member in **January** each year outlining their professional development goals and activities for the year. The plan forms the basis for Skillwise Training Pty Ltd's distribution of financial support for individual professional development activities.

The plan and the staff members progress towards their professional development goals is to be reviewed in **June** each year. Individual professional development is to align with the following expectations:

- Must include a minimum of three professional development activities each calendar year that relate specifically to the role performed by the staff member;
- May be a combination of non-accredited and/or nationally recognised training;
- Must include professional development activities that do not exceed a day in duration; and
- Must include professional development activities that link to professional development goals.

Each staff member's Individual Professional Development Plan must be approved by the CEO or delegate before it can be implemented, or financial support will be provided. Refer to section *3.2 Financial support for professional development*.

Also please note additional professional development requirements that relate to trainers outlined at section *3.4 Evidence of Professional Development – Trainers*.

(b) Collective professional development

Collective professional development includes all professional development activities organised and facilitated by Skillwise Training Pty Ltd for the mandatory participation of all staff members. The purpose of collective professional development is to introduce and/or reinforce staff knowledge and skills in:

- Skillwise Training Pty Ltd's policies and procedures and VET compliance requirements including:
    - Outcome Standards for RTOs,
    - Compliance Standards for RTOs, and
    - Credential Policy for RTOs.
- Skillwise Training Pty Ltd's legislative obligations including:
    - Work health and safety,
    - Discrimination,
    - Equity and inclusion,
    - The safety of children and young people, and
    - Privacy protection including information security.

Collective professional development will usually be conducted over a half day and is to be conducted twice per year in accordance with the Governance Calendar. Professional development activities are to reinforce the themes of integrity, transparency, accountability and fairness to support the ongoing development of a positive organisational culture.

Additional in-house professional development will be provided on an "as needed" basis in response to circumstances that may arise including:

- a change to compliance requirements or legislation,
- identified opportunity for improvement,
- introduction of new equipment or capabilities, or
- to address a breach of Skillwise Training Pty Ltd policies and procedures.

3.2 Financial support for professional development

The following principles guide the distribution of financial support for individual professional development:

- Individual financial support will not exceed **$500** per person annually. This amount is inclusive of GST. The annual entitlement is based on a calendar year (i.e. Jan – Dec).

- Financial support will only be provided where the individual professional development activity is approved as per the *Individual Professional Development Plan*.
- Financial support will only be provided on the basis of 50% of the activity cost and only up to the annual entitlement **($500**).
- Financial support will only be provided for registration costs or tuition fees. It will not cover incidental costs such as transport, meals or accommodation.
- Financial support that is not utilised within the calendar year expires and cannot be carried over.
- Financial support will be paid directly into the staff members bank account within 7 days of production of proof of payment for the planned professional development activity and a completed *Request for PD Financial Support*. Request for PD Financial Support must be submitted to the Office Manager.
- Individuals will be considered "on duty" when attending professional development activities and will be remunerated at their standard rate of pay.
- Within two weeks of the completion of the professional development activity, staff members are required to complete a *Continuous Improvement Report* on at least one opportunity for improvement they identified through their participation in the professional development activity. If no opportunity for improvement were identified, this should be notified to the Office Manager via email instead. Professional development activities that offered no opportunities for improvement to Skillwise Training Pty Ltd would not likely receive financial support in the future.

The following is an example of financial support for professional development at work:

John is a Student Support Officer. John has an approved professional development activity on his PD plan to attend a half day workshop on Supporting the Wellbeing of Young People. The cost for the workshop registration is $600.00. John will request $300.00 toward the registration cost from Skillwise Training Pty Ltd. John pays for the workshop using his own money and submits the proof of payment and Request for PD Financial Support to the Office Manager. The request is approved and the $300 is deposited into John's bank account within 7 days. John attends the workshop and covers all incidental costs himself. John has a remaining entitlement of $200.00 to utilise for other approved professional development activities in his PD Plan in the calendar year. After the workshop (within the two weeks), John submits a Continuous Improvement Report relating to how Skillwise Training Pty Ltd can improve our support of student wellbeing.

3.3 Evidence of Professional Development – Non-Training Staff

This policy applies to all administration staff, managers, student support staff and all other staff not employed as a trainer.

All staff members are required to submit evidence of their professional development to the Office Manager. This may include:

- Providing copies of any certificate's awarded for completing accredited or non-accredited training
- Providing copies of any learning reflections or opportunities for improvement
- Providing receipts for professional development.

3.4 Evidence of Professional Development – Trainer

This policy applies to all persons employed as a Trainer at Skillwise Training Pty Ltd. To ensure an accurate record of professional development activities, all trainers are required to submit evidence of their professional development to the Office Manager so it can be properly recorded in the student management system staff professional development register.

Trainers must submit a minimum of three (3) separate items of evidence each calendar year for the maintenance of both their:

- industry competencies, skills and knowledge; and
- vocational training, learning and assessment skills and knowledge including engaging and supporting VET students.

This means that the trainer will need to submit a total of six items of evidence every 12 months within the calendar year. Trainers are not to leave these activities to the end of the year and are expected to complete professional development evenly throughout the year. Skillwise Training Pty Ltd will facilitate some professional development activities throughout the year and these activities will contribute to meeting this requirement.

The following is a list of evidence that is suitable for demonstrating skills currency and ongoing professional development:

Currency Activity	**Evidence Guide**
Formal Professional Development leading to a nationally endorsed qualification	AQF Qualification with a record of results
Working in industry part time	Work log or equivalent

Currency Activity	Evidence Guide
Formal Professional Development leading to a Statement of Attainment	Statement of Attainment
Delivering workplace training	Work log or equivalent
Undertaking formal research or a significant project	Research Paper or Project Report
Non-accredited Professional Development – Conference / Workshop	Certificate of Attendance or other proof
Work Placement (vocational) less than five days	Work log and post activity report
Development of learning and assessment materials	Example of developed materials
Internal Professional Development – Half day or less	Attendance record
Work Shadowing	Work log and post activity report
Industry site visit (half day)	Post activity report
Networking event (face-to-face)	Certificate of Attendance or other proof
Networking (online)	Print of activity demonstrating active involvement
Subscription to Industry Journal	Subscription fee receipt or letter of confirmation
Subscription to email based newsletter	Confirmation of subscription
Membership of an Industry Association or Professional Group	Receipt of membership fee or letter of confirmation

3.5 Trainer Profile Review

All current trainers are to participate in a review of their trainer profile documentation twice per year. Refer to: *PP3.2 – Trainer Credential Requirements*.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
5.1 Professional Development of Staff and Maintaining Trainer Currency		
i.	**Meet with staff and identify individual professional development goals.** Meet with staff members each **January** to: – Review professional development undertaken in the previous year, and – Identify individual professional development requirements for the coming year.	CEO Training Manager Office Manager
ii.	**Document agreed activities in Individual Professional Development Plan.** Use the *Individual Professional Development Plan* template to document the professional development plans for each staff member. The plan will document professional goals and professional development activities for the year, ensuring these activities are spread throughout the year (i.e. staff must plan and complete professional development activities each semester, and not leave all the activities to the end of the year).	CEO Training Manager Office Manager
iii.	**CEO approves Individual Professional Development Plan** Individual plans must be approved by the CEO. Approval by the CEO guarantees financial support for the planned PD up to the allowable entitlement.	CEO
iv.	**Undertake professional development.** Collective PD activities will be coordinated by Skillwise Training Pty Ltd and evidence of these activities for those who attend is to be recorded on each staff member record. All staff undertaking individual PD are responsible to:	All staff

	– Register for and complete the planned PD which is approved on the *Individual Professional Development Plan.* – When attending PD activities the staff member is considered "on duty" and should represent Skillwise Training Pty Ltd with professionalism. – Within two weeks of the completion of the professional development activity, complete a *Continuous Improvement Report* on at least one opportunity for improvement arising from the PD activity. If no opportunity for improvement were identified, this should be notified to the Office Manager via email instead.	
v.	**Request for PD Financial Support** After having already paid for the approved PD activity, the staff member is to complete the *Request for PD Financial Support* and submit this request together with evidence of payment (such as a tax invoice) to the Office Manager for processing. Financial support will be paid directly into the staff members bank account within 7 days of production of proof of payment for the planned professional development activity. Financial support will only be provided where the individual professional development activity is approved as per the *Individual Professional Development Plan*. Financial support will only be provided on the basis of 50% of the activity cost and only up to the annual entitlement **($500**). Financial support will only be provided for registration costs or tuition fees. It will not cover incidental costs such as transport, meals or accommodation. Financial support that is not utilised within the calendar year expires and cannot be carried over. Individuals will be considered "on duty" when attending professional development activities and will be remunerated at their standard rate of pay.	All staff
vi.	**Recording and providing evidence.**	All staff

	Staff are required to provide the Office Manager with any new certifications, qualifications, or other evidence of professional development activities they complete within two weeks after the activity was completed. In addition, trainers are responsible for providing the office manager the following details for recording in the Professional Development Register: – a description of the activity completed – the date the activity was completed – provide a copy of any PD evidence (e.g. copies of certificates, receipts, attendance record, learning reflection. The Office Manager will record the professional development in the student management system staff professional development register and save the evidence in the trainers' file. This will include activities to maintain industry currency and professional development activities to maintain skills and knowledge in training and assessment (trainers).	
vii.	**Monitor progress towards professional development goals** The CEO and/or each respective manager is to monitor their staff completion of the approved Individual Professional Development Plan. This should be monitored by reviewing progress approximately in June or July to identify if the staff member is on track or needs to be given support and direction to get back on track. For trainers, this monitoring will occur at the six monthly trainer profile review in accordance with *PP3.2-Trainer Credential Requirements*. Trainers' who do not meet the ongoing requirements for trainer credentials, Industry currency and ongoing professional development are to be supported and given reasonable time to meet these requirements. Where a trainer is not cooperating with Skillwise Training Pty Ltd and is putting the organisation's compliance with the Outcome Standards for RTOs at risk, ongoing use of the trainer to	CEO or delegated manager

	deliver training and assessment is to be discontinued and the trainer is to be performance managed (ref to *PP3.5-Performance Management*).	
viii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: *PP4.7 - Continuous Improvement* and *PP4.3 - Management Meeting*.	All staff

6. Other documents to consider with this policy

Policies

- PP3.2 Trainer Credential Requirements
- PP4.7 - Continuous Improvement

Forms

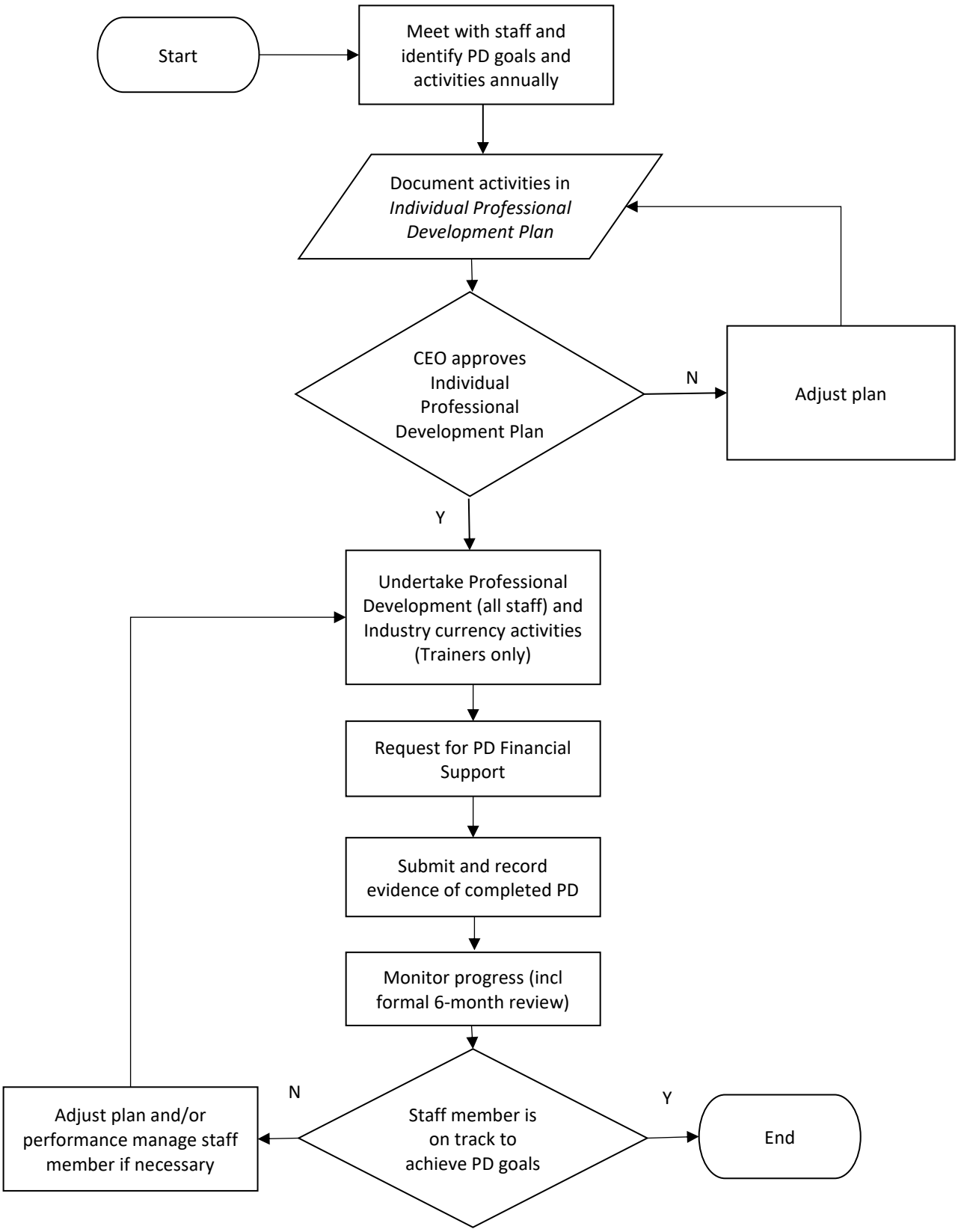
- Individual Professional Development Plan
- Professional Development Register
- Request for PD Financial Support
- Continuous Improvement Report

Handbooks, manuals or other documents

None.

7. Flow chart

Professional Development of Staff and Maintaining Trainer Currency



8. Reference(s)

Outcome Standards for RTOs, Standard 3.1. Effective workforce management ensures appropriate staffing to deliver the services. The RTO demonstrates:

(a) how it ensures the number of trainers, assessors and other staff is appropriate for the delivery of services, and

(b) it facilitates access to continuing professional development for staff to enable them to effectively perform their roles.

Outcome Standards for RTOs, Standard 3.2. Training and assessment is delivered by credentialled people with current skills and knowledge in training and assessment. The RTO demonstrates:

(a) training and assessment is only delivered by people with relevant credentials as specified by the Credential Policy.

(b) where the Credential Policy enables a person to work under direction, a system for ensuring the person does not make assessment judgements and for ensuring the quality of their practice.

(c) how it ensures each trainer and assessor undertakes continuing professional development to maintain current skills and knowledge in training and assessment, including engaging and supporting VET students.

Outcome Standards for RTOs, Standard 3.3. Training and assessment is delivered by people with current industry skills and knowledge relevant to the training product. The RTO demonstrates:

(a) each person delivering training or assessment:

    (i) has industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed

    (ii) maintains an understanding of current industry practices

(b) where an expert is engaged to support trainers and assessors, this is based on a specific need for expertise related to the training product or VET student cohort, and there is a system for ensuring:

    (i) the expert has relevant industry competencies, skills and knowledge and specialised industry or subject matter expertise

    (ii) the expert works under direction of a person with the credentials specified in the Credential Policy and, where the expert is involved in the assessment judgement, they work alongside the trainer or assessor to conduct the assessment

(iii) sufficient oversight of the expert to ensure the quality of the training and assessment.

PP3.4 – Training and Assessment Under Direction

Policy area	VET Workforce
Standards	Outcome Standards for RTOs, Standard 3.2 and 3.3 Credential Policy for RTOs
Responsibility	Training Manager, CEO, Trainers and Assessors
Classification	**Internal Only**

1. Purpose

The aim of this policy is to ensure:

- trainers under direction have the relevant industry competencies, skills and knowledge and specialised industry or subject matter expertise to deliver high-quality training.
- trainers under direction have a structured framework for direction and oversight, ensuring the quality of training and assessment.
- roles, responsibilities and expectations for both the trainer under direction and the supervising trainer are clearly understood.

2. Definitions

Actively working towards means a person who is actively working towards a training and assessment credential and be making satisfactory progress to enable the credential to be completed within two years of commencement.

Credentials - In vocational training, **credentials** refer to the qualifications, certificates, or licenses that individuals earn to validate their skills and knowledge in a specific trade or profession. These credentials serve as evidence that a person has completed a formal training program, passed required assessments, and demonstrated competence in a particular field.

Industry expert means an individual who has relevant specialised industry or subject matter expertise who is engaged by the RTO on the basis of that expertise. Industry experts must have relevant vocational competencies and have current industry skills directly relevant to the training and assessment being provided.

Secondary teaching qualification means a credential issued by a higher education provider which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory.

Working under direction means where an individual who is not fully qualified as a trainer, works under the direction of a fully qualified trainer. Where a trainer or assessor is providing direction, they are responsible for providing oversight, guidance and quality assurance in respect of an individual to ensure the quality of training and assessment delivered by that person.

3. Policy statement

3.1 Who is required to work under direction

From time to time in order to meet staffing requirements and to support the quality of training and assessment Skillwise Training Pty Ltd may need to put in place arrangements for trainers who are not fully qualified to work under the direction of a fully qualified trainer. A formal working under direction arrangement is required in the following circumstances:

i. Where the person is **actively working towards** including being enrolled in and have commenced training in one of the following training and assessment credentials:

- *TAE40122 Certificate IV in Training and Assessment* or its successor, or
- *TAE50122 Diploma of Vocational Education and Training* or its successor, and
- be making satisfactory progress to enable the credential to be completed within two years of commencement.

ii. Where **the person holds** one of the following listed **skill sets** extracted from the Credential Policy for RTOs, section 1D:

- TAESS00021 Facilitation Skill Set or its successor,
- TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor,
- TAESS00030 Volunteer Trainer Delivery and Assessment Contribution Skill Set or its successor,
- TAESS00029 Volunteer Trainer Delivery Skill Set or its successor,
- TAESS00020 Workplace Trainer Skill Set or its successor,
- TAESS00028 Work Skill Instructor Skill Set or its successor,
- TAESS00022 Young student Delivery Skill Set or its successor,
- TAESS00015 Enterprise Trainer and Assessor Skill Set

- TAESS00003 Enterprise Trainer and Assessor Skill Set,
- TAESS00008 Enterprise Trainer – Mentoring Skill Set,
- TAESS00013 Enterprise Trainer – Mentoring Skill Set,
- TAESS00007 Enterprise Trainer – Presenting Skill Set, or
- TAESS00014 Enterprise Trainer – Presenting Skill Set.

iii. Where the person **holds a secondary teaching qualification** which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory, but no additional TAE skill set.

iv. Where the person is **an industry expert** is engaged to support trainers and assessors, this is based on a specific need for expertise related to the training product or student cohort.

3.2 Credential requirements for those providing direction

Where a trainer or assessor is providing direction, they are responsible for providing oversight, guidance and quality assurance in respect of a person who does not have the full training and assessment credential to ensure the quality of training and assessment delivered by that person.

A person providing direction must hold one of the following credentials:

- *TAE40122 Certificate IV in Training and Assessment* or its successor,
- *TAE40116 Certificate IV in Training and Assessment,*
- *TAE40110 Certificate IV in Training and Assessment*,
- A secondary teaching qualification and one of the following credentials:
  - *TAESS00011 Assessor Skill Set, or*
  - *TAESS00019 Assessor Skill Set* or its successor, or
  - *TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set* or its successor,
- A diploma or higher-level qualification in adult education or vocational education and training.

3.3 Conducting assessment under direction

It is important to note that a trainer who works under the direction of a qualified trainer "is not permitted to make assessment judgements" in their own right. This means that the trainer is not authorised to record final assessment competency decisions. To be clear, the trainer under direction can collect assessment evidence and conduct assessment activities such as conducting an observation assessment or conducting a knowledge assessment; but they are not permitted to decide the competency outcome by themselves. All final competency outcomes or decisions must be made in conjunction with a fully qualified assessor. All final competency decisions must be co-signed by a fully qualified assessor.

3.4 Establishing a trainer under direction arrangement

Skillwise Training Pty Ltd recognises the need to establish appropriate oversight, guidance and quality assurance in support of a trainer who is under direction. The focus of this section is to establish the arrangements for the delivery of training and collection of assessment evidence by a trainer who does not hold the required competence to perform training and assessment in their own right. In managing this arrangement, we will apply the following management approach:

i. The person under direction is to be an employee of Skillwise Training Pty Ltd or a person engaged under a contractor agreement.

ii. The person under direction is to hold the required to hold current industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed or be a recognised industry experts in the applicable vocational field.

iii. A trainer under direction arrangement is not to be established informally without the knowledge of Skillwise Training Pty Ltd Training Manager or CEO. The conduct of training and assessment by a person who is not qualified is an area of high compliance risk for Skillwise Training Pty Ltd and this practice may lead to unsatisfactory outcome for students. The establishment of a trainer under direction arrangement must be approved by Skillwise Training Pty Ltd CEO.

iv. An Skillwise Training Pty Ltd staff member engaged in the delivery of training and collection of assessment evidence under a trainer under direction arrangement is to be directly supervised by an appointed and qualified trainer with credentials specified in the *PP3.2 - Trainer Credential Requirements*.

v. A trainer giving direction is to provide regular support and direction and monitor the training and assessment practices being applied by the trainer under direction. It is not necessary for the supervisor to be present during all training and assessment. The trainer giving direction is accountable for the training and assessment being conducted and will closely monitor the training and assessment using monitoring strategies.

vi. The agreed conditions, restrictions and monitoring arrangements for a trainer under direction must be recorded using the template - *Trainer under Direction and Monitoring Agreement*. This document will be signed by the nominated person under direction, the person providing direction and the Chief Executive Officer. The document also includes a monitoring record where monitoring activities can be recorded in order to track the progress of the monitoring arrangements. This record is to be retained and kept secure by the Training Manager.

vii. The following are some monitoring strategies which can be applied when preparing the *Trainer under Direction and Monitoring Agreement*:

a) Regular observation sessions – A qualified trainer periodically sits in on training sessions to observe delivery quality and provide feedback.

b) Pre-session planning checks – Before delivering training, the trainer under direction discusses lesson plans, activities, and assessment methods with the trainer providing direction.

c) Post-session reviews – After delivering training or assessment, the trainer under direction and the trainer providing direction reflect on what went well and what can be improved.

d) Co-delivery of training – The trainer under direction works alongside a fully qualified trainer to gradually build confidence and competence.

e) Student feedback collection – Students provide feedback on the trainer under direction's delivery, which is reviewed to identify strengths and areas for improvement.

f) Assessment review – The trainer under direction's assessments are reviewed by the trainer providing direction to ensure consistency and compliance with standards.

g) Progress meetings – Regular one-on-one meetings are held to discuss the trainer under direction's development, challenges, and strategies for improvement.

h) Training and development plans – A structured plan outlines learning goals, milestones, and professional development activities for the trainer under direction.

i) Access to learning resources – The trainer under direction is provided with training materials, guidelines, and best practice examples to support their development.

j) Gradually increasing responsibility – The trainer under direction starts with close supervision and gradually increases the level of autonomy as their skills improve.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
5.1 Establish a Trainer under Direction and Monitoring Agreement		
i.	**Identify trainer/s that require to be under direction** Identify a prospective trainer that require a trainer direction arrangement during the recruitment process. This may include: v. Where the person is **actively working towards** the training and assessment credential. vi. Where **the person holds** one of the **skill sets** listed within the Credential Policy for RTOs, section 1D. vii. Where the person **holds a secondary teaching qualification** but no additional TAE skill set. viii. Where the person is **an industry expert** is engaged to support trainers and assessors.	Training Manager, CEO
ii.	**Verify the trainers' competency and industry expertise** Confirm that the prospective trainer being considered for a trainer under direction and monitoring agreement, meets the minimum requirements ix. Where the person is **actively working towards** the training and assessment credential, confirm the current enrolment in: ○ TAE40122 Certificate IV in Training and Assessment or its successor, or ○ TAE50122 Diploma of Vocational Education and Training or its successor, and ○ making satisfactory progress to enable the credential to be completed within two years of commencement, and	Training Manager, CEO

Steps		Person/s responsible
	○ holds the relevant industry competencies, skills and knowledge in accordance with *PP3.2-Trainer Credential Requirements*. x. Where **the person holds** one of the following listed **skill sets** extracted from the Credential Policy for RTOs, section 1D, request and verify a Statement of Attainment that confirms the trainer holds the relevant skill set and relevant industry competencies, skills and knowledge in accordance with *PP3.2-Trainer Credential Requirements*. xi. Where the person **holds a secondary teaching qualification**, but no additional TAE skill set, request and verify the trainer's secondary teaching qualification and relevant industry competencies, skills and knowledge in accordance with *PP3.2-Trainer Credential Requirements*. xii. Where the person is **an industry expert** is engaged to support trainers and assessors, request evidence to verify the person holds relevant industry qualifications, skills, knowledge and experience relevant to the training being delivered. Refer to *PP3.1 – Workforce Planning, Recruitment and Induction* and specifically 5.2 Recruitment regarding the requirements for the verification of records.	
iii.	**Appoint a Trainer to Provide Direction** Appoint a trainer to provide direction who meets the requirements of Section 3.3 above, and has relevant industry competency, skills and experience in the training product being delivered.	CEO
iv.	**Establish a Trainer under Direction and Monitoring Agreement** Establish the agreed conditions, restrictions and monitoring arrangements for a trainer under direction which must be recorded using the template - *Trainer under Direction and Monitoring Agreement*. This document will be signed by the nominated person under direction, the person providing direction and the Chief Executive Officer. Please refer to policy section 3.4.	CEO

Steps		Person/s responsible
v.	**Supervise and monitor a trainer under direction** Implement monitoring strategies for trainer under direction. Record monitoring activities using the *Trainer under Direction and Monitoring Agreement* which includes a table to capture details of completed monitoring activities. This may include a trainer under direction being regularly observed by the trainer providing direction who provides feedback and guidance. Pre-session planning discussions allow trainers to review lesson plans and assessment methods before delivery, while post-session reviews help reflect on strengths and areas for improvement. Co-delivering training helps the trainer to build confidence, and student feedback is to be collected to assess the effectiveness of training delivery. Additionally, assessment review ensures that all assessment meet the requirements of the standards. Monitoring may also include regular progress meetings to track progress and address challenges, supported by structured professional development with clear goals. Monitoring should encourage a gradual increase in autonomy in training and assessment duties. Please refer to policy section 3.4 vii for a detail list of monitoring strategies.	Training Manager
vi.	**Record monitoring activities** All monitoring activities to supervise a trainer under direction are to be recorded within the *Trainer Direction Agreement and Monitoring Record.* This document includes a monitoring record where monitoring activities can be recorded in order to track the progress of the monitoring arrangements. This record is to be retained and kept secure by the Training Manager.	Training Manager
vii.	**Consider any Opportunities for Improvement to this process** Consider the opportunities for improvement that may have emerged during the process and record these within a Continuous Improvement Report for consideration at a future management meeting. Refer to: PP4.7 - Continuous Improvement and PP4.3 - Management Meeting.	Trainer Training Manager CEO

6. Other documents to consider with this policy

Policies

– PP3.2 Trainer Credential Requirements

Forms

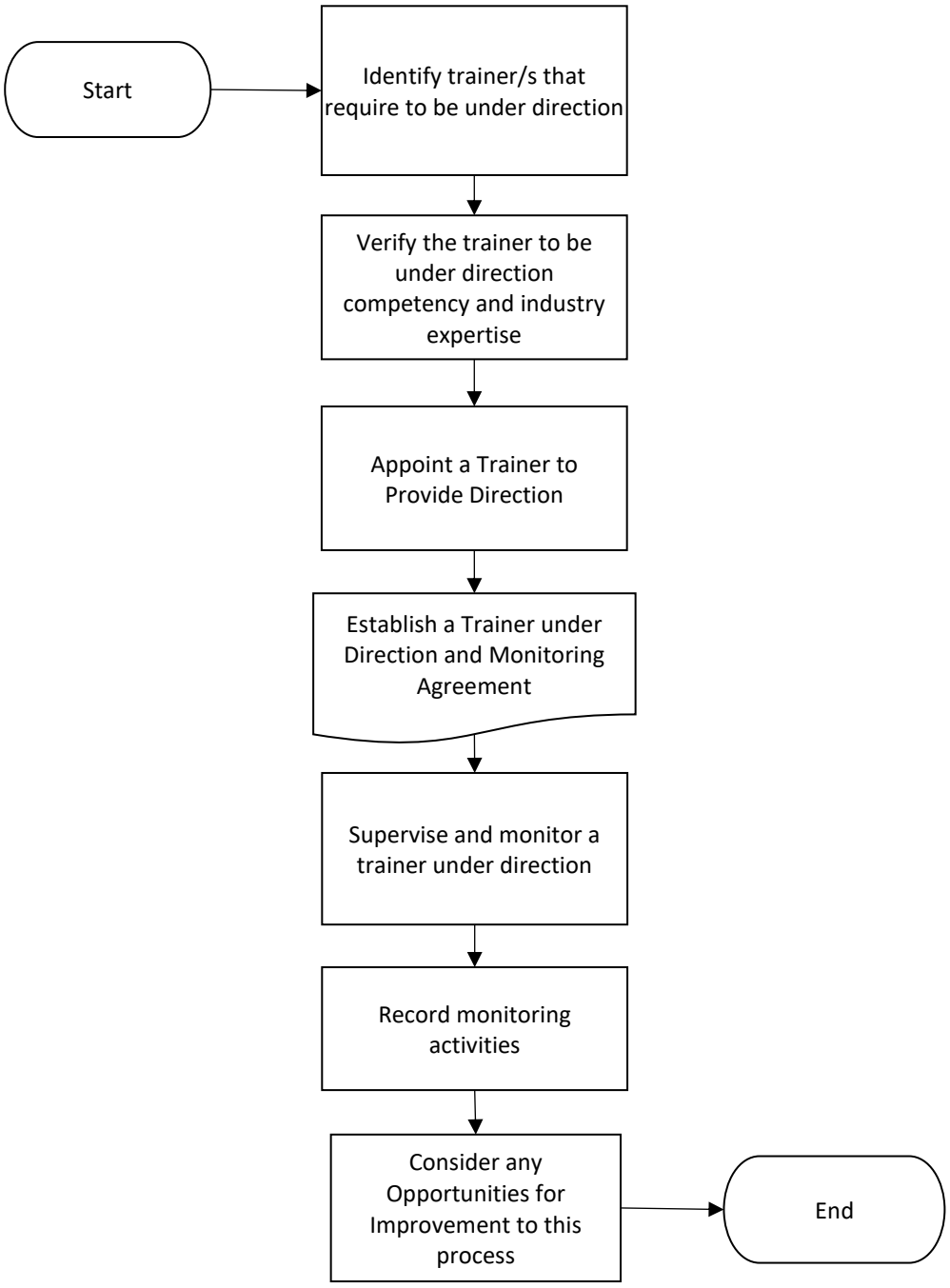
– Trainer Direction Agreement and Monitoring Record

Handbooks, manuals or other documents

None.

7. Flow chart

Establish a Trainer under Direction and Monitoring Agreement



8. Reference(s)

Outcome Standards for RTOs, Standard 3.2. Training and assessment is delivered by credentialled people with current skills and knowledge in training and assessment. The RTO demonstrates:

(a) training and assessment is only delivered by people with relevant credentials as specified by the Credential Policy.

(b) where the Credential Policy enables a person to work under direction, a system for ensuring the person does not make assessment judgements and for ensuring the quality of their practice.

Credential Policy for RTOs, the following requirements are applicable to this policy:

- 1C. Actively working towards a training and assessment credential
- 1D. Training and assessment under direction
- 1E. Providing direction on the delivery of training and assessment

Outcome Standards for RTOs, Standard 3.3. Training and assessment is delivered by people with current industry skills and knowledge relevant to the training product. The RTO demonstrates:

(b) where an expert is engaged to support trainers and assessors, this is based on a specific need for expertise related to the training product or VET student cohort, and there is a system for ensuring:

(i) the expert has relevant industry competencies, skills and knowledge and specialised industry or subject matter expertise

(ii) the expert works under direction of a person with the credentials specified in the Credential Policy and, where the expert is involved in the assessment judgement, they work alongside the trainer or assessor to conduct the assessment

(iii) sufficient oversight of the expert to ensure the quality of the training and assessment.

PP3.5 – Performance Management

Policy area	VET Workforce
Standards	Outcome Standards for RTOs, Standard 4.2.
Responsibility	CEO, Training Manager, Office Manager
Classification	**Internal Only**

1. Purpose

The aim of this policy is to ensure:

- regularly monitor staff performance in meeting the requirements of their duties and responsibilities,
- alignment of individual performance with organisational objectives, and
- clear lines of accountability.

2. Definitions

Underperformance means when a staff member fails to meet job expectations or behaves in an unacceptable manner at work. This includes not completing tasks to the required standard or failing to perform their duties altogether. It also covers not following workplace policies, rules, or procedures, as well as engaging in inappropriate, disruptive, or negative behaviour, such as making inappropriate jokes or consistently speaking negatively about the organisation.

Serious misconduct means when a staff member's actions create a serious risk to health, safety, or the organisation, or when they deliberately act in a way that makes continued employment untenable.

3. Policy statement

Skillwise Training Pty Ltd is committed to maintaining high standards of professional performance through fair, transparent, and constructive performance management processes that align with Fair Work Australia guidelines, and which support the delivery of quality services to students.

This policy outlines the approach to performance management at Skillwise Training Pty Ltd in accordance with best practice guidance from Fair Work Australia. It aims to promote a positive and productive workplace by ensuring staff members understand their roles, responsibilities, and meet performance expectations.

3.12 Scope

This policy applies to all staff of Skillwise Training Pty Ltd. It covers performance reviews, management of underperformance, and procedures for addressing serious misconduct.

3.13 Key Principles

Skillwise Training Pty Ltd will undertake performance management using the following principles:

- Fairness and Transparency: Performance management will be conducted in a fair, objective, and transparent manner.
- Support and Development: Staff member will be provided with support, feedback, and training to help them meet performance expectations.
- Consistency: A consistent approach will be applied across all areas of Skillwise Training Pty Ltd.
- Legal Compliance: All performance management practices will align with Fair Work Ombudsman guidelines and *Fair Work Act*.

3.14 Performance reviews

Performance reviews are conducted annually, with ongoing check-ins as needed to monitor progress of staff and provide feedback. The dates for performance reviews are to be identified within the *Governance Calendar*. Performance reviews for trainers will be conducted to coincide with trainer profile review.

Staff will be briefed on and provided a copy of their duty statement at the beginning of their employment and when duty statements are updated or changed. The staff induction process (ref to *PP3.1- Workforce Planning, Recruitment and Induction*) step the staff member through a systematic process to ensure they are informed and accept their duties and are prepared to perform them. Each staff member is required to sign and acknowledge their duty statement.

Skillwise Training Pty Ltd use a manager / staff member one-on-one review approach to performance management. This approach is a structured yet flexible performance review method that fosters direct, personalised communication between managers and staff. It focuses on goal alignment, skill development, and real-time feedback.

A performance review is to be conducted by the manager first requesting the staff member to undertake a self-appraisal of their performance using the template - *Performance Review – Staff Member Self Appraisal*. This is then followed by the manager reviewing the self-appraisal and then completing their own appraisal of the staff member using the template - *Performance Review - Manager Appraisal*. Self- appraisal is a crucial first step in the performance review process, where the staff member will evaluate their own performance before receiving their manager's feedback.

This approach offers several key benefits that enhance the effectiveness of performance discussions. By having the staff member reflect on their work first, managers can compare these

insights with their own observations, helping to reduce potential bias and preconceptions. The presence of both perspectives from the outset creates an environment for balanced, two-way discussion rather than a one-sided evaluation. When differences emerge between a staff member's self-assessment and the manager's view, these can be openly explored during the review, helping to identify potential blind spots or misaligned expectations. Additionally, this approach empowers staff member by giving them a voice in the process, leading to greater engagement and active participation in their performance development.

3.3 Recognising high performance

Skillwise Training Pty Ltd recognises and values good staff performance identified through structured performance reviews. High performance will be acknowledged formally through direct positive feedback, through individual recognition, and opportunities for professional growth and development. By consistently highlighting and rewarding good performance, we aim to motivate and inspire our team and reinforce a positive and accountable workplace culture.

3.4 Management of underperformance

Skillwise Training Pty Ltd will manage staff underperformance using the following key strategies with a progressive level of intervention where the staff member's performance does no improve:

- **Early Intervention**: Early intervention is the first line of intervention to correct performance issues early. Supervisors will address performance concerns as soon as they arise through informal feedback and support. Supervisors play a key role in identifying issues early, providing constructive feedback, clarifying expectations, and offering practical solutions to help a staff member improve. This approach enables open communication, allowing a staff member to self-correct before formal disciplinary measures are needed. Support mechanisms such as mentoring, coaching, or additional training may be introduced to bridge skill gaps and enhance performance. Regular check-ins ensure progress is monitored, reinforcing a culture of continuous improvement. By proactively managing underperformance, early intervention helps maintain workplace productivity, staff engagement, and overall organisational success.
- **Performance Improvement Plan**: If a staff member's performance does not improve, a formal performance improvement plan may be developed, outlining specific areas for improvement, support mechanisms, and timeframes for review. This is to be documented using the template - *Performance Improvement Plan*. The performance improvement plan must clearly outline the specific actions and steps the staff member must take to enhance their performance, along with detailed methods for achieving these improvements. Specify any support mechanisms provided, such as training programs or additional resources, and define both the staff member's responsibilities and the supervisor's obligations during the improvement period. Establish realistic timelines for progress, including scheduled follow-up reviews to assess development. Clearly state the potential consequences if the required performance standards are not met

within the designated timeframe. To formalise the agreement, both the staff member and the supervisor should sign the document, ensuring that each party retains a copy for their records.

- **Review Meetings**: Regular follow-ups will be scheduled to assess progress with a performance improvement plan and provide ongoing support. Review meetings are a structured approach to managing underperformance, providing staff members with regular follow-ups to assess progress, address challenges, and reinforce expectations. These meetings offer a platform for constructive feedback, allowing supervisors to acknowledge improvements, identify ongoing issues, and adjust support strategies as needed. By maintaining open communication, providing additional resources such as training or mentoring, and documenting discussions, review meetings ensure transparency and accountability. They help staff members stay on track while demonstrating the organisation's commitment to development. If performance improves, the staff member can transition back to standard performance review; if issues persist, the meetings provide a fair basis for further action.
- **Formal warning**: If performance does not improve despite earlier interventions, further action, including formal warnings, may be taken. A formal warning, which should clearly outline the performance concerns, expectations for improvement, and a timeframe for reassessment. Managers' must have a valid reason for a formal warning, follow a fair process, and provide the staff member with an opportunity to respond. While there is no strict requirement to issue multiple warnings before termination, a staff member should generally be given a reasonable chance to address underperformance. A minimum of two formal warnings is considered fair before taking further action. The first should be issued as a "Formal Warning" and the second if required should be issued as a "Final Warning". The approach taken with each staff member and situation may be varied to adapt to the individual circumstances. Issuing a formal warning is a serious escalation from the performance improvement process so it is critical that the CEO is fully involved and approves each step along the way. Seeking independent qualified advice before taking disciplinary action is also recommended to ensure fairness and compliance with the *Fair Work Act* particularly if dismissal is being considered. Formal warning should be issued in writing. If Skillwise Training Pty Ltd dismisses a staff member who then makes an unfair dismissal claim, the Fair Work Commission will usually take this into consideration.

3.5 Facilitating a performance management interview

Facilitating a performance management interview can be stressful and can be something that a manager may want to avoid. Conducting an interview with a strong personality can be additionally confronting for the manager. Strong personalities may challenge feedback, push back on criticism, or become defensive, creating the potential for conflict. If the staff member reacts with frustration or passion, their emotional response can feel overwhelming. A strong-willed individual might also attempt to control the conversation, making it difficult for the interviewer to stay on track. There may be a fear that the discussion could escalate into a heated argument, adding to the pressure of maintaining professionalism. Additionally, if the staff member questions the interviewer's credibility

or decision-making, it can shake their confidence and make it harder to assert authority. This situation is further complicated by the stress of striking the right balance between being firm, fair, and preserving a positive working relationship. All of these fears are absolutely normal; however, it is an important tool that a manager must use if the performance of the staff member is not improving with earlier interventions.

The following are some strategies that the manager can use to facilitate a performance management meeting toward a positive outcome:

- Have clear objectives, anticipate possible reactions, and rehearse key messages before the meeting.
- Use neutral language, controlled tone, and open body language to maintain professionalism.
- Stick to facts, KPIs, and examples rather than personal opinions or third party feedback.
- Show active listening while staying firm on key issues.
- If the staff member dominates or derails the discussion, redirect with focus (e.g., "I appreciate your thoughts, but let's stay on track with…").
- If tensions rise, pause, breathe, and slow the conversation down.
- If it's likely to be a difficult interaction, consider having a second manager present.

3.6 Responding to Serious Misconduct

When responding to serious misconduct, it is essential to act promptly, fairly, and in accordance with workplace policies and Fair Work obligations. Serious misconduct occurs when a staff member's actions create a significant risk to health, safety, or the organisation, or when their deliberate behaviour makes continued employment untenable. In addressing such matters, the organisation must conduct a thorough and impartial investigation to establish the facts and ensure procedural fairness. Staff members must be given an opportunity to respond to any allegations before decisions are made. Depending on the severity of the misconduct, immediate action may be required, including suspension while the investigation is underway. Where serious misconduct is substantiated, appropriate disciplinary action will be taken, which may include termination of employment without notice.

Skillwise Training Pty Ltd is entitled to terminate a staff member's employment without providing notice or payment in lieu of notice. However, the staff member remains entitled to any accrued entitlements, such as payment for time worked, annual leave, and, where applicable, long service leave. It is crucial to document each step meticulously and ensure that the termination process aligns with the Fair Work Act 2009 and any relevant policies. Maintaining confidentiality and treating

all parties with respect throughout the process is essential. Seeking independent qualified advice before taking disciplinary action is also recommended to ensure fairness and compliance with the Fair Work Act particularly if termination of employment without notice is being considered.

3.7 Termination of Employment

Termination of employment must be conducted fairly, lawfully, and in accordance with the *Fair Work Act 2009*. Skillwise Training Pty Ltd is committed to ensuring that all termination decisions are based on valid reasons, follow procedural fairness, and consider the staff member's rights and entitlements. Termination may occur due to underperformance, redundancy, misconduct, or serious misconduct, and each situation requires a structured approach. Staff members must be given clear communication, an opportunity to respond to concerns, and appropriate notice or payment in lieu, unless termination is for serious misconduct. In all cases, termination must be supported by documented evidence and approved by the CEO before being actioned.

When serious misconduct occurs, employment may be terminated without notice if the misconduct poses a significant risk to the organisation, workplace safety, or breaches fundamental workplace policies. In all cases, Skillwise Training Pty Ltd is to handle the matter fairly, including investigating the matter, discussing allegations with the staff member, and allowing the staff member to respond before making a final decision. Staff members dismissed for any reason remain entitled to final payments, including wages for time worked and accrued leave. Skillwise Training Pty Ltd also acknowledges that terminated staff members may seek legal recourse (e.g., unfair dismissal claims), making confidentiality, proper documentation, and compliance with legal requirements essential in every case.

4. Considerations

The following information is relevant to review and consider during the handling of a termination of employment:

- https://www.fairwork.gov.au/ending-employment/notice-and-final-pay
- https://www.fairwork.gov.au/ending-employment/unfair-dismissal
- https://www.fairwork.gov.au/sites/default/files/migration/715/Small-Business-Fair-Dismissal-Code-2011.docx
- https://www.fairwork.gov.au/sites/default/files/migration/715/Small-Business-Fair-Dismissal-Code-2011.docx

5. Procedure

Steps		Person/s responsible
5.1 Performance reviews		
i.	**Issue the Performance Review – Staff Member Self Appraisal** Send the *Performance Review – Staff Member Self Appraisal* Template to the staff member and request they complete it and return it to the manager. Usually allow for two weeks.	Training Manager, Office Manager, CEO
ii.	**Schedule annual performance reviews** Performance Reviews should be scheduled within the Calander of Compliance Assurance Activities. Notify staff of the review schedule and arrange dates and times for one-on-one meetings between staff member and their manager.	Training Manager, Office Manager, CEO
iii.	**Managers gathers and reviews relevant performance data and prepare for meeting.** For trainers this may include: • Student survey results • Student completion data • Turnaround times for student marking • Samples of assessment marking • Completion of professional development and industry currency and maintenance of trainer files For other staff members this may include; • Outputs from the staff member's role • Feedback from students, peers, subordinates, or other managers if applicable • Attendance, punctuality, and compliance records Use the template - Template - Performance Review Meeting Notes to plan on what will be communicated and to capture notes during the meeting.	Training Manager, Office Manager, CEO

Steps		Person/s responsible
iv.	**Manager completes Performance Review - Manager Appraisal** Considering the staff members completed self-appraisal and performance data, the manager is to complete the template - *Performance Review - Manager Appraisal*. This is to be completed but not signed prior to the performance review meeting. The reason for not finalising the manager appraisal is to allow for minor changes to the appraisal that are identified from information that emerges during the performance review meeting.	
v.	**Conduct performance review meeting** Use the *Performance Review Template* to conduct the Performance Review. Discussion topics include; – Review the staff member's accomplishments and progress. – Address areas for improvement or unmet objectives. – Set goals and expectations for the upcoming year. – Discuss career development opportunities, including training or mentorship. – Set professional development goals and plans for the upcoming year. (Refer to *PP3.3 - Professional Development and Trainer Currency)* – Provide time for staff members to share feedback or concerns.	All staff
vi.	**Record outcomes** Record details of the discussion, including key achievements, areas for improvement, and agreed goals for the coming 12 months in the Performance Review - Manager Appraisal template. Record professional development goals and plans for the coming 12 months in the *Professional Development Plan* – refer to *PP3.3 - Professional Development and Trainer Currency.* Finalise the *Performance Review - Manager Appraisal* template and manager and staff member to sign.	CEO, Training Manager, Office Manager

Steps		Person/s responsible
vii.	**Ongoing Monitoring and Check-ins** Managers are to monitor staff member performance using agreed performance measures throughout the year, e.g. reviewing student feedback, student completions, response times to students, samples of assessment marking etc. Managers are to have regular informal check-ins with staff members to track progress and provide ongoing feedback. If performance concerns arise, the staff member's manager is to implement a performance improvement plan as needed.	CEO, Training Manager, Office Manager
5.2 Managing underperformance		
i.	**Identify the Issue** Observe and document instances of underperformance, including specific examples related to job expectations, targets, or behaviours. Ensure that expectations and performance standards were clearly communicated to the staff member. Determine whether external factors, such as lack of resources, unclear instructions, or personal issues, may be contributing to the underperformance.	CEO, Training Manager, Office Manager
ii.	**Early intervention** Review performance related information such as duty statements, previous performance review, past performance improvement plans, etc. Arrange a private meeting with the staff member to discuss concerns in a supportive and non-confrontational manner. Tell the staff member why you want to meet with them and who will be at the meeting. Invite the staff member to bring a support person to the meeting. Carefully plan what you want to say at the meeting using the template - *Underperformance Meeting Record*.	CEO, Training Manager, Office Manager

Steps		Person/s responsible
	Allow the staff member to bring a support person of their choice to the meeting, if they would like. Explain the specific areas where performance is not meeting expectations and provide clear examples. Encourage the staff member to share their perspective and identify any barriers to their performance. Offer support, such as additional training, mentoring, or adjustments to workload, where appropriate. Set clear expectations for improvement and agree on a timeframe for review.	

iii.	**Prepare Performance Improvement Plan**
	
	If underperformance continues after an informal discussion:
	
	• Prepare a written Performance Improvement Plan using the template - *Performance Improvement Plan* outlining:
	  ○ The specific performance concerns.
	  ○ The expected standard of performance.
	  ○ The timeframe for improvement.
	  ○ Any support or resources provided to assist improvement.
	  ○ Consequences if performance does not improve.
	
	The Performance Improvement Plan should be reviewed and approved by the CEO.
		CEO, Training Manager, Office Manager

iv.	**Performance Management Interview** Once the Performance Improvement Plan has been prepared and the CEO has reviewed and approved the plan: • Hold a formal meeting with the staff member to issue and discuss the Performance Improvement Plan. Invite the staff member to bring a support person to the meeting.	CEO, Training Manager, Office Manager

Steps		Person/s responsible
	• Clearly explain why you are meeting with the staff member ensuring they understand the expectations and agree to the Performance Improvement Plan process. • Describe the underperformance in issue and clearly explain why it is an issue, using specific examples and focusing on facts. • Set out any steps you have taken so far to manage the staff member's performance (eg. Early intervention) as well as the support you have provided (eg. training). • Invite the staff member to respond to what you have said and to explain their performance and ask them what they think can be done to improve it. • Consider what the staff member has said. If you need more time to think about or look into what the staff member has said, close the meeting and agree to meet again in a day or two. • Decide on a way forward with the staff member, including if you will provide any further assistance or support or make any adjustments. Record this using template - *Performance Improvement Plan*. • Explain what will happen next if the staff member's performance does not improve (eg. a formal warning). • The meeting should end with the staff member agreeing to and signing the Performance Improvement Plan.	
v.	**Schedule and conduct Review Meetings** During the period of the Performance Improvement Plan, review meeting should be scheduled to assess a staff member's progress under a Performance Improvement Plan. The following should be considered: – Provide the staff member with adequate notice and ensure the meeting is held in a private, uninterrupted setting. Invite the staff member to bring a support person to the meeting. – Review the original performance concerns, Performance Improvement Plan objectives, and relevant progress reports,	CEO, Training Manager, Office Manager

Steps		Person/s responsible
	feedback, or documentation. Use the template - *Performance Review Meeting Notes* to prepare for the meeting. – Compare the staff member's performance to agreed improvement targets, using measurable data where possible to ensure fairness. – Recognise improvements made, highlight ongoing gaps with clear examples, and reinforce expectations. – Invite the staff member to respond to what you have said and give them the opportunity to explain their performance. – Ask the staff member what they think can be done to improve their performance. – Encourage the staff member to reflect on their progress, challenges faced, and any further support they require. – Keep an open mind, actively listen, and ask open questions when you want to find out more. What the staff member says may influence how you decide to move forward with the staff member. – Keep the discussion professional, supportive, and focused on clear outcomes. – Determine if the staff member has: o Met expectations – Acknowledge progress and continue monitoring. o Partially improved – Extend the Performance Improvement Plan with additional support. o Not improved – Proceed to formal warning action if necessary. – Record key points, decisions, and agreed actions using the *Performance Review Meeting Notes* and provide a copy to the staff member for transparency.	

Steps		Person/s responsible
vi.	**Issue a Formal Warning** Where the performance improvement process has not resulted in satisfactory improvement, a formal warning should be issued: – Ensure prior interventions (e.g., early intervention, performance improvement plans, review meetings) have been unsuccessful and that a valid reason exists to progress to a formal warning. – Brief the CEO and obtain approval before proceeding, as issuing a formal warning is a significant escalation. – Prepare the Formal Warning Letter. Clearly outline: ○ details of the performance or conduct issue of concern ○ what has been discussed with the staff member about the issue ○ what the employer will do to assist ○ an action plan of what steps the staff member needs to take ○ a reasonable timeframe in which the changes or improvements need to occur – It is very important that you do not set requirements that are discriminatory, unlawful, or otherwise unreasonable. If you are unsure how to frame the warning letter, consult with the CEO and consider seeking independent qualified advice. – Arrange a private meeting with the staff member, providing reasonable notice. Invite the staff member to bring a support person to the meeting. – Conduct the meeting to issue the formal warning: ○ Present the formal warning letter. ○ Explain concerns, expectations, and next steps. ○ Allow the staff member to respond. ○ Confirm their understanding of the warning.	CEO, Training Manager, Office Manager

Steps		Person/s responsible
	– Record key points, including any staff member responses or commitments made using the template - *Underperformance Meeting Record.* – Issue a copy of the formal warning letter to the staff member and place a copy on their staff record. – Track progress during the reassessment period and provide regular feedback using the Review Meeting process. – If insufficient improvement occurs, consider issuing a Final Warning (in consultation with the CEO) before proceeding with further disciplinary action which may include a termination of employment. –	
5.3 Responding to Serious Misconduct		
i.	**Determine whether the behaviour constitutes serious misconduct** Determine whether the behaviour constitutes serious misconduct by assessing its impact on health, safety, and the organisation. Consider whether immediate action is required to mitigate risks. If the misconduct poses an immediate risk, consider suspending the staff member on full pay while the investigation is conducted. Ensure all necessary steps are taken to secure evidence, protect workplace integrity, and maintain confidentiality. If the matter involves what is considered criminal conduct a Police report should be submitted to the local Police station.	CEO, Training Manager, Office Manager
ii.	**Gather facts and investigate** Gather all relevant facts, witness statements, and documentation to establish the full context of the incident. The investigation must be conducted fairly, allowing all parties to provide input, and be based on verifiable evidence rather than assumptions.	CEO, Training Manager, Office Manager

Steps		Person/s responsible
iii.	**Provide the staff member with written notice** Provide the staff member with written notice detailing the allegations against them, the potential consequences, and the opportunity to respond. Allow sufficient time (such as two weeks) for the staff member to prepare their response.	CEO, Training Manager, Office Manager
iv.	**Meet with staff member to present findings** Arrange a meeting to present the findings of the investigation, discuss the concerns, and allow the staff member to respond. Ensure the staff member understands the seriousness of the situation and that they are given a fair chance to explain their actions. Invite the staff member to bring a support person to the meeting.	CEO, Training Manager, Office Manager
v.	**Assess the staff member's response and decide on disciplinary action** Assess the staff member's response alongside the evidence gathered. If the allegations are substantiated, decide on appropriate disciplinary action, which may include: – formal warnings, – demotion or repositioning in the organisation, – termination of employment with notice or pay in lieu of notice, or – termination of employment without notice or pay in lieu of notice. When deciding on appropriate disciplinary action, the action taken must be proportionate to the seriousness of the misconduct. As serious misconduct is a significant issue, the CEO must approve any disciplinary action before it is implemented. If termination without notice is being considered, seeking independent legal advice is strongly recommended to ensure compliance with the *Fair Work Act*.	CEO, Training Manager, Office Manager
vi.	**Communicate the decision to the staff member** Communicate the decision to the staff member in writing, ensuring that any termination is documented using the template - *Termination*	CEO, Training Manager, Office Manager

Steps		Person/s responsible
	of Employment. Explain the information in the Letter of Termination of employment and ensure that the staff member understands what is happening. Where termination occurs, ensure that all outstanding entitlements, including payment for time worked and accrued leave, are processed in accordance with legal requirements.	
vii.	**Document and keep confidential** Ensure all discussions, documentation, and decisions remain confidential and are handled with professionalism. Keep detailed records of every step taken, as these may be required if the decision is later challenged. The staff member may choose to submit a complaint or claim against Skillwise Training Pty Ltd (e.g. unfair dismissal, discrimination) even if you follow these steps.	CEO, Training Manager, Office Manager

6. Other documents to consider with this policy

Policies

- PP3.3 - Professional Development and Trainer Currency

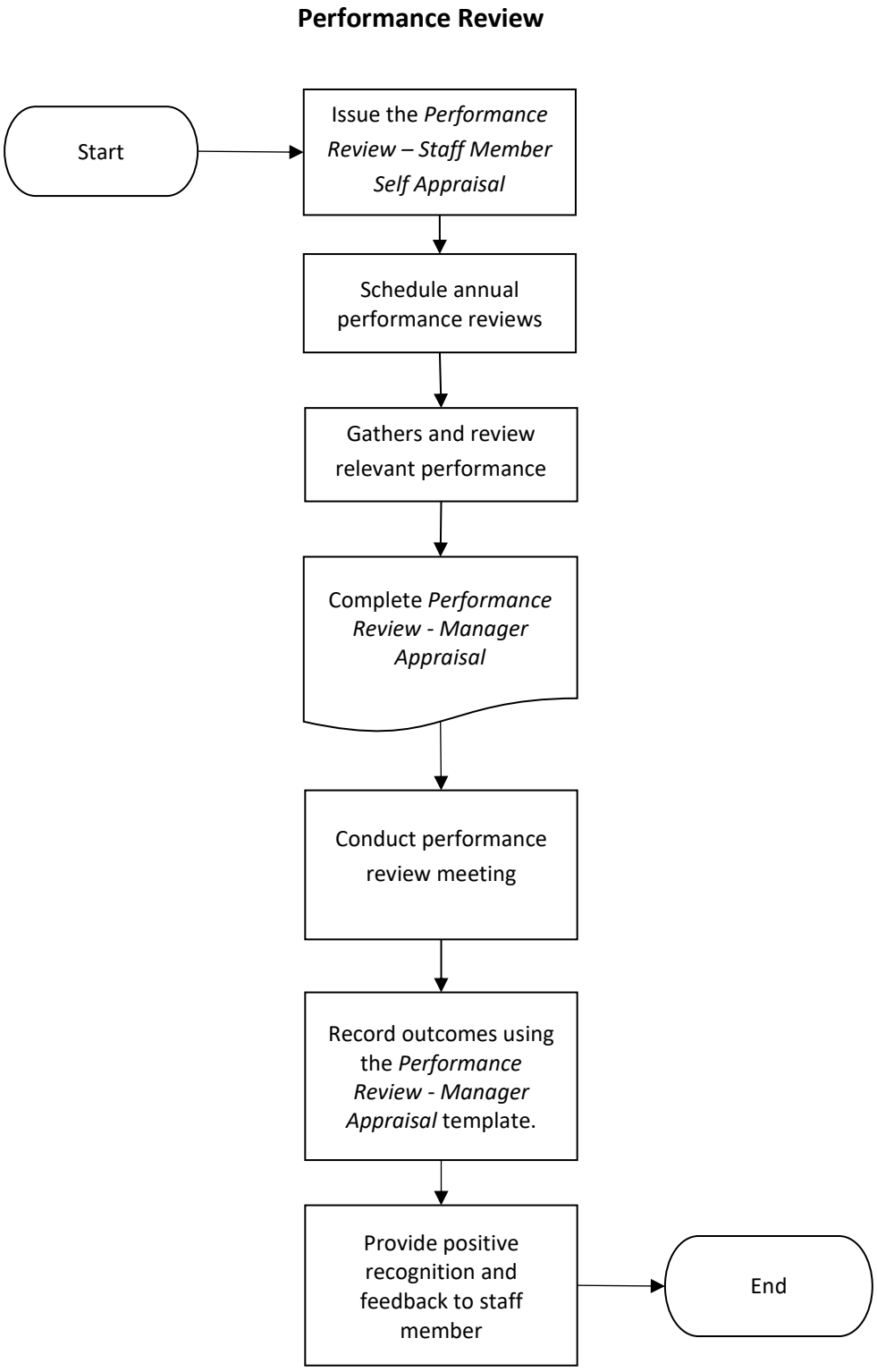
Forms

- Performance Review Template
- Professional Development Plan Template

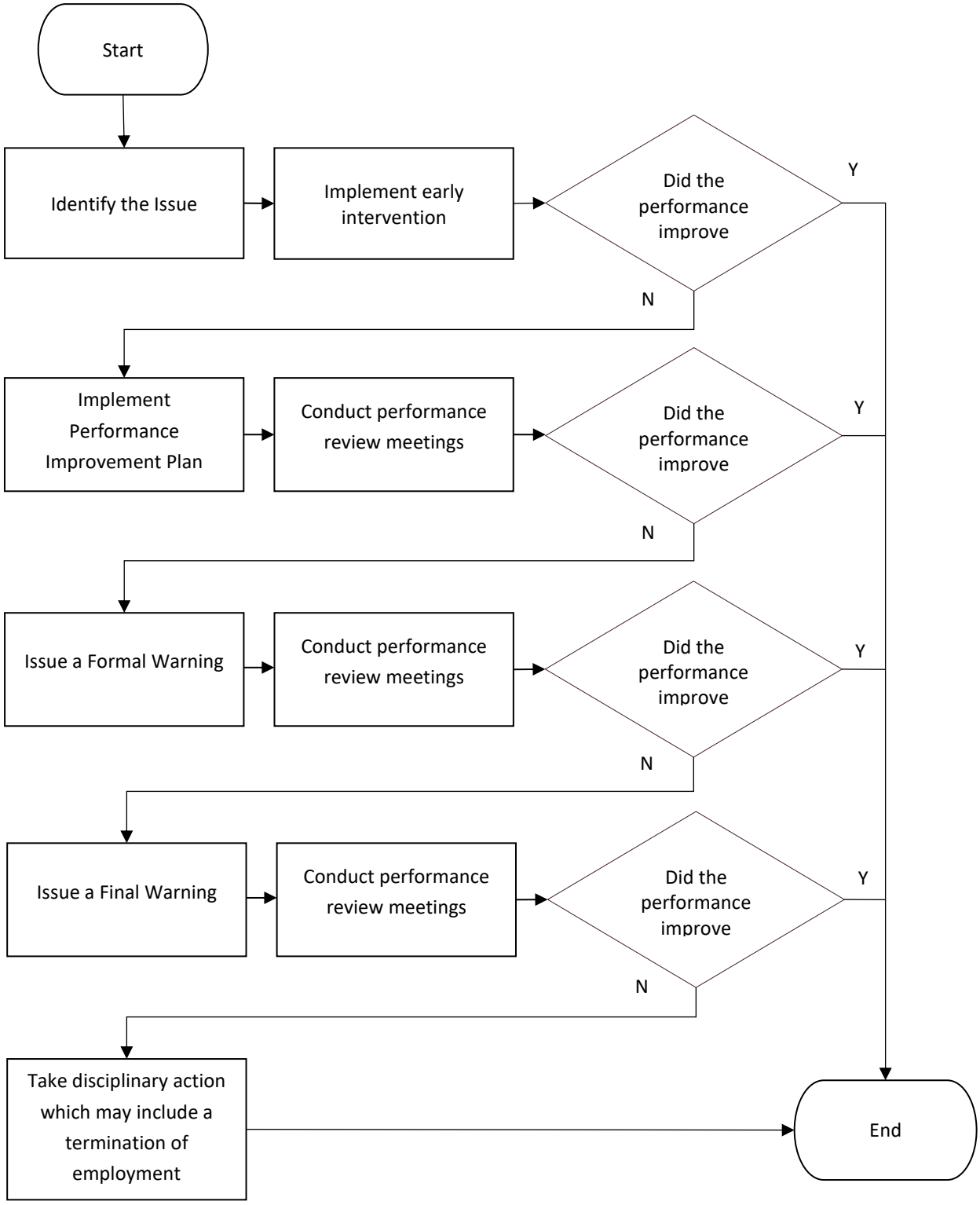
Handbooks, manuals or other documents

None

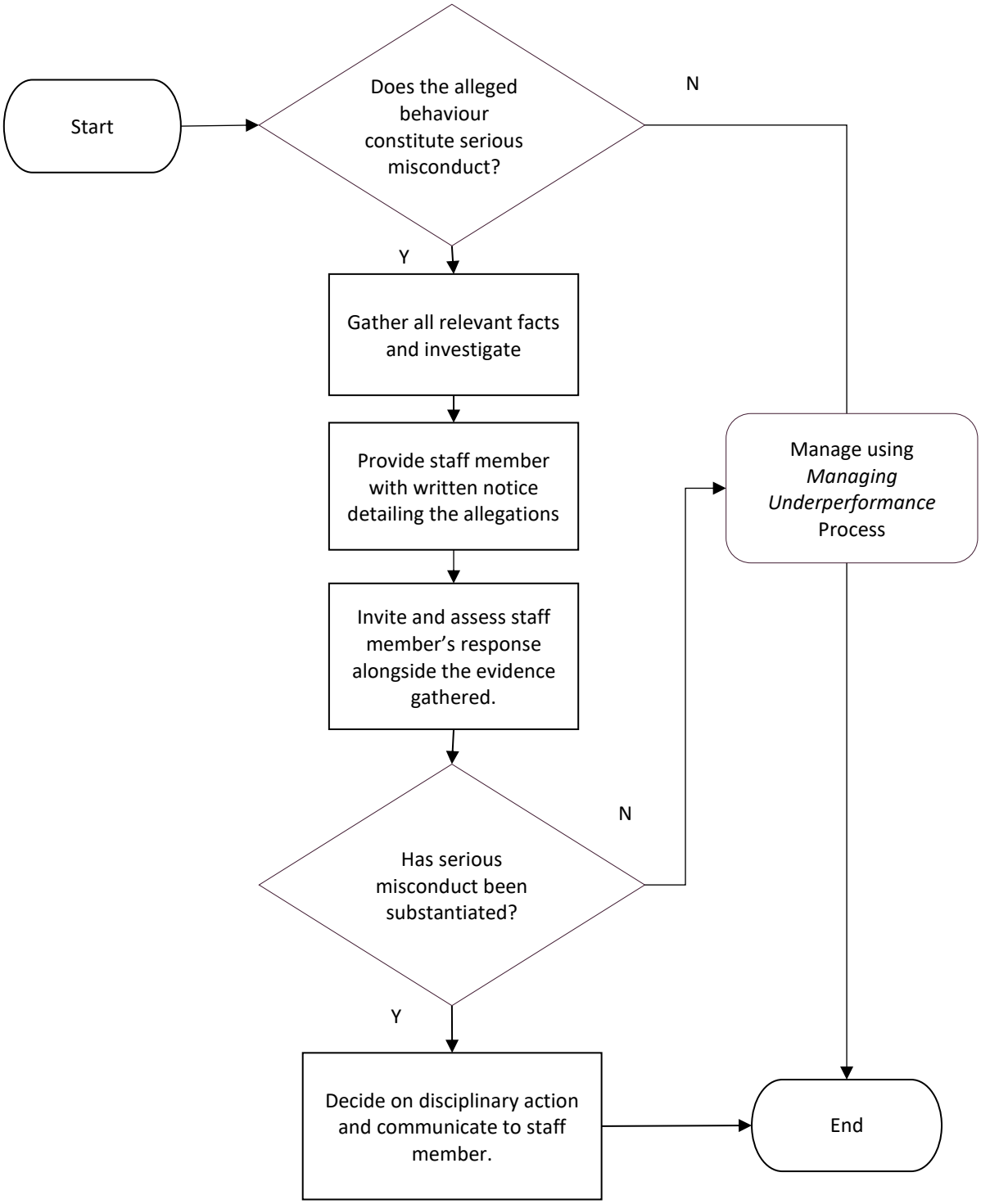
7. Flow chart


Performance Review
Start
Issue the *Performance Review – Staff Member Self Appraisal*
Schedule annual performance reviews
Gathers and review relevant performance
Complete *Performance Review - Manager Appraisal*
Conduct performance review meeting
Record outcomes using the *Performance Review - Manager Appraisal* template.
Provide positive recognition and feedback to staff member
End

Managing Underperformance



Responding to Serious Misconduct



8. Reference(s)

Outcome Standards for RTOs, Standard 4.2. Roles and responsibilities are clearly defined and understood. The RTO demonstrates:

(a) roles and responsibilities are documented and well-understood within the RTO, with clear lines of accountability for decision-making, and

(b) staff are supported to understand the Standards as relevant to their role, and are informed about any changes to legislative and regulatory requirements that affect the services delivered.

Fair Work Act 2009 - https://www.legislation.gov.au/C2009A00028/latest/text

https://www.fairwork.gov.au/employment-conditions/performance-in-the-workplace

https://www.fairwork.gov.au/ending-employment/notice-and-final-pay

https://www.fairwork.gov.au/ending-employment/unfair-dismissal

https://www.fairwork.gov.au/sites/default/files/migration/715/Small-Business-Fair-Dismissal-Code-2011.docx

https://www.fairwork.gov.au/sites/default/files/migration/715/Small-Business-Fair-Dismissal-Code-2011.docx

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PP4.1 – Governance

Policy area	Governance
Standards	Outcome Standards for RTOs, Standard 4.1. Compliance Standards for RTOs, Schedule 1, Fit and Proper Person Requirements
Responsibility	CEO
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to ensure:

- persons who are governing or exercising a degree of control over the management or direction of Skillwise Training Pty Ltd are fit and proper persons in accordance with the Fit and Proper Person Requirements.
- governance practices promote diligent oversight and evidence-based decision-making in support of compliance with the Standards.
- persons who are governing or exercising a degree of control over the management or direction of Skillwise Training Pty Ltd promote through their actions and decision-making a culture of integrity, fairness, and transparency throughout all service delivery activities.

2. Definitions

Designated person means any person (including employees or contractors) who are governing or exercising a degree of control over the management or direction of Skillwise Training Pty Ltd. A designated person may be designated by the CEO.

Designated position means any position which enables a person to exercise a degree of control over the management or direction of Skillwise Training Pty Ltd. A designated position may be designated by the CEO. A person who holds a designated position is automatically a designated person.

3. Policy statement

3.1 Application

This policy applies to all owners, Directors, office holders, leaders, managers, and staff of Skillwise Training Pty Ltd.

3.2 Fit and Proper Person Compliance

Skillwise Training Pty Ltd is committed to ensuring that all personnel who are governing or exercising a degree of control over the management or direction of Skillwise Training Pty Ltd are fit and proper persons in accordance with the Fit and Proper Person Requirements. To achieve this, the following requirements must be complied with:

i. All designated persons must accurately complete a Fit and Proper Person Declaration before commencing duties in a designated position and on an annual basis at the beginning of each calendar year and not later than the 31st January.

ii. A designated person who meets the Fit and Proper Person Requirements must be nominated to the National VET Regulator as a Higher Managerial Agent of Skillwise Training Pty Ltd. This notification of a material changes to the Skillwise Training Pty Ltd operation must be provided as soon as practicable but no later than 10 business days after the designation person has commenced their duties in a designated position (ref to: *PP4.8-Interaction with NVR*).

iii. If a person fails to provide the completed Fit and Proper Person Declaration within the required time, the person is to be managed for underperformance in accordance with *PP3.5-Performance Management* including the issuing of a Formal Warning with a designated time for submitting the required declaration. If a person fails to submit the declaration for the second time following a Formal Warning or outright refuses to submit the declaration, the person is to be managed for Serious Misconduct and their employment may be terminated.

iv. The CEO is responsible to maintain a register of current Fit and Proper Person Declarations using the *Fit and Proper Person Declaration Register* and keep completed Fit and Proper Person Declarations safe and secure. Fit and Proper Person Declarations including those completed by past employees or contractors are to be retained securely for a minimum of five years.

v. The CEO is responsible for the collection and review of all Fit and Proper Person Declarations annually. The CEO may be assisted by a delegate. This includes reviewing the completeness of the declaration against all questions, the information provided and the signing and witnessing of the declaration. Matters that may arise from the information provided within declarations are to be discussed directly with the relevant person. These matters are to be kept confidential and handled sensitively.

vi. Where a designated person becomes aware of any matter which may affect their status of meeting the Fit and Proper Person Requirements, the designated person is to immediately inform the CEO. Where a person no longer meets the Fit and Proper Person Requirements, the person will not be permitted to hold a designated position. The person may be offered an alternative position with less authority to exercise control over the management or

direction of Skillwise Training Pty Ltd. This will depend on the nature of the relevant matter. The person may also choose to resign or their position at Skillwise Training Pty Ltd may be terminated for no longer meeting the requirements of the designated position. Where the matter is immaterial and has no perceived impact on the performance of duties, the CEO may make a decision to allow the person to continue in their role with increase supervision or modified responsibilities.

vii. In the event that a person no longer meets the Fit and Proper Person Requirements and has previously been notified to the National VET Regulator as a Higher Managerial Agent, the CEO will also have an obligation to notify the National VET Regulator to remove the person as a Higher Managerial Agent. This notification of a material change to the Skillwise Training Pty Ltd operation must be provided as soon as practicable but no later than 10 business days after becoming aware of the relevant matter (ref to: *PP4.8-Interaction with NVR v8.0*).

3.3 Self-assurance systems

Self-assurance simply means to be confident. It means having confidence in our systems to ensure our compliance with regulatory requirements and having confidence in our service delivery and resilience. Being self-assured means that we can have confidence in our operation with quality service delivery as the primary objective and compliance achieved as a consequence of our systems working together. Our self-assurance approach is comprised of multiple systems that work both in parallel and in unison. These systems are explained in brief in this policy and are supported by other policies which put these systems into action through their procedures. The following explains how these systems work together to support our self-assurance:

i. **Management meetings.** Effective governance within Skillwise Training Pty Ltd requires that the CEO together with managers act diligently and make informed decisions to uphold compliance with standards. To facilitate this, it is important to establish clear channels for information flow and decision-making. Skillwise Training Pty Ltd will coordinate information flow through our regular management meeting which will provide a structured forum for jointly reviewing information and making decisions about how to maintain and improve the services we deliver according to a set agenda. These meetings also offer an opportunity to assess feedback from students and industry partners, evaluate outcomes from self-assurance activities, and stay abreast of legislative and regulatory updates. By systematically analysing this information, the management team can identify areas requiring improvement and implement strategies to improve service delivery and compliance. Refer to *PP4.3-Management Meetings* for policy and procedures that support our management meeting arrangements and decision making.

ii. **Continuous Improvement.** A central component of the regular management meetings is our continuous improvement process which is essential to reviewing opportunities for

improvement that flow from our operation. This process involves systematically reviewing current improvement actions that are already underway using our continuous improvement register to record the current state of progress of each action and what additional direction or support these actions need for completion. We also systematically review all new continuous improvement opportunities that have been reported since the last management meeting and work through each of these opportunities to determine the action required. In some cases, it may be an outcome that no action is taken however, each opportunity for improvement is reviewed jointly through collaborative discussion and input. The CEO has primary responsibility for the implementation and management of our continuous improvement process. Refer to *PP4.7-Continuous Improvement* for policy and procedures that support our continuous improvement arrangements.

iii. **Governance Calendar.** Explained within the continuous Improvement policy and procedure is the Governance Calendar. This is a month by month calendar of scheduled events to be completed throughout the year to insure Skillwise Training Pty Ltd is complying with its obligations and completing scheduled activities which monitor and strengthen our compliance. These activities include events such as management meetings, professional development activities, assessment validation, internal review, compliance risk review, operational planning and mandatory reporting to name a few. The Governance Calendar is really the way we keep on-track. The maintenance and implementation of the Governance Calendar is the primary responsibility of the CEO who will schedule these events and will invite relevant participants to ensure these activities are locked in to the planned years activities.

iv. The use of a structured calendar to schedule key compliance related events throughout the year is an essential tool in maintaining our regulatory obligations. By setting clear timelines for internal review, reporting deadlines, staff training, policy review, Skillwise Training Pty Ltd can ensure that all compliance activities are managed proactively. A well maintained Governance Calendar helps prevent oversights, reduces the risk of non-compliance, and allows for timely interventions where necessary. It also promotes accountability by providing a transparent schedule that keeps all team members informed and prepared for upcoming events. The outcomes from the events conducted throughout the year will be recorded using the *Continuous Improvement Report* and will be responded to through our regular management meeting. Refer to *PP4.7-Continuous Improvement* for policy and procedures that support our Governance Calendar.

v. **Risk management.** An important component of our overall compliance management is using risk management to measure the effectiveness of our operating arrangements and self-assurance. Risk management serves as a critical strategy within Skillwise Training Pty Ltd's self-assurance system, ensuring that we have a clear understanding of the controls in place

to support our compliance with obligations. By systematically analysing potential compliance risks, assessing their likelihood and consequence, and implementing appropriate controls, Skillwise Training Pty Ltd can use this understanding to periodically review these controls as the risk environment changes. The risk management process begins with identifying potential risks that could impact our compliance. This includes recognising factors that may lead to non-compliance with legislative, regulatory, and operational requirements. Risks can arise from internal processes, resource constraints, staff capabilities, technological changes, or external factors such as evolving regulatory standards. Once risks have been identified, they must be assessed in terms of their likelihood and potential consequences. Likelihood refers to the probability of the risk occurring, while consequence measures the severity of its impact on compliance, service delivery and the student. By applying a structured risk rating system, Skillwise Training Pty Ltd can adjust our controls based on the assessed or residual risk level. This assessment allows decision-makers to focus on areas requiring the most immediate or substantial intervention.

vi. Following the risk assessment, appropriate compliance controls can be established to mitigate or control identified risks. These controls may include policy or procedure updates, staff training, improved quality control or review. The effectiveness of these controls is determined by their ability to reduce the likelihood or impact of the identified risks. Implementing robust compliance controls ensures that potential breaches are minimised, and that the organisation remains aligned with its governance obligations.

vii. Risk management as part of our self-assurance system fosters a culture of accountability and continuous improvement within Skillwise Training Pty Ltd. Compliance risk review will be undertaken annually and when required in response to a compliance failure. An annual compliance risk review ensures that compliance is not viewed as a static obligation but as a dynamic process that evolves with the needs of the organisation and external influences. Refer to *PP4.5-Risk Management* for policy and procedures that support our risk management arrangements.

viii. **Quality control and review.** Embedded throughout our operating arrangements are components within tasks and procedures which are quality controls and quality reviews. These are activities which we take of granted but are conducted to monitor if our arrangements are working and if we are complying with our obligations. It is important to differentiate a quality control action and quality review actions because these two actions are very different:

a. **Quality control.** A quality control is a review of a process or outcome before it is implemented to ensure it is complying with our obligations and expectations. A quality control ensures that if something is not right, it is identified before we rely on it and it is rectified before it is put into operation. An example of a quality control is

the systematic review marketing material for compliance before the proposed marketing material is published as explained within *PP2.1-Advertising and Marketing*. Think of this as a "Stop Check" that will ensure that the arrangements we are relying on when implemented are supporting our compliance and not putting it at risk.

b. **Quality review**. A quality review is a review of a process or outcome after it has been implemented to ensure it is performing according to our obligations and expectations. A quality review seeks to identify when something that we are relying on in our current service delivery or operation is not complying with our obligations. An example of a quality review is post assessment validation as explained within *PP1.10-Post-Assessment Validation*. This includes a systematic review of an assessment including completed student assessment records to determine if the current assessment being relied upon is compliant and being administered according to our expectations.

ix. These quality controls and reviews are integrated into our policy arrangements. Where this identifies outcomes or practices which are not consistent with our obligations and policy and procedures, these should be reported using the *Continuous Improvement Report* and will be responded to through our regular management meeting. Refer to *PP4.7-Continuous Improvement* for policy and procedure.

3.4 Organisational culture

Skillwise Training Pty Ltd is committed to fostering a positive organisational culture built upon the core values of honesty, integrity, transparency, accountability, and fairness. We do this in the following ways:

- We maintain an environment where openness is encouraged, and clear communication occurs through our regular management meetings attended by both senior management and team members. Management demonstrates these values by actively participating in these meetings, leading by example, and encouraging participation and the sharing of ideas by others in management meeting discussions. Refer to *PP4.3-Management Meetings*.

- Throughout the year, we proactively incorporate the themes of integrity, transparency, and accountability into individual and collective professional development activities, ensuring all staff are actively engaged in maintaining our high standards. Refer to *PP3.3-Professional Development and Trainer Currency*.

- Using our continuous improvement arrangements, we invite reports on opportunities for improvement which is written into our procedures. These opportunities for improvement will be reviewed and discussed at the regular management meeting giving all attendees the

opportunity to contribute to the decision making process. Refer to *PP4.7-Continuous Improvement*.

- Our ongoing self-assurance arrangements using quality controls and internal review reinforce accountability at all levels demonstrating our commitment to integrity, transparency, and our organisational effectiveness.

- Our performance management arrangements support our core values by setting expectations and providing performance feedback where required. Through a transparent performance management process, staff are encouraged to act professionally in the performance of their duties. Performance management holds individuals accountable for their contributions, ensures alignment with organisational values, reinforcing a workplace environment where integrity and fairness thrive, and where transparency guides decision making and staff interactions. Ref to *PP3.5-Performance Management*.

4. Considerations

None.

5. Procedure

None.

6. Other documents to consider with this policy

Policies

- PP3.3-Professional Development and Trainer Currency
- PP3.5-Performance Management
- PP4.3-Management Meetings
- PP4.5-Risk Management
- PP4.7-Continuous Improvement
- PP4.8-Interaction with NVR

Forms

Template - Fit and Proper Person Declaration Register

ASQA Fit and Proper Person Declaration (download)

7. Flow chart

None

8. Reference(s)

Outcome Standards for RTOs, Standard 4.1: The RTO operates with integrity and is accountable for the delivery of quality services. The RTO demonstrates:

(c) the governing persons are suitable to oversee the operation of the RTO, including by having regard to the Fit and Proper Person Requirements

(d) the governing persons act diligently and make informed decisions to support compliance with the Standards

(e) the governing persons lead a culture of integrity, fairness and transparency in the delivery of services.

Compliance Standards for RTOs, Schedule 1, Fit and Proper Person Requirements

Schedule 1—Fit and Proper Person Requirements

1 Application of Fit and Proper Person Requirements

The National VET Regulator must have regard to all matters it considers relevant that are specified in this Schedule when determining whether:

(a) an NVR registered training organisation;

(b) a governing person of an NVR registered training organisation;

(c) a person applying to become an NVR registered training organisation; or

(d) a governing person of a person applying to become an NVR registered training organisation,

is, or would be, a fit and proper person for the purposes of registration, renewing registration, or maintaining registration as an NVR registered training organisation under the Act.

Note: This section does not limit the types of persons which the National VET Regulator may have regard to when undertaking a fit and proper person assessment.

2 Compliance with law

(1) Regardless of whether a conviction has been recorded, the National VET Regulator may have regard to whether the person has been found guilty of an offence against, or ordered to pay a pecuniary penalty under, a law of the Commonwealth or a State or Territory.

Note: Part VIIC of the *Crimes Act 1914* includes provisions that, in certain circumstances, relieve persons from the requirement to disclose spent convictions and require persons aware of such convictions to disregard them. Nothing in subsection (1) affects the operation of Part VIIC of the *Crimes Act 1914*.

(2) The National VET Regulator may have regard to the seriousness of, and the time elapsed since the offence, conviction, or matter to which the pecuniary penalty relates occurred.

(3) The National VET Regulator may have regard to whether the person is currently involved in proceedings before a court or tribunal.

(4) The National VET Regulator may have regard to whether the person has been found guilty of a foreign offence (within the meaning of section 85ZL of the *Crimes Act 1914*).

3 Management history

(1) The National VET Regulator may have regard to whether one or more of the following has been cancelled, revoked, suspended or rejected:

(a) the person's registration as an NVR registered training organisation;

(b) the person's application for registration or renewal of registration as an NVR registered training organisation;

(c) the person's approval as an approved course provider (within the meaning of the *VET Student Loans Act 2016*) or VET provider (within the meaning of the *Higher Education Support Act 2003*);

(d) subsidy funding arrangements with a State or Territory for the provision of education services by the person.

(2) The National VET Regulator may have regard to whether the person has:

(a) breached a condition of registration as an NVR registered training organisation; or

(b) had a condition imposed by way of sanction on a registration, approval or arrangement mentioned in subsection (1) and has breached such a condition.

(3) The National VET Regulator may have regard to whether the person has ever been a manager or director of a registered higher education provider (within the meaning of the *Tertiary Education Quality and Standards Agency Act 2011*) or registered provider (within the meaning of the *Education Services for Overseas Students Act 2000*) during a period in which the registered higher education provider or registered provider was determined to have breached a condition of its registration under the:

(a) *Education Services for Overseas Students Act 2000*; or

(b) *Tertiary Education Quality and Standards Agency Act 2011*.

(4) The National VET Regulator may have regard to whether the person has ever been involved:

(a) in the business of delivering courses or other services on behalf of a person that was the subject of regulatory action described in subsections (1), (2) or (3); or

(b) with an entity at the time that entity was found to have breached a government training contract.

(5) The National VET Regulator may have regard to whether the person has been disqualified from managing corporations under Part 2D.6 of the *Corporations Act 2001*.

4 Financial record

The National VET Regulator may have regard to whether the person has:

(a) been insolvent or bankrupt;

(b) taken steps to take the benefit of any law for the relief of bankrupt or insolvent debtors;

(c) compounded with one or more creditors;

(d) assigned remuneration for the benefit of one or more creditors;

(e) been under external administration (within the meaning of subsection 600H(2) of the *Corporations Act 2001*); or

(f) outstanding debts to the Commonwealth.

5 Provision of information

The National VET Regulator may have regard to whether the person has provided false or misleading information to any of the following in circumstances where it is reasonable to assume the person knew the information was false or misleading:

(a) a VET Regulator;

(b) the Tertiary Education Quality and Standards Agency;

(c) the TPS Director (within the meaning of the *Education Services for Overseas Students Act 2000)*, including in the TPS Director's capacity as the VSL Tuition Protection Director under the *VET Student Loans Act 2016* and the Higher Education Tuition Protection Director under the *Higher Education Support Act 2003*;

(d) the Minister, the Department or the Secretary; or

(e) an authority of a State or Territory that deals with subsidy funding arrangements for education.

6 Previous conduct and involvements

(1) The National VET Regulator may have regard to whether the person has previously been found not to be a fit and proper person for the purposes of one or more of the following:

(a) the Act;

(b) the *Australian Education Act 2013*;

(c) the *Education Services for Overseas Students Act 2000*;

(d) the *Higher Education Support Act 2003*;

(e) the *Tertiary Education Quality and Standards Agency Act 2011*;

(f) the *VET Student Loans Act 2016*;

(g) subsidy funding arrangements with a State or Territory for the provision of education; or

(h) any other law of the Commonwealth or of a State or Territory.

(2) The National VET Regulator may have regard to whether the person has previously engaged in conduct that reasonably suggests a deliberate pattern of unethical behaviour.

(3) The National VET Regulator may have regard to any other matter relating to a person's previous conduct or involvement that the Regulator considers relevant.

7 Additional considerations

The National VET Regulator may have regard to whether the public is unlikely to have confidence in the person's suitability to be involved in an organisation that provides, assesses or issues nationally recognised qualifications.

PP4.2 – Complying with Legislative Requirements

Policy area	Governance
Standards	Outcome Standards for RTOs, Standard 4.1 and 4.2 Compliance Standards for RTOs, Standard 20
Responsibility	CEO
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to ensure Skillwise Training Pty Ltd:

- is aware of the legislative and regulatory requirements that are relevant to its operation.
- has established arrangements to comply with relevant legislative and regulatory requirements.
- has established arrangements to inform staff about any changes to relevant legislative and regulatory requirements.

2. Definitions

None.

3. Policy statement

3.1. Identify legislation and regulatory requirements

The CEO is responsible for the identification of legislation relevant to our operations using the risk management process. This identification process must include thorough consideration of our business operating context, industry sector, and associated compliance obligations. The CEO may engage compliance or legal professionals for specialised advice when necessary.

Through our structured risk management approach, we will:

- Identify all legislation applicable to our operations,
- Determine specific risks associated with these legislative requirements,
- Evaluate our existing compliance and supporting arrangements,
- Conduct risk assessments to determine our current risk exposure,

Following this assessment, we will determine whether additional controls are needed. Where relevant, these controls will be identified and implemented using our established risk management process as outlined in *PP4.5-Risk Management*.

At a foundation level, Skillwise Training Pty Ltd is required to operate in compliance with the following laws:

- Fair Trading law
- Privacy law
- Work Health and Safety law
- Employment law
- Anti-discrimination law
- Consumer protection law
- Fair Trading law

This legislation must be applicable to the State or Territory in which Skillwise Training Pty Ltd is operating.

In addition to these foundation level law, Skillwise Training Pty Ltd is also responsible to operate in compliance with the following laws which are applicable to the Australian Vocational Education and Training sector:

Legislation

- National Vocational Education and Training Regulator Act 2011
- Student Identifiers Act 2014

Legislative Instruments

- Outcome Standards for Registered Training Organisations 2025
- Compliance Requirements for Registered Training Organisations 2025
- Credential Policy for Registered Training Organisations 2025
- Financial Viability Risk Assessment Requirements 2021
- Data Provision Requirements 2020
- Disability Standards for Education 2005

Other legislation that may be applicable to our operation includes:

- Corporations law
- Child Protection laws
- Environmental Protection laws

3.2. Compliance with legislation and regulatory requirements

Taking into consideration the identified legislation and regulatory requirements, Skillwise Training Pty Ltd has established this policy to document the alignment of our operating policies and procedures with legislation and regulatory requirements. The following provides a table to show the operating arrangements we have established in response to each legislative requirement:

Legislation	Our arrangements
National Vocational Education and Training Regulator Act 2011	– PP1.1 - Training and Assessment Strategy – PP1.2 - Industry Engagement – PP1.3 - Training – PP1.4 - Training Safety – PP1.5 - Pre-assessment validation – PP1.6 - Assessment – PP1.7 - Work Placement – PP1.8 - Assessment Quality Control – PP1.9 - Plagiarism and AI – PP1.10 - Post-Assessment Validation – PP1.11 - Recognition of Prior Learning – PP1.12 - Credit Transfer – PP1.13 -student Completion and Issuing Certificates – PP1.14 - Student Record Retention and Management

Legislation	Our arrangements
	– PP1.15 - Changing Scope of Registration – PP1.16 - Training Package Transition – PP2.1 -Advertising and Marketing – PP2.2 - Enrolment – PP2.3 - Language, Literacy and Numeracy – PP2.4 - student Support and Wellbeing – PP2.5 - Disability – PP2.6 - Diversity and Inclusion – PP2.7 - Behaviour Misconduct – PP2.8 - Fees and Refunds – PP2.9 - Complaints Handling – PP2.10 - Appeals Handling – PP2.11 - Discrimination and Harassment – PP3.1 – Workforce Planning, Recruitment and Induction – PP3.2 - Trainer Credential Requirements – PP3.3 - Professional Development and Trainer Currency – PP3.4 - Training and Assessment Under Supervision – PP3.5 – Performance Management – PP4.1 - Governance – PP4.2 - Complying with Legislative Requirements – PP4.3 - Management Meetings – PP4.4 - Third Party Management

Legislation	Our arrangements
	– PP4.5 - Risk Management – PP4.6 - Child Protection – PP4.7 - Continuous Improvement – PP4.8 - Interaction with the National VET Regulator – PP4.9 - Reporting Obligations – PP4.10 - Privacy Protection – PP4.11 - Version Control – PP4.12 - Business Continuity
Student Identifiers Act 2014	– PP1.13 -student Completion and Issuing Certificates – PP1.14 - Student Record Retention and Management – PP2.2 - Enrolment
Work Health and Safety Act. 2011 (NSW, QLD, NT) Work Health and Safety Act 2012 (ACT, SA, TAS) Occupational Safety and Health Act 1984 (WA) Occupational Health and Safety Act 2004 (VIC)	– PP1.1 - Training and Assessment Strategy – PP1.4 - Training Safety – PP1.6 - Assessment – PP2.6 - Diversity and Inclusion – PP2.7 - Behaviour Misconduct – PP2.11 - Discrimination and Harassment
Competition and Consumer Act 2010	– PP2.1 - Advertising and Marketing – PP2.2 - Enrolment – PP2.8 - Fees and Refunds – PP2.9 - Complaints Handling

Legislation	Our arrangements
	– PP2.10 - Appeals Handling
Australian Human Rights Commission Act 1986 Age Discrimination Act 2004 Disability Discrimination Act 1992 Racial Discrimination Act 1975 Sex Discrimination Act 1984 Disability Standards for Education 2005	– PP1.13 -student Completion and Issuing Certificates – PP2.1 - Advertising and Marketing – PP2.2 - Enrolment – PP2.5 - Disability – PP2.6 - Diversity and Inclusion – PP2.7 - Behaviour Misconduct – PP2.9 - Complaints Handling – PP2.10 - Appeals Handling – PP2.11 - Discrimination and Harassment – PP3.1 - Workforce Planning, Recruitment and Induction
Privacy Act 1988 and Australian Privacy Principles (2014)	– PP1.13 -student Completion and Issuing Certificates – PP1.14 - Student Record Retention and Management – PP2.2 - Enrolment – PP2.9 - Complaints Handling – PP2.10 - Appeals Handling – PP3.1 - Workforce Planning, Recruitment and Induction – PP3.5 - Performance Management
Fair Work Act 2009	– PP3.1 - Workforce Planning, Recruitment and Induction – PP3.2 - Trainer Credential Requirements – PP3.5 - Performance Management – PP2.9 - Complaints Handling

Legislation	Our arrangements
	– PP2.10 - Appeals Handling – PP2.11 - Discrimination and Harassment
Fair Trading Act 1987 (NSW, WA, SA) Fair Trading Act 1999 (VIC) Fair Trading Act 1989 (QLD) Fair Trading Act 1992 (ACT) Fair Trading Act 1990 (TAS) Consumer Affairs and Fair-Trading Act 2013 (NT)	– PP2.1 - Advertising and Marketing – PP2.2 - Enrolment – PP2.8 - Fees and Refunds – PP2.9 - Complaints Handling – PP2.10 - Appeals Handling

3.3 Inform staff about changes to legislative and regulatory requirements

The CEO is to request to be advised through email notification or newsletter of changes to legislation. This is primarily through subscribing to relevant information sources that will provide notification prior to legislation changes coming into effect. Registration for notification should be established with the following agencies:

https://www.asqa.gov.au/

https://www.safeworkaustralia.gov.au/ and the relevant State and Territory safety authority

https://www.accc.gov.au/ and the relevant State and Territory fair trading authority

https://www.fairwork.gov.au/

https://www.oaic.gov.au/

https://humanrights.gov.au/ and the relevant State and Territory authority

The following Commonwealth, State and Territory legislation registers:

https://legislation.act.gov.au/

https://legislation.wa.gov.au/

https://legislation.nsw.gov.au/

https://www.legislation.sa.gov.au/

https://www.legislation.vic.gov.au/

https://www.legislation.qld.gov.au/

https://www.legislation.tas.gov.au/

https://legislation.nt.gov.au/

www.comlaw.gov.au (Federal)

When the CEO is informed of new or changed legislative and regulatory requirements, the CEO is to undertake their own analysis of the changes and consider the relevance to Skillwise Training Pty Ltd. The CEO may choose to seek professional advice in determining the impact of the change. Where it is considered that the changes are relevant to Skillwise Training Pty Ltd, the changes are to be reported using the Continuous Improvement Report which will be considered at the regular management meeting. Any improvements which are required as a result of the changes are to be coordinated through the continuous improvement process and the management meeting. This is to include providing a notification to all staff after the improvements are underway as part of the change implementation. Please refer to *PP4.7 - Continuous Improvement*.

4. Considerations

4.1 Commonwealth, State and Territory Legislation

Commonwealth legislation:

- *National Vocational Education and Training Regulator Act 2011*
- *student Identifiers Act 2014*
- *Work Health and Safety Act. 2011*
- *Trade Practices Amendment (Australian Consumer Law) Act (No. 1 and 2) 2010*
- *Competition and Consumer Act 2010*
- *Age Discrimination Act 2004 (Cwth)*
- *Disability Discrimination Act 1992*

- *Disability Standards for Education 2005*
- *Racial Discrimination Act 1975*
- *Sex Discrimination Act 1984*
- *Privacy Act 1988 and Australian Privacy Principles (2014)*
- *Fair Work Act 2009*
- *Copyright Act 1968*

NSW legislation:

- *Work Health and Safety Act 2011*
- *Anti-Discrimination Act 1977*
- *Workplace Injury Management and Workers Compensation Act 1998*
- *Children and Young Persons (Care and Protection) Act 1998*
- *Disability Services Act 1993 and Disability Services Regulation 2003*
- *Privacy and Personal Information Protection Act 1998*
- *Fair Trading Act 1987*

Western Australia legislation:

- *Vocational Education and Training Act 1996*
- *Education Service Providers (Full Fee Overseas students) Registration Act 1991*
- *Equal Opportunity Act 1984*
- *Fair Trading Act 1987*
- *Occupational Safety and Health Act 1984*
- *Working With Children (Criminal Record Checking) Act 2004*

South Australia legislation:

- *Training and Skills Development Act 2008*

- *Work Health and Safety Act 2012*
- *Workers Rehabilitation and Compensation Act 1986*
- *Fair Trading Act 1987*

Victoria legislation:

- *Education and Training Reform Act 2006*
- *Occupational Health and Safety Act 2004*
- *Accident Compensation (Workcover Insurance) Act 1993*
- *Disability Act 2006*
- *Fair Trading Act 1999*
- *Working With Children Act 2005*

Queensland

- *Vocational Education, Training and Employment Act 2000*
- *Vocational Education, Training and Employment Regulation 2000*
- *Work Health and Safety Act 2011*
- *Workers' Compensation and Rehabilitation Act 2003*
- *Child Employment Act 2006*
- *Child Protection Act 1999*
- *Fair Trading Act 1989*

Australian Capital Territory

- *Training and Tertiary Education Act 2003*
- *Work Health and Safety Act 2012*
- *Workers Compensation Act 1951*
- *Discrimination Act 1991*

- *Fair Trading Act 1992*

Tasmania

- *Work Health and Safety Act 2012*
- *Industrial Relations Act 1984 (certain functions)*
- *Industrial Relations (Commonwealth Powers) Act 2009*
- *Workers Rehabilitation and Compensation Act 1988*
- *Fair Trading Act 1990*

Northern Territory

- *Work Health and Safety (National Uniform Legislation) Act 2011*
- *Child Protection (Offender Reporting and Registration) Act 2004*
- *Consumer Affairs and Fair Trading Act 1990*

5. Procedure

Steps		Person/s responsible
5.1 Responding to changes to legislative and regulatory requirements		
i.	**Monitor information source to be advised of changes to legislative and regulatory requirements.** The CEO is to subscribe to relevant information sources and monitor changes to legislation that may be relevant to Skillwise Training Pty Ltd.	CEO
ii.	**Identify changes to legislative and regulatory requirements** The CEO is to review notifications of changes to legislative and regulatory requirements and identify those changes which are applicable to the Skillwise Training Pty Ltd operating arrangements. The CEO should seek relevant advice if required.	CEO
iii.	**Recognise changes that are relevant to Skillwise Training Pty Ltd (seek advice if required)**	CEO

Steps		Person/s responsible
	The CEO should carefully review Changes to legislation and regulatory requirements to recognise changes that are relevant to Skillwise Training Pty Ltd and the likely impact and improvements that will be required. The CEO should seek relevant advice if required.	
iv.	**Raise a Continuous Improvement Report on the changes to legislative and regulatory requirements** The CEO is to raise a *Continuous Improvement Report* outlining the changes to legislative and regulatory requirements with the proposed improvements to Skillwise Training Pty Ltd operating arrangements.	CEO
v.	**Review proposed improvements to legislative and regulatory arrangements and determine improvements that are required** Opportunities for improvement to legislative and regulatory arrangements will be reviewed at the management meeting and improvement actions will be determined in accordance with *PP4.7 - Continuous Improvement*.	CEO and Management Meeting attendees
vi.	**Undertake improvements to legislative and regulatory arrangements in accordance with the continuous improvement process** Implement improvements in accordance with *PP4.7 - Continuous Improvement*. Monitor the implementation of improvements through ongoing review at the management meeting.	CEO and managers
vii.	**Inform a staff of the changes to legislative and regulatory requirements and the associated changes to operating arrangements** once improvements to legislative and regulatory arrangements have been identified and improvements are underway, providing notification to all relevant staff members of the changes to legislative and regulatory requirements and of the improvements which are being implemented to ensure compliance. Provide details of training or information that will be provided as part of the implementation.	CEO
viii.	**Implement changes to legislative and regulatory arrangements in accordance with the continuous improvement process**	CEO

Steps		Person/s responsible
	Once the improvement to arrangements has been completed, implement these changes in accordance with *PP4.7 - Continuous Improvement*. Where required, implement relevant training or provide information to support staff with implementation. Update the *Compliance Risk Register* to reflect new risk controls if required.	

6. Other documents to consider with this policy

Policies

- PP4.1 - Governance
- PP4.3 - Management Meeting
- PP4.5 - Risk Management
- PP4.7 - Continuous Improvement

Forms

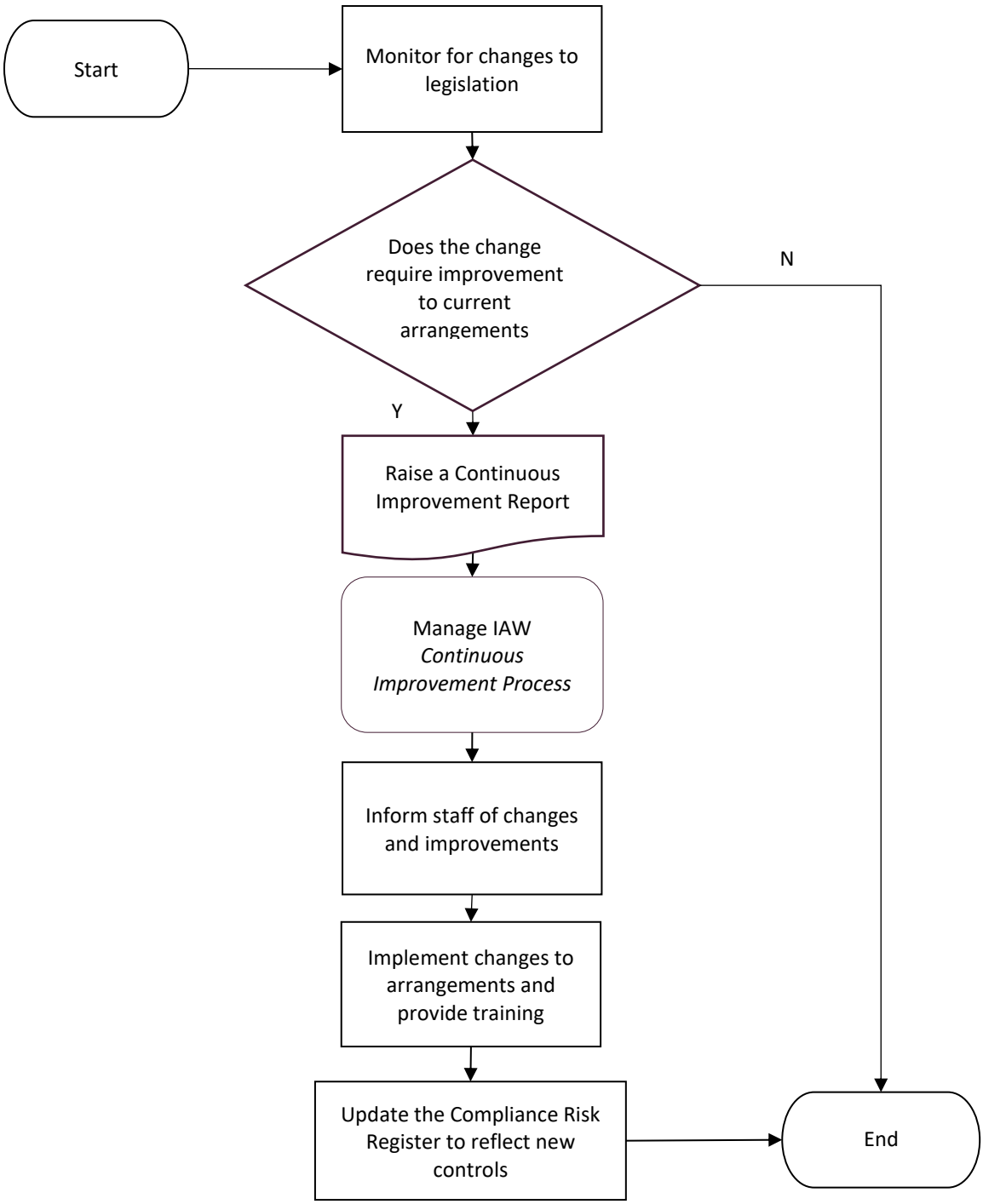
- Continuous Improvement Report
- Compliance Risk Register

Handbooks, manuals or other documents

None

7. Flow chart

Responding to changes to legislative and regulatory requirements



8. Reference(s)

Outcome Standards for RTOs, Standard 4.1: The RTO operates with integrity and is accountable for the delivery of quality services. The RTO demonstrates:

(f) the governing persons are suitable to oversee the operation of the RTO, including by having regard to the Fit and Proper Person Requirements

(g) the governing persons act diligently and make informed decisions to support compliance with the Standards

(h) the governing persons lead a culture of integrity, fairness and transparency in the delivery of services.

Outcome Standards for RTOs, Standard 4.2: Roles and responsibilities are clearly defined and understood. The RTO demonstrates:

(a) roles and responsibilities are documented and well-understood within the RTO, with clear lines of accountability for decision-making

(b) staff are supported to understand the Standards as relevant to their role, and are informed about any changes to legislative and regulatory requirements that affect the services delivered

(c) a system for ensuring third parties are aware of their obligations and meet the requirements of the Standards.

Compliance Standards for RTOs, Standard 20, Compliance with laws

(1) An NVR registered training organisation must comply with all applicable Commonwealth, State and Territory laws, including, for example, by ensuring:

(a) personal information is collected, used and disclosed by the organisation in accordance with all applicable privacy laws; and

(b) the organisation complies with all applicable requirements under the *Student Identifiers Act 2014*.

(2) Note: There are a range of laws that may be applicable under this section. The examples provided in paragraphs (a) and (b) are for illustrative purposes.

PP4.3 – Management Meetings

Policy area	Governance
Standards	Outcome Standards for RTOs, Standard 4.1 and 4.2
Responsibility	CEO, Training Manager, Office Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to ensure Skillwise Training Pty Ltd:

- conducts a regular management meeting that facilitate the coordination of service delivery
- has a suitable forum to manage continuous improvement and self-assurance
- maintains a record of outcomes to be taken and followed up at subsequent meetings

2. Definitions

None

3. Policy statement

3.1 Frequency

Skillwise Training Pty Ltd will conduct a regular management meeting at least once per fortnight. The specific dates for the management meetings will be identified in the Governance Calendar and notified to participants via a meeting invitation.

3.2 Attendance

The meeting is led by the CEO. The following personnel are to attend all management meetings:

- Chief Executive Officer
- Training Manager
- Office Manager
- Student Support Officer
- Trainer (as required)

3.3 Management Meeting Agenda

The following agenda is to be used as a guide for the conduct of management meetings:

1. Open the meeting
2. Welcome and apologies
3. Review minutes and action items from previous meeting
4. Notices or communications received
5. Review and discuss training / assessment delivery issues, and industry engagement
6. Review and discuss administration issues, enrolments, completions, assessment quality control
7. Review and discuss any student support issues
8. Review and discuss compliance issues
9. Review and discuss continuous improvement actions:
    a. Discuss improvement actions currently being implemented
    b. Discuss new continuous improvement opportunities
    c. Circle back to review implemented improvements
10. Review and discuss business development actions including marketing
11. Review and discuss financial issues
12. Review and discuss safety issues
13. Review and discuss any complaints or appeals
14. Attend to any other business
15. Nominate the next meeting
16. Close the meeting

3.4 Meeting conduct and expectations

Regular management meetings provide an important forum for constructive collaboration and effective governance. It is essential that all participants engage in a manner that fosters trust,

respect, and open communication. Specifically, meetings should actively encourage an environment where:

- **Open and respectful dialogue**: Participants are expected to engage respectfully and constructively, actively listening and providing space for all voices to be heard. Differing viewpoints are encouraged, recognising that diverse perspectives enhance decision making quality.

- **Transparency and integrity**: Discussions must be conducted with honesty and transparency. Participants should openly disclose relevant information to facilitate informed decision making. Sensitive or confidential information shared within the meetings must be respected and managed responsibly.

- **Accountability**: Clear accountability is essential. Meeting attendees should commit to actions they agree upon, with clearly defined responsibilities and deadlines. Accountability also involves proactively reporting on progress, addressing challenges transparently, and taking responsibility for outcomes.

- **Fairness and inclusion**: Meetings must uphold principles of fairness, equity, and inclusivity. Contributions should be valued irrespective of seniority or role. All participants should feel confident that their input will be considered seriously and without judgement.

- **Safe environment for sharing ideas**: It is vital to establish and maintain safety within meetings including from psychosocial hazards. A safe meeting environment enables participants to freely share ideas, raise concerns, or suggest innovations without fear of criticism or reprisal. Leadership should consistently reinforce that feedback, and questions are welcomed and valued.

- **Constructive conflict resolution**: Where disagreements arise, participants should address issues constructively, seeking solutions rather than assigning blame. All members should commit to resolving conflicts respectfully, collaboratively, and with an organisational mindset rather than individual self-interest.

Creating and maintaining this supportive and respectful meeting environment directly contributes to a broader organisational culture grounded in integrity, transparency, accountability, and fairness. Participants who model these values within meetings reinforce their importance across all organisational activities and interactions.

3.5 Recording management meeting minutes

The Office Manager is responsible for the recording and dissemination of minutes following the management meeting. The minutes are to be drafted and forwarded to the CEO for approval within

two working days following the management meeting. Once the CEO has approved the meeting minutes, the Office Manager is to distribute the minutes at all participants and relevant personnel.

3.6 Continuous improvement actions

The CEO is responsible to update the Continuous Improvement Register following the meeting and ensure that all continuous improvement records are securely stored. Continuous improvement outcome requiring action are to be forwarded to the responsible persons for following up and action. These personnel are to be notified of the action they are to take by the next management meeting and the reporting requirements.

4. Considerations

None.

5. Procedure

Steps		**Person/s responsible**
5.1 Management Meetings		
i.	**Schedule meeting** Schedule meeting day and time **each fortnight** for Management Meetings. meeting dates are to be recorded within the Governance Calendar.	CEO
ii.	**Invite participants** Set up a recurring meeting in Outlook calendar for all staff required to attend. Send invitation and confirm acceptance. Note apologies for each meeting.	Office Manager
iii.	**Send meeting reminders** Email staff reminding them of the meeting to send details of any items they would like added to the agenda at least 48 hours prior to each meeting. Confirm with CEO. Add items to the agenda.	Office Manager
iv.	**Circulate agenda**	Office Manager

Steps		Person/s responsible
	Once the meeting agenda has been finalised and within 24 hours of the meeting, circulate the meeting agenda to all participants via email.	
v.	**Conduct the meeting** CEO to lead the meeting using the agenda. Office manager to record the minutes of the meeting. CEO to manage and update the continuous improvement register.	CEO and Office Manager
vi.	**Finalise the meeting minutes and distribute** The minutes are to be drafted by the Office Manager and forwarded to the CEO for approval within two working days following the management meeting. Once the CEO has approved the meeting minutes, the Office Manager is to distribute the minutes at all participants and relevant personnel.	CEO and Office Manager
vii.	**Update continuous improvement actions** Update the *Continuous Improvement Register* following the meeting and ensure that all continuous improvement records are securely stored. Continuous improvement outcome requiring action are to be forwarded to the responsible persons for following up and action. These personnel are to be notified of the action they are to take by the next management meeting and the reporting requirements.	CEO

6. Other documents to consider with this policy

Policies

- PP4.1 - Governance
- PP4.3 - Management Meeting
- PP4.5 - Risk Management
- PP4.7 - Continuous Improvement

Forms

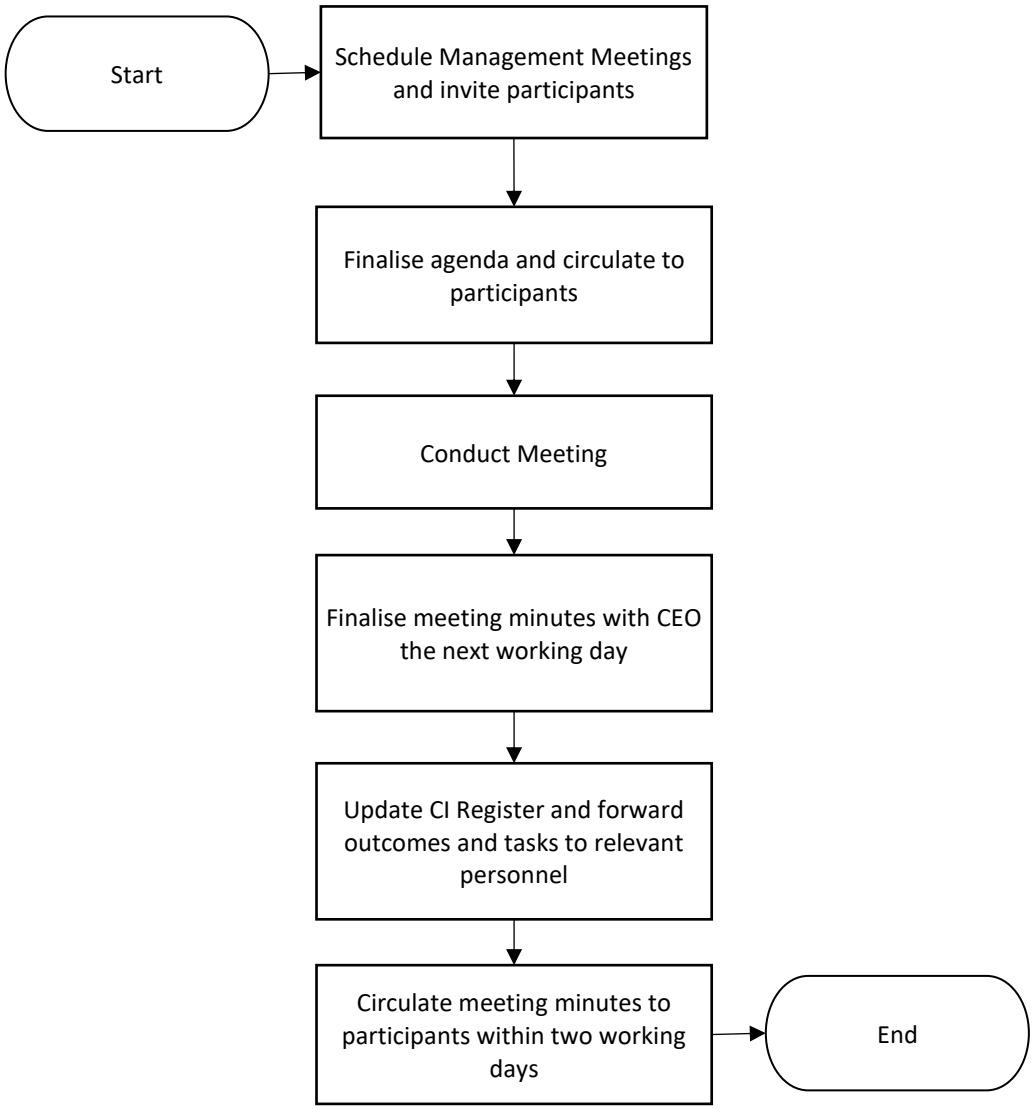
- Continuous Improvement Report
- Compliance Risk Register
- Agenda template
- Management Meeting Minutes template

Handbooks, manuals or other documents

None.

7. Flow chart

Management Meetings



8. Reference(s)

Outcome Standards for RTOs, Standard 4.1: The RTO operates with integrity and is accountable for the delivery of quality services. The RTO demonstrates:

(i) the governing persons are suitable to oversee the operation of the RTO, including by having regard to the Fit and Proper Person Requirements

(j) the governing persons act diligently and make informed decisions to support compliance with the Standards

(k) the governing persons lead a culture of integrity, fairness and transparency in the delivery of services.

Outcome Standards for RTOs, Standard 4.2: Roles and responsibilities are clearly defined and understood. The RTO demonstrates:

(d) roles and responsibilities are documented and well-understood within the RTO, with clear lines of accountability for decision-making

(e) staff are supported to understand the Standards as relevant to their role, and are informed about any changes to legislative and regulatory requirements that affect the services delivered

(f) a system for ensuring third parties are aware of their obligations and meet the requirements of the Standards.

PP4.4 – Third Party Management

Policy area	Governance
Standards	Compliance Standards for RTOs, Standard 17
Responsibility	CEO
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to:

- ensure third party arrangements align with Skillwise Training Pty Ltd's standards and regulatory requirements.

- ensure that third party arrangements support quality training and student outcomes and uphold Skillwise Training Pty Ltd's reputation.
- ensure that any third party arrangements are underpinned by a clearly articulated agreement that fully expresses the roles and responsibilities of each party.
- ensure third party arrangements and monitored for compliance with these arrangements and with the Standards.
- Ensure Skillwise Training Pty Ltd complies with mandatory notification requirements.

2. Definitions

Third party means an entity with which the RTO has an arrangement for that other entity to deliver any of the following services on behalf of the RTO:

- training
- assessment
- training support services, and
- activities related to the recruitment of prospective VET students including marketing, enrolment, induction or collection of fees.

A third party does not include:

- employees of the RTO that deliver training or assessment
- other entities that deliver VET student counselling or mediation or provide ICT or other support services
- experts who contribute to training or assessment, or
- an entity that refers VET students to the RTO where the referring entity does not receive payment from the RTO and the referring entity is a government agency or government funded agency.

3. Policy statement

3.1 Identifying the level of risk in third party arrangements

Each third party arrangement presents a different level of risk to Skillwise Training Pty Ltd's compliance with the Outcome Standards for RTOs and the Compliance Standards for RTOs. This risk is influenced by the complexity of each individual arrangement in regard to the scope of services being delivered, the commercial arrangement, the type of third party entity, et cetera. Whilst

normal risk analysis processes can be applied (refer to: *PP4.5-Risk Management*), this section presents some general considerations for identifying the level of risk that each third party present with.

The level of risk has a direct influence on the allocation of monitoring arrangements that the third party and Skillwise Training Pty Ltd must comply with. The risk analysis will also guide the allocation of the third party fee which should also be considered in conjunction with other relevant commercial matters. The risk analysis will contribute significantly to establish the parameters of the third party monitoring arrangement and should be subject to an annual review.

Using the Third party Characteristics Risk Matrix at **Annex A**, Identify the characteristics for the intended third party arrangement and calculate the allocated points to determine the risk level. The following points guideline should be used to identify the relevant risk of the third party arrangement:

- 10-13 points = Low Risk
- 14-24 points = Medium Risk
- 25-35 points = High Risk
- 36-44 points = Very High Risk

3.2 Verifying the suitability of proposed third parties

It is important that Skillwise Training Pty Ltd only enter into a third party agreement with persons or organisations who are fit and proper and do not present an unreasonable risk to Skillwise Training Pty Ltd compliance or reputation. To establish the suitability of proposed third parties Skillwise Training Pty Ltd is to require senior representatives of third parties to provide the following:

- complete Fit and Proper Person Declaration in accordance with *PP4.1-Governance*. This includes any representative from the third party who will be in a position to influence the delivery of services by the third party.
- National Police Checks via Australian Federal Police or relevant service.
- A current resume or CV from the proposed third parties Skillwise Training Pty Ltd is to require senior representatives with a minimum of three nominated referees.
- Completed *Conflict of Interest Declaration*.

Skillwise Training Pty Ltd is also to undertake due diligence check of proposed third party and its senior representatives by conducting relevant background checks of publicly available information including:

- Online search of Google using the entity and trading names of the proposed third party and its senior representatives using quotation marks such as "XYZ Training" for precise matches. Check multiple pages as relevant information may not always appear on the first results page. Search Google Reviews, Trustpilot, Yelp to confirm association with businesses, verify customer feedback.

- Search social media platforms such as LinkedIn: Confirm professional experience, education, endorsements, and recommendations and Facebook and Instagram: Profiles often provide insights into community engagement, social behaviours, and potential red flags.

- Seach public records such as AustLII or state-based court records, ASIC business registrations and ownership by purchasing a company historical extract record from ASIC (ASIC link) to identify the owners of the third party entity or related entity owners. Crosscheck entity records with business registration on the Australian Business Register (ABN lookup).

- Conduct a search of the national training register https://training.gov.au/ under a Registered Training Organisation search of all related entities to verify associations. Conduct a Google search using the search query “training.gov.au – XYZ Training” to find records on the national training register of individual names or entities using the Google index of the register.

- Verify claimed professional licenses by searching official licencing organisation databases to confirm valid professional accreditation such as medical (AHPRA), legal (State Law Societies), finance (ASIC financial advisers register), real estate (State/Territory fair trading bodies), building licences or HRW licences (State/Territory fair trading / safe work bodies).

- Verify claimed educational qualifications by contacting issuing institutions directly to confirm educational qualifications.

- Conduct a reference check with the nominated referees provided in the resume or CV of each person.

- Conduct a search on online news articles to identify any past controversies, community recognition, criminal reports, or noteworthy achievements through news outlets and archival databases such as ABC, SBS, SMH, The Age, Australian Financial Review, The Australian.

The information gathered in the background checks of publicly available information along with the documents submitted by the proposed third party should be taken into consideration to determine if the proposed third party is a suitable match for Skillwise Training Pty Ltd.

3.3 Monitoring third party arrangements

Once the level of risk of the third party arrangement is established, consideration must be given to allocate the relevant monitoring arrangements to ensure that the third party is delivering services in accordance with our legislative and regulatory obligations. The following are examples of monitoring arrangements that an RTO may undertake on a third party:

- Regular management liaison;
- Mandating the use of learning and/or assessment materials;
- Collection of student feedback survey;
- Conducting site visits to inspect facilities, equipment and delivery activities;
- Conducting compliance internal audits;
- Requiring compliance self-assessments;
- Approval of training sites;
- Approval of trainers and assessors;
- Conducting desk audits of returning assessments;
- Participating in assessment validation and continuous improvement; and
- Mandating professional development activities.

All monitoring activities are to be clearly specified within the third party agreement document. It is appropriate to allocate monitoring arrangements according to the assessed risk of the third party arrangement. Please refer to **Annex B** for the recommended Third party Monitoring and Controls according to the allocated risk level.

3.4 Written agreement

In all circumstances where Skillwise Training Pty Ltd enters into a third party arrangement, a signed *Third party Agreement* is required. We will also maintain a *Third party Arrangement Register* of all such agreements and shall provide a copy of any agreement to the national regulator on request.

These third party arrangements shall have specified time limitations and shall be reviewed annually to ensure the arrangement remains in the interests of Skillwise Training Pty Ltd.

Where the arrangement is between Skillwise Training Pty Ltd and another organisation, the written agreement shall detail the third party's obligations, roles and responsibilities including arrangements for:

- Cooperating with the VET Regulator by providing accurate and factual responses to information requests from the VET Regulator, and in the conduct of audits and the monitoring of its operations.
- Ensuring that services are appropriate and continuously improved;
- Facilitating the collection and analysis of student feedback;
- Developing, monitoring and reviewing training and assessment strategies and materials;
- Ensuring that staff, facilities and equipment are in place, as described in training and assessment strategies;
- Recruitment and induction of new trainers and assessors;
- Validating the competence of trainers and assessors and ensuring suitable arrangement to maintain their currency;
- Providing information to students on training, assessment and student support services, and on their rights and responsibilities prior to their enrolment;
- Where relevant, ensuring that employers and others are engaged in the development, delivery and monitoring of training and assessment;
- Providing support services to students;
- Managing records including the charging and receipt of student fees;
- Issuing qualifications and statements of attainment;
- Managing complaints and appeals;
- Approving, implementing and monitoring the marketing of services;
- Developing and implementing management systems and quality assurance arrangements;
- Monitoring the effectiveness of the arrangement.

Note. It is important to note that if Skillwise Training Pty Ltd enters into a third party arrangement with another Registered Training Organisation, both training organisations must share the same scope of registration for the training products being delivered or marketed which are subject to the third party agreement. To be clear, it is not permitted for Skillwise Training Pty Ltd to enter into a third party agreement with another Registered Training Organisation where each party does not have the same training products on their respective scope of registration.

3.5 Informing the National VET Regulator

In the event that Skillwise Training Pty Ltd enters into a third party arrangement with another organisation, the Chief Executive Officer is required to notify the national regulator within 30 calendar days of the obligations under that agreement taking effect. Notifications should be made using ASQANet. The national regulator may request further information about the arrangement such as a copy of the agreement between the parties. This reporting requirement is only applicable where the third party involves the use of Skillwise Training Pty Ltd scope of registration, or a third party is delivering services on behalf of Skillwise Training Pty Ltd. ASQA must also be informed within 30 calendar days of the agreement coming to an end.

3.6 Marketing by third parties

Marketing material used by third parties must be approved by Skillwise Training Pty Ltd CEO. This includes course brochures, student information that is issued prior to enrolment, website advertisements, etc. It is critical that the third party that exists between Skillwise Training Pty Ltd and other training providers is clearly explained to prospective students, so they can make an informed choice when enrolling. Marketing material should identify the third party in an obvious way using easy to understand language. Information disseminated by third party organisations must:

- only offer training products using the branding and name of Skillwise Training Pty Ltd, RTO code, legal name and contact details;
- not offer to provide or provide a VET course under its own name. That is, a third party cannot advertise, offer to provide or provide a VET course in its own name or issue qualifications or statements of attainment in its own name or with its logo included.
- not provide any guarantees to students about the successful completion of training or any particular employment outcome that is outside of their control;
- only advertise those qualifications that are approved by Skillwise Training Pty Ltd under the third party agreement for delivery;

- only advertise qualifications on behalf of Skillwise Training Pty Ltd that are specified within the third party agreement.

- identify qualifications in advertising by their full code and title as they appear in the training package and not to represent these qualifications in any other way;

- maintain a clear distinction between nationally endorsed training offered under the third party agreement and other training being offered by it;

- fully inform prospective students that qualifications and other outcomes will be issued by Skillwise Training Pty Ltd under the third party arrangement;

- use the NRT logo only in accordance with the Compliance Requirements of the Revised Standards for Registered Training Organisations, and only after proposed marketing has been approved by Skillwise Training Pty Ltd;

- identify Skillwise Training Pty Ltd in marketing by its RTO code, legal name and contact details.

It is also important that a section be included on the Skillwise Training Pty Ltd website that clearly identifies the third parties approved to deliver on our behalf.

3.7 Records Retention by third parties

The management and retention of records during a third party arrangement is an area of key risk for Skillwise Training Pty Ltd. Skillwise Training Pty Ltd is to collect and retain all records of training and assessment delivered on its behalf by third party organisations. These are to be the original records and are to include completed student assessment items as defined within the Compliance Requirements of the Revised Standards for Registered Training Organisations. The Chief Executive Officer may approve alternative arrangements for records being returned to Skillwise Training Pty Ltd. This may include the transmitting of scanned copies of records via email or and electronically shared folder.

Records are to be forwarded to Skillwise Training Pty Ltd by the third party organisation with 7 working days of an assessment decision being made. This requirement is to be specifically stated in any third party agreement. The retention period of these records by Skillwise Training Pty Ltd is the same as the normal policy applied for retaining student assessment records. Third party organisations may retain a copy of student records prior to forwarding the original to Skillwise Training Pty Ltd. The intent of this policy is to ensure that records relating to student outcomes are received continuously by Skillwise Training Pty Ltd in order to ensure that these records are managed with accuracy and integrity and that Skillwise Training Pty Ltd can maintain an accurate record of a student's progress in courses being offered by third party organisations.

All records of student assessment items returned to Skillwise Training Pty Ltd are to be fully reviewed by administrative support staff to confirm that assessments have been fully documented, marked, signed and dated. This includes confirming that the assessment has been undertaken only by an approved assessor identified within the third party agreement, that the recorded evidence by the assessor provides sufficient detail to demonstrate their judgement about the student's performance. Records received by Skillwise Training Pty Ltd that do not meet these criteria are to be returned to the third party organisation for rectification and return. No student outcomes are to be recorded within the Skillwise Training Pty Ltd student management system until records of student assessment items provided by third parties are fully and accurately documented.

At no time are third party organisations or their representatives permitted to enter assessment outcomes directly into the Skillwise Training Pty Ltd student management system. Third party organisations or their representatives must not be able to access the Skillwise Training Pty Ltd student management system.

3.8 Issuing Qualifications and Statements of Attainment

Under no circumstances are third party organisations to be given any approval to issue qualifications or statements of attainment on behalf of Skillwise Training Pty Ltd. In all circumstances, records detailing the outcomes of assessment will be returned to Skillwise Training Pty Ltd and entered into the student management system. When the course outcomes have been completed for each student, Skillwise Training Pty Ltd will produce the relevant certificate and mail this directly to the student in accordance with the *PP1.13 - student Completion and Issuing Certificates*. This requirement is to be specified within any third party agreement that Skillwise Training Pty Ltd enters into.

Before any certificate is generated by Skillwise Training Pty Ltd, the following must be received in full:

- the complete student assessment records for each unit of competency being issued;
- the complete student enrolment record;
- a valid unique student identifier; and
- the required payment in accordance with the third party agreement.

Skillwise Training Pty Ltd does not allow the dual branding on qualification certificates or statements of attainment. Under no circumstances is a third party's logo or branding to be included on any certificate issued by Skillwise Training Pty Ltd.

3.9 Student Engagement and Support Services

Students of third party organisations must be engaged with prior to their commencement to accurately identify their needs and ensure that students are informed of their rights and obligations, the services to be provided and the arrangements for the payment of fees and other charges. Engagement by third parties during the student's enrolment process is to be conducted in accordance with *PP2.2-Enrolment*. This includes the conduct of the first point of contact procedure, supplying pre-enrolment information and the conduct of an enrolment interview. Student individual needs identified during the enrolment process must be recorded and appropriate support services must be made available to students in accordance with the enrolment policy.

It must be specified within a third party written agreement that the enrolment form signed by the student together with a fully completed enrolment interview record must be returned to Skillwise Training Pty Ltd in order to create the enrolment on behalf of the third party. The allocation of student support services by third party organisations is also to be notified to Skillwise Training Pty Ltd.

3.10 Nominating Third party Trainers and Assessors

Trainers and assessors utilised by third parties must be approved first by Skillwise Training Pty Ltd without exception. Trainers and assessors must meet the following minimum requirements:

- Must provide current police check and working with children check.
- Must hold one of the following credentials:
    - TAE40122 Certificate IV in Training and Assessment or its successor,
    - TAE40116 Certificate IV in Training and Assessment,
    - TAE40110 Certificate IV in Training and Assessment,
    - A secondary teaching qualification and one of the following credentials:
        - TAESS00011 Assessor Skill Set, or
        - TAESS00019 Assessor Skill Set or its successor, or
        - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor, or
    - A diploma or higher-level qualification in adult education or vocational education and training.
- Must hold the actual units of competency being delivered or a directly equivalent unit of competency as specified on the national training register.

- Must be able to demonstrate current industry skills through relevant professional development and/or ongoing industry work practice.

- Must provide evidence of a minimum of three completed professional development events per annum in vocational education and training. This professional development must be directly relevant to competency-based training and assessment.

- Must sign Skillwise Training Pty Ltd's Child Safety Code of Conduct

Trainers and assessors for third parties must be identified within the schedule of all third party agreements.

3.11 Nominating Delivery Sites

The delivery sites utilised by third parties must be approved by Skillwise Training Pty Ltd only after the site has been visited by an Skillwise Training Pty Ltd representative and inspected. All delivery sites must be visited and reinspected on an annual basis at a minimum.

Delivery sites utilised by third parties must meet the following minimum requirements:

- be approved by the local government authority for the delivery of education training;

- have suitable facilities which are clean and professionally presented;

- have suitable access and egress arrangements in the event of an emergency;

- have suitable safety arrangements to support the delivery of training and assessment in a safe environment;

- have suitable amenities to support the comfort of students;

- be of sufficient size and space to support the planned number of students;

- provide access to necessary equipment and resources in accordance with the requirements of each unit of competency; and

- provide access to either the workplace or a simulated workplace where this is required to support the delivery of training and assessment.

All approved delivery sites for each third party are to be listed within the schedule of the third party agreement.

3.12 Managing Complaints and Appeals

Students undertaking training with third party organisations have the same rights and obligations as the students completing their training directly with Skillwise Training Pty Ltd. This includes the right to make a complaint about services being provided or to appeal any decision that Skillwise Training Pty Ltd or the third party organisation may make. The handling of complaints associated with third party arrangements is to be in accordance with *PP2.9-Complaints Handling*. Third party organisations are required to inform Skillwise Training Pty Ltd of a complaint (however minor) by a student within 2 working days of receiving such a complaint. This requirement must be specified within the third party agreement.

3.13 Recommended fee percentage for the delivery of training and assessment

It is appropriate that the percentage of the overall fees collected by Skillwise Training Pty Ltd from third parties should reflect the risk presented by each third party arrangement. Third parties who represent a lower risk and require less monitoring by Skillwise Training Pty Ltd should retain a greater percentage of the fees collected. Conversely, third parties who represent a high risk and require significantly more monitoring activities by Skillwise Training Pty Ltd should retain less of the fees collected. The following is provided as a guide to the fee percentage (paid to Skillwise Training Pty Ltd) for the delivery of training and assessment:

- Low Risk = 20-30%
- Medium Risk = 40-40%
- High Risk = 40-50%
- Very High Risk = 50-60%

As an example, a low risk provider who is delivering a single unit of competency on behalf of Skillwise Training Pty Ltd and who requires minimum monitoring may be allocated a fee percentage of 20%. The low risk third party charges $240 for each student enrolment in the single unit of competency course. When the student has completed the assessment, the third party will forward the assessment to Skillwise Training Pty Ltd with a corresponding payment of $48.00 being 20% of $240. In this scenario, the low risk third party will retain $192.00 for each student that it has completed.

Annex A

Third party Characteristics Risk Matrix

The following table describes the characteristics of a third party aligned to four risk levels. Identify the characteristics for the intended third party arrangement and calculate the allocated points to determine the risk level:

Low	Medium	High	Very High
Incorporated entity	Family or Trading Trust	Partnership	Sole trader
Unit/s of competency only	Single qualification	2-3 qualifications	4+ qualifications
Regional delivery	State-wide delivery	Interstate delivery	International delivery
Delivering to 0-50 students	Delivering to 50-150 students	Delivering to 150-300 students	Delivering to 300+ students
Supplied resources	Approved resources	Commercial resources	Unrestricted resources
Not marketing	Limited marketing with approval	Full marketing with approval	Marketing independently
Single location only	Approved multiple locations	On-site or mobile delivery	Multiple site /without approval
Face-to-face delivery	Workplace delivery	Distance delivery	Online delivery
Enterprise training (no fee)	Fee-for-service	State funding subsidy	CRICOS / VET student loan
Specialist single trader	Small training team (2-5)	Medium training team (5-15)	Large training team (15+)
Capability objectives	Industry objectives	Market objectives	Commercial objectives
1 point each	2 points each	3 points each	4 points each
10-13 points = Low Risk	14-24 points = Medium Risk	25-35 points = High Risk	36-44 points = Very High Risk

Annex B

Recommended Third party Monitoring and Controls

The following table describes the recommended third party monitoring and controls according to the level of risk:

Low Risk	Medium Risk	High Risk	Very High Risk
– Established third party agreement – Issued or approved resources only – Quarterly management liaison – Annual site visit – All records returned to RTO – Desk audit of returned student assessment items – Approved trainers and sites only – Student satisfaction monitoring – Participation in continuous improvement	Low risk monitoring and controls, plus: – Issued third party operating handbook – Annual self-assessment – Quarterly site visit – Mandatory trainer professional development – Mandatory activity reporting – Approved advertising only – Participation in assessment validation / moderation	Low/medium risk monitoring and controls, plus: – Issued third party policies and procedures – Six monthly site audit (internal) – Monthly site visit – Issued advertising templates and monthly desk audit of marketing – Cap on enrolment numbers – Participate in monthly management meetings	Low/medium/high risk monitoring and controls, plus – Onsite paid Monitoring and Compliance Officer – Six monthly performance review – Six monthly site audit (external)

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
5.1 Establish and Manage Third Party Arrangements		
i.	**Identify the need for a third party arrangement** In response to a request by a third party or initiated by Skillwise Training Pty Ltd, initial discussions about a possible third party arrangement are held to establish the scope of the agreement, the service to be delivered by the third party and the third party delivery characteristics according to the Third party Characteristics Risk Matrix.	CEO
ii.	**Identify a suitable third party** Collect requested documentation from the proposed third party and senior representatives including resume or CV, Fit and Proper Person Declaration, National Police Check and completed *Conflict of Interest Declaration*. Conduct background check on the third party and senior representatives following the strategies outlined at section 3.2 of this policy.	CEO
iii.	**Conduct Risk Assessment** Using the information gathered about the third party delivery characteristics, determine the risk level using the *Third party Characteristics Risk Matrix – Annex A.* Based on the suitability checking and the assessed risk, determine if the proposed third party agreement should progress or should be declined. If being declined, inform the third party and retain a copy of all records. If progressing with the third party agreement move to establishing the monitoring arrangements and control.	CEO
iv.	**Establish Monitoring Arrangements and Controls**	CEO

Steps		Person/s responsible
	Based on the risk assessment, use the *Third party Monitoring and Controls – Annex* B to develop appropriate controls commensurate with the level of risk. Communicate these with the proposed third party and establish agreement before moving to develop a third party agreement.	
v.	**Establish Third Party Agreement** Ensure all third party arrangements are formalised in a written agreement using the *Template - Third Party Agreement* and in accordance with section 3.4 of this policy. Complete the third party agreement with a signature by all parties. Retain a copy of the completed agreement and record the details of the third party agreement in the *Third Party Register*.	CEO
vi.	**Inform VET regulator of Third Party Agreement** The VET regulator must be informed within 30 days of any third party arrangements. Use ASQAnet to inform the regulator. Log-in to ASQAnet. Navigate to the menu option “Organisation” and select “Third Party Service Providers” from the dropdown menu. Enter the third party ABN and complete the form and declaration. Specify the start date and end date of the third party agreement.	CEO
vii.	**Verify the readiness of the Third Party to commence services** Prior to the third party commencing services, Skillwise Training Pty Ltd must undertake a final check of dominated trainers, nominated delivery sites, arrangements to engage with students, marketing arrangements, administrative arrangements, record keeping arrangements, etc. This verification must be completed prior to Skillwise Training Pty Ltd giving the final consent for 3rd party to commence services.	
viii.	**Implement Monitoring and Controls** Implement monitoring and control arrangements in accordance with section 3.3 of this policy and the arrangements specified in the written agreement. Respond to breaches of the written agreement or to areas of performance concern with compliance with the written	CEO

Steps		Person/s responsible
	agreement directly with the third party. The third party is expected to respond positively and quickly to concerns to the satisfaction of Skillwise Training Pty Ltd. **Important**. If the third party does not respond positively and quickly to performance concerns that are raised by Skillwise Training Pty Ltd, the agreement should be terminated as early as possible to limit the harm caused to students engaging with the third party. This should be conducted in accordance with the written agreement dispute resolution procedure; however, ultimately either party can terminate the agreement at anytime with written notice. If the third party demonstrates any behaviour in relation to not cooperating with Skillwise Training Pty Ltd the third party agreement should be terminated immediately.	
ix.	**Review Third Party arrangements** Every 12 months review each third party arrangement. This review will include, but is not limited to: – a review of performance against the written agreement – a review of student and staff feedback – a review of complaints and appeals – a review of trainer competency and currency – a review of the number of assessments requiring remediation – a review of marketing and enrolment arrangements – a review of the third party delivery characteristics according to the Third party Characteristics Risk Matrix.	CEO
x.	**Inform VET regulator of ending Third Party Agreement** The VET regulator must be informed within 30 days of any third party arrangement ending. Use ASQAnet to inform the regulator. Log-in to ASQAnet. Navigate to the menu option “Organisation” and select “Third Party Service Providers” from the dropdown menu. Select the relevant third party from the list and complete the form and declaration. Specify the end date of the third party agreement.	CEO

6. Other documents to consider with this policy

Policies

- PP1.8 - Assessment Quality Control
- PP1.13 - student Completion and Issuing Certificates
- PP1.14 - Student Record Retention and Management
- PP2.1 - Advertising and Marketing
- PP2.2 - Enrolment
- PP2.4 - student Support and Wellbeing
- PP2.9 - Complaints Handling
- PP2.10 - Appeals Handling
- PP3.2 - Trainer Credential Requirements
- PP3.3 - Professional Development and Trainer Currency

Forms

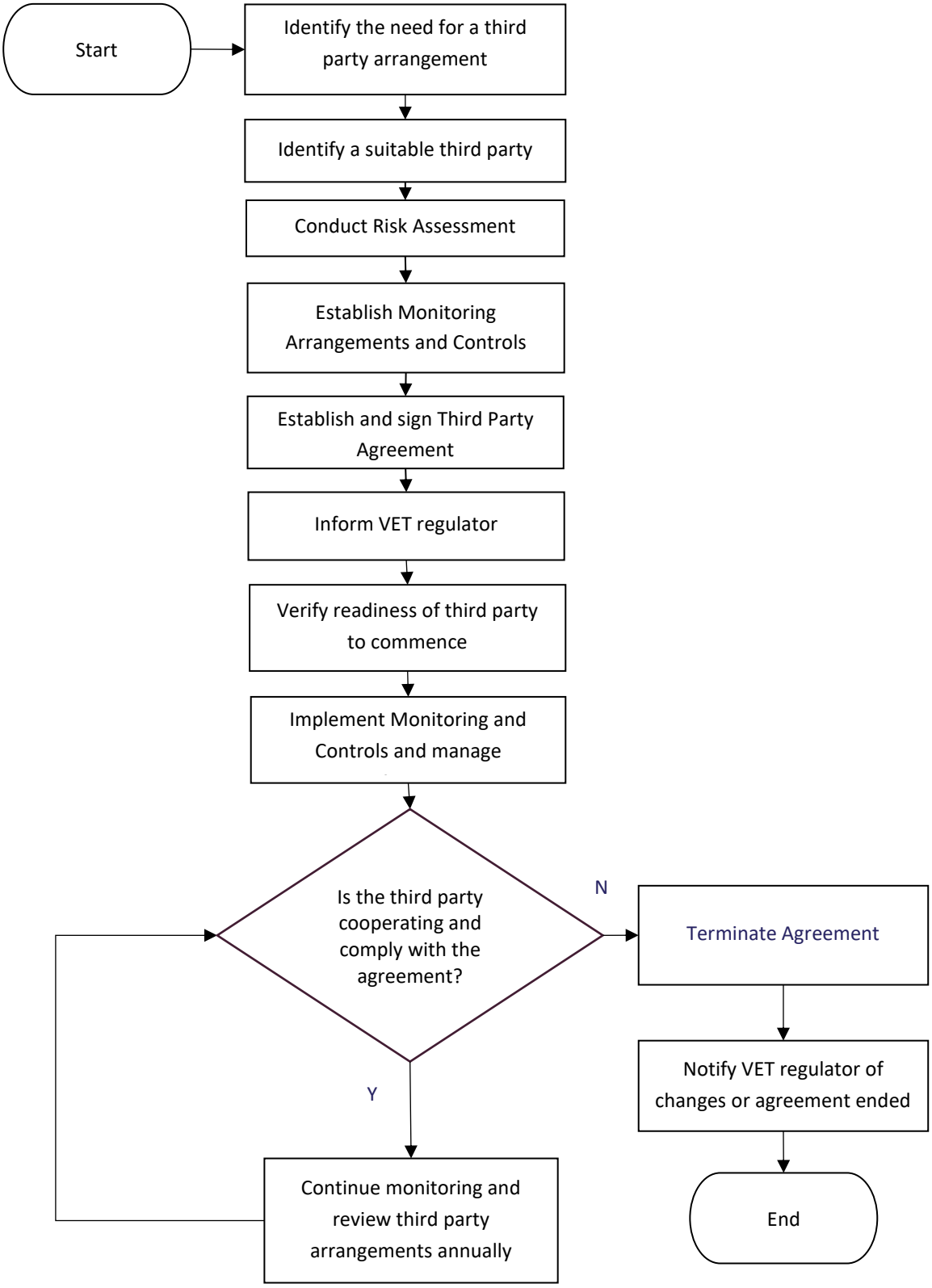
- Third Party Agreement
- Third Party Register

Handbooks, manuals or other documents

None.

7. Flow chart

Establish and manage third party arrangements



8. Reference(s)

Compliance Standards for RTOs, Standard 17

(1) An NVR registered training organisation must ensure that where services are delivered by a third party on the organisation's behalf, the provision of the services is governed by a written agreement that:

(a) is entered into by the organisation and third party as soon as reasonably practicable prior to the third party delivering any of the services set out in the agreement;

(b) requires the third party to cooperate with the National VET Regulator where the Regulator conducts any audit of the NVR registered training organisation's operations;

(c) requires the third party to provide accurate responses to requests for information from the Regulator relevant to the third party's delivery of the services;

(d) prohibits the third party from:

(i) using the NRT logo;

(ii) using the organisation's branding;

(iii) issuing any AQF certification documentation; and

(e) contains the following particulars:

(i) the business or trading names of the parties to the agreement;

(ii) the dates on which the agreement will commence and end;

(iii) all the parties' obligations concerning the delivery of the services; and

(iv) an entitlement for the organisation to regularly monitor the quality of the services being delivered by the third party.

(2) An NVR registered training organisation must notify the National VET Regulator of any written agreement made pursuant to subsection (1) within:

(a) 30 calendar days of the agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and

(b) 30 calendar days of the agreement ending.

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PP4.5 – Risk Management

Policy area	Governance
Standards	Outcome Standards for RTOs, Standard 4.3. Compliance Standards for RTOs, Standard, 19
Responsibility	CEO
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to:

- Identify, manage, and regularly review risks affecting compliance with standards, business development, students, and staff.
- Manage financial risks by maintaining a robust financial plan, along with appropriate monitoring and oversight of the financial position, performance, and cash flows.
- Establish and maintain a system for identifying, managing, and transparently disclosing real or perceived conflicts of interest.
- Ensure that risks to the safety and wellbeing of students under the age of 18 are identified and managed according to child-safe principles.
- Provide a framework to measure the effectiveness of compliance strategies based on the assessed risk to expose the need for additional risk controls where required.
- Provide a framework for all staff at Skillwise Training Pty Ltd to participate in decision making about risk controls based on the agreed risk.

2. Definitions

Risk is the possibility of an event or condition occurring that may have a negative impact on an organisations' objectives, resources, reputation, or stakeholders. It combines two key factors:

1. Likelihood: The probability or chance of the event occurring.
2. Consequence: The potential impact or severity of the outcome if the event does occur.

Effective risk management involves identifying these risks, assessing their likelihood and impact, and implementing controls to reduce the likelihood of occurrence and minimise the potential impact.

Conflict of Interest occurs when an individual's personal, financial, or other interests interfere with, or have the potential to interfere with, their ability to make impartial and objective decisions in their professional role. Conflicts of interest can arise in situations where:

- **Personal gain**: An individual stands to gain personally (financially, materially, or otherwise) from decisions or actions they make on behalf of their organisation.
- **Relationships**: Close personal relationships (such as with family or friends) could influence, or appear to influence, the person's decisions.
- **Competing loyalties**: The individual has obligations to another entity (like another employer, client, or organization) that could compromise their loyalty to their primary organisation.
- **Outside interests**: An individual's external activities (such as outside employment, investments, or board memberships) may create competing interests or affect their ability to act in the best interests of the organisation.
- **Gifts or benefits**: Receiving gifts, benefits, or favours from a third party that could influence decision-making or create an appearance of bias.

3. Policy statement

3.1 Risk management

As a general principle, the application of our risk management process is in the context of promoting high quality training and assessment. The risks will be analysed against our compliance with relevant standards and regulatory obligations. Specifically, risk will be managed in relation to:

- Outcome Standards for Registered Training Organisations 2025
- Compliance Requirements for Registered Training Organisations 2025
- Credential Policy for Registered Training Organisations 2025
- Financial Viability Risk Assessment Requirements 2021
- Data Provision Requirements 2020
- Disability Standards for Education 2005
- Relevant legislative obligations, including but not limited to:
    - National VET Regulator Act
    - Fair Trading law
    - Privacy law

- Work Health and Safety law
- Employment law
- Anti-discrimination law
- Consumer protection law
- Fair Trading law

3.2 Financial risks

The CEO is responsible for completing a financial forecast each year to establish a delivery plan for the following calendar year. Financial forecasting is to be conducted on a calendar year basis and supported by an annual review of market analysis and course break-even analysis to ensure Skillwise Training Pty Ltd is delivering services that support our financial viability. This important work will commence in October leading to the Annual Delivery Plan finalised by mid-November. In summary, the sequence of these activities is:

- Financial forecast for the following calendar year. To include market analysis and course break-even analysis – By 15th October
- Annual Delivery Planning Meeting – By 31st October
- Financial year reporting by 15th November
- Annual Delivery Plan finalised – By 15th November

The CEO is responsible for ensuring financial stability, allocating resources efficiently, and planning for future growth or needs. As part of this financial planning process, we will identify potential financial risks and develop contingency plans to manage these risks. The financial and delivery planning process outlined above will result in the establishment of a delivery plan that is aligned with our market conditions and targeted at delivering courses which support our financial stability.

The CEO is also responsible for monitoring the organisations financial performance throughout the year. This includes monitoring and managing cash flow and meeting with accounting advisors to stay informed about the financial position of Skillwise Training Pty Ltd, including how the financial position impacts the delivery of training and assessment in accordance with the Standards. Where variances are identified, we will adjust strategies if required to stay on track. The financial planning process outlined above will inform our management of risks.

3.3 Conflicts of interest

All individuals are expected to avoid situations where personal, financial, or other interests may conflict, or appear to conflict, with the interests of the organisation.

In cases where a conflict or potential conflict arises, individuals must disclose the situation promptly and in good faith.

All new staff must complete a *Conflict of Interest Disclosure* when they commence work with Skillwise Training Pty Ltd and we communicate our policy on conflict of interest to all new staff as part of their induction process. (Refer to: *PP3.1 - Workforce Planning, Recruitment and Induction*).

Employees are responsible for disclosing any potential conflicts as they arise, even if not covered in the previous disclosure.

The CEO will review disclosed conflicts to assess potential impacts on objectivity, confidentiality, or fairness.

Depending on the nature of the conflict, the following actions may be taken;

- The individual may be removed from decision-making related to the conflict
- The individual may be asked to resolve the conflicting financial interest

Failure to disclose conflicts or comply with actions to mitigate conflict of interest may lead to disciplinary actions, including termination.

3.4 Management of third party arrangements

Each third-party arrangement presents a different level of risk to Skillwise Training Pty Ltd's compliance with the Standards for Registered Training Organisations. This risk is influenced by the complexity of each individual arrangement in regard to the scope of services being delivered, the commercial arrangement, and the type of third-party entity. Refer to *PP4.4 - Third Party Management* for our detailed policy and procedure on managing third party arrangements and the associated risks.

3.5 Review identification

Risks are identified through the following means:

- Annual Risk Assessment: We conduct an annual risk assessment identify potential risks within the organisation's activities, processes, and environment. (Refer to: the Governance Calendar in *PP4.7 - Continuous Improvement*)
- Risk Reporting Mechanisms: We encourage staff, trainers, and students to report risk or concerns as they identify them.
- Routine Inspections: We conduct routine inspections of training facilities and equipment to identify hazards and potential risks.
- Incident Review: We review past incidents, complaints, and feedback to identify recurring or emerging risks (Refer to: *PP1.4 - Training Safety*).

3.6 Risk Assessment

Risk assessment in the context of this policy is primarily concerned with management or compliance risk. This policy is not specifically focused on safety risk or hazards to health and safety as this is addressed in-depth within *PP1.4 - Training Safety*. Compliance or management risk relates to the risk that Skillwise Training Pty Ltd will fail to comply with its regulatory requirements. This may happen because the operating and/or management arrangements we put in place to comply with these requirements were not adequate. The concept of risk assessment and management is to prevent non-compliance from happening. Moreover, it gives Skillwise Training Pty Ltd a way of measuring the effectiveness of our strategies for self-assurance and a framework to make decisions when considering quality vs efficiency. Risk assessment is to be recorded using the *Risk Assessment Sheet*.

We have two primary objectives in the delivery of services at Skillwise Training Pty Ltd. The first is to deliver high quality services that exemplify best practice in compliance with our regulatory obligations. The second is to deliver services efficiently to ensure the financial viability and prosperity of Skillwise Training Pty Ltd. Some may say these are competing priorities. It can be challenging to delivery high quality services at the same time as do so profitably. There is a sweet spot in there somewhere and risk assessment and management give us the tool to consider these challenges and make informed decisions to get the balance right.

The following is a general description of how risk assessment works. This is not to replace the procedure but to establish a deeper policy level understanding for those participating in risk assessment and to ensure all staff members have a shared understanding:

(i) **Identify the risk criteria**. Firstly, we get together as part of a planned risk assessment activity, and we identify the particular regulatory requirement that we are focusing on. We will generally focus on one regulatory requirement at a time. As an example, we may focus on just one clause of a standard within the Outcome Standards for RTO.

(ii) **Confirm the risk context**. We then think through a particular regulatory requirement and discuss and understand what the regulatory requirements is about and what compliance looks like against that standard. This usually leads into a discussion about our operating context with regards to the requirement. What compliance looks like may vary slightly based on our operating context so it is important to recognise the unique aspects of our operating context that may inform our assessment of risk such as student numbers, locations, modes of delivery, funding sources, type of clients, number and capability of staff, etc.

(iii) **Brainstorm the risks**. Once we have confirmed the regulatory requirement and established the operating context, we then brainstorm the possible negative impacts that could occur if we fail to comply with the requirement (the risks). What could happen if we are non-

compliant? Non-compliance may effect our registration with the national regulator, it may negatively impact on the service that student receives, we may suffer a loss of reputation in the market, there may be a financial loss, etc. It is important to consider these risks big and small and not to get stuck just identifying the same risks every time. What are the specific risks that relate to each requirement?

(iv) **Identify current controls**. Now that we understand the risks, what controls do we already have in place to prevent or control these risks? Do we have trained and competent staff, existing policy and procedures, sufficient time, any quality controls, management oversight, etc? Are these controls working? Before we consider the likelihood and consequences of these risks occurring, it is important to consider what existing controls we have in place now and if these are effective.

(v) **Rate the risk**. Using the likelihood and consequence tables, we now consider and through consensus agree on the likelihood and consequence of Skillwise Training Pty Ltd being found non-compliant with the regulatory requirement considering the existing controls we have in place. We use the criteria in these tables to help make these decisions. We need to agree so this is about respecting each other's opinion and trying to reach a group consensus. We then use our assessed likelihood and consequence and the Risk Evaluation Matrix to rate the risk. As an example, if we had a likelihood of "Possible" and a consequence of "Major", we would rate the risk as "High Risk".

(vi) **Risk acceptance**. It is the policy of Skillwise Training Pty Ltd that we should not accept a risk level that exceeds **Moderate**. To be clear, if the assessed risk rating is "High Risk" or "Extreme Risk" these risk ratings are not acceptable and additional risk controls would be needed to bring the risk rating down to Moderate or lower. This is where we need to make decisions around quality vs efficiency. The challenge is to identify additional risk controls that are smart and efficient whilst minimising the impact on students and trying to avoid additional heavy work processes on staff. This often requires full consideration of a work process and looking for the point in the process where we can improve to decrease the likelihood of a risk eventuating.

(vii) **Identify additional controls**. When considering additional controls to reduce the risk rating, it is important to consider the difference between reduction strategies for both likelihood and consequence as they are different. Decreasing the consequence of a risk event often involves establishing resilience strategies that we implement after the risk has eventuated, such as having an established IT systems recovery plan in the event that our IT system was taken offline or was subject to a security breach. From this perspective, consequence reduction strategies can be considered "reactive" to a risk that has already eventuated. In difference to this, likelihood reduction strategies can be considered "proactive" to prevent the risk from ever eventuating.

(viii) The following table provides some examples of consequence reduction strategies (reactive strategies) and likelihood reduction strategies (proactive strategies):

Examples of Likelihood reduction (proactive) strategies	Examples of Consequence reduction (reactive) strategies
– Improving the inputs to a process such as the learning content or assessment tools – Providing training to staff performing tasks to improve performance. – Introducing work aids such as checklists or technology tools – Introducing quality control points to ensure outcomes being reported are valid and accurate – Introduce quality review points to evaluate the performance of a process that is underway – Establishing policy and procedure to support work performance – Introducing decision controls such as limited authority or delegation – Establishing timeframes of work components or deadlines – Establishing reporting arrangements to support decision making	– Having a contingency plan for when a trainer is not available such as a casual replacement trainer who can cover – Establishing emergency action procedures in the event of a building emergency – Putting in place first aid procedures and first aid equipment to respond to an accident of injury – Having continuity arrangements to carry on with service delivery if normal arrangements are interrupted such as moving training online – Establishing suitable insurance coverage for public liability, loss and damage or volunteer protection – Having access to counselling services in the event of a traumatic event – Establishing an IT system backup and recovery arrangement in the event of an IT system failure

(ix) It is also important to keep in mind when identifying additional controls, the components that make up a work process. These components are the things that we can evaluate and consider if there are opportunities to improve these in a work process. Work processes are commonly comprised of the following components:

a. Inputs to the work process such as learning materials, assessment tools, IT systems, equipment, facilities, consumables, etc.

b. Skills, knowledge and attitude of those performing the work.

c. Supervision or oversight of the work being performed.

d. Outputs which are produced in the performance of the work.

e. The work process that both proceeds and follow the work being performed (upstream / downstream work process).

f. Policies and procedures that guide how the work should be performed.

g. Forms, tools, templates, checklists, diagrams, that support the work.

h. IT systems used in the performance of the work process.

i. Training and development in support of those performing the work.

j. Quality controls or quality review of the work.

k. Timeframes or deadlines relating to the work.

l. Documentation and record keeping of the work.

m. Reporting arrangements relating to the work.

n. Feedback and continuous improvement of the work.

(x) When you are considering strategies to reduce the likelihood or consequence, the above components which are present in relation to almost all work are worthy of considerations to try and identify additional controls that both support quality work outcomes and are efficient. The objective is to control the risk to a level of **moderate** or below whilst also supporting the productivity of Skillwise Training Pty Ltd.

(xi) **Rate the risk again**. If the initial or current risk rating was considered too high and you have considered and agreed upon additional controls, you should now rate the risk again to determine how the additional controls have influenced the risk rating. If the risk is still considered too high (above Moderate), you should go through the previous step again to consider what additional controls could be applied. If you have landed on a risk of Moderate or below and you are satisfied with this level of risk, you would record this noting for final risk rating and the agreed controls which need to be implemented. This final risk rating is referred to as the "residual risk". This is the risk that remains even after all controls have been implemented.

(xii) **Implement new controls**. Following the risk assessment process, you will have identified new risk controls which have been agreed to during the process. These new controls need to be

developed into the current operating arrangements, introduced to those responsible to implement them and implemented. This is to occur using the continuous improvement process. Following a risk assessment, the outcomes or recommendations that emerged from the assessment are to be recorded in the risk assessment record and raised as an opportunity for improvement using the Continuous Improvement Report and referred to the regular management meeting for further consideration and action.

(xiii) **Don't get bogged down and respect each other's input**. As a final point about the risk assessment process, it is important to keep things moving ahead. When a risk assessment activity is organised, it will usually involve reviewing multiple risk criteria in the one day. There are often too many to complete in the time available, so it is important to make best use of time and work through the risk assessment of each criteria efficiently. This means staying focussed and minimising any unrelated chatter and not getting bogged down on points that do not have a big influence on the final outcome. Here are some guidelines to follow when organising and participating in a risk assessment activity:

a. Clearly state objectives and boundaries at the start, reminding everyone to stay focused.

b. Assign a facilitator to actively manage and redirect discussions.

c. Use a structured agenda for the day and strictly follow it.

d. Set and enforce clear time limits for the assessment of each risk criteria.

e. Use a 'parking lot' to capture side issues for later consideration.

f. Prioritise critical risks early, focusing on these first.

g. Encourage participants to provide brief, concise contributions.

h. Gently but firmly redirect conversations back on track when they drift.

i. Agree on ground rules for managing discussions and interruptions.

j. Treat each other with respect and value the input of each person.

3.7 Public liability insurance

In accordance with the Compliance Standards for RTOs, Skillwise Training Pty Ltd must hold public liability insurance that covers all the organisation's operations for the entire period in which the organisation is registered. In addition to the need to comply with this obligation, public liability insurance along with other relevant insurance is an important risk reduction strategy to reduce the effects of the likely consequences in the event of a risk eventuating.

The CEO is responsible for establishing ongoing public liability insurance coverage for Skillwise Training Pty Ltd. The CEO is to retain a record of the certificate of cover for public liability insurance and be able to produce this on request. The following consideration are to be given to the level of public liability insurance that Skillwise Training Pty Ltd requires:

- Industry type and risk profile;
- Regular business activities and interactions;
- Potential for injury, damage, or claims;
- Historical claim frequency;
- Contractual or regulatory insurance requirements;
- Annual business turnover and financial scale;
- Number of employees and subcontractors;
- Industry standards for insurance coverage;
- Business location and premises condition;
- Maximum financial exposure from potential claims;
- Client or customer coverage expectations;
- Cost and affordability of insurance premiums; and
- Professional recommendations from insurance advisors.

4. Considerations

None.

5. Procedure

Steps		**Person/s responsible**
5.1 Risk Assessment		
i.	**Schedule risk assessment**	CEO

Steps		Person/s responsible
	Schedule the activity well in advance to allow people to plan and be available to participate. Identify the personal to participate based on their knowledge of the current operation an ability to contribute. Consider inviting some additional staff members who would benefit from being exposed to the activity for their professional development. Identify the risk criteria to be prioritised on the day. Organise access to relevant forms and the current risk register as a reference point. Ensure the availability of material to support the activity including post it notes, white board, butchers paper and easel , stationary, computer and projector. Organise a morning tea and lunch as an incentive for personal to attend.	
ii.	**Brief participants and allocate resources** Brief participants and allocate resources. Provide a brief reminder of the risk assessment process and the ground rules for the day. Remember to: – Clearly state objectives and boundaries at the start, reminding everyone to stay focused. – Set and enforce clear time limits for the assessment of each risk criteria. – Explain the use of a 'parking lot' to capture side issues for later consideration. – Identify the priority risk criteria to address. – Encourage participants to provide brief, concise contributions. – Remind everyone to treat each other with respect and value the input of each person.	CEO
iii.	**Identify the risk criteria** Identify the regulatory requirement and establish clear risk assessment criteria. Begin by selecting one specific regulatory requirement, clearly defining the criteria against which risks will be assessed. Typically, this involves focusing on a single clause from a regulatory standard relevant to Skillwise Training Pty Ltd.	CEO and participants

Steps		Person/s responsible
iv.	**Confirm the risk context** Engage in a thorough discussion to ensure all stakeholders understand the selected regulatory requirement, defining clearly what compliance look like. Consider the operational factors relevant to this regulatory requirement, such as the number and diversity of students, delivery modes, delivery locations, funding sources, client types, and staff capabilities, as these elements can influence how compliance is interpreted and implemented.	CEO and participants
v.	**Identify the risks** Identify and discuss all possible risks or negative impacts arising from non-compliance with the regulatory requirement. Consider the existing identified risks and the risk to registration with the national regulator, adverse effects on student services, potential reputational damage, financial losses, and other specific issues relevant to the chosen requirement. Encourage input to capture a comprehensive list of risks, avoiding repetitive or narrow considerations.	CEO and participants
vi.	**Identify current risk controls** Identify existing preventive or corrective measures currently in place to manage identified risks. This includes assessing the competence and training of staff, effectiveness of existing policies and procedures, adequacy of resource allocation, quality assurance practices, and management oversight. Evaluate whether these current controls are functioning effectively and reliably.	CEO and participants
vii.	**Rate the risk** Using the predetermined likelihood and consequence rating tables, work together to determine the likelihood and consequence of potential non-compliance occurring, considering existing control measures. Reach consensus as a group, valuing each participant's input. Apply these evaluations to the Risk Evaluation Matrix to establish the initial risk rating (e.g., High, Moderate, or Low).	CEO and participants

Steps		Person/s responsible
viii.	**Is the risk acceptable** Skillwise Training Pty Ltd does not accept a risk rating that is higher than Moderate. A risk rating of High or Extreme are unacceptable. In such cases, additional control measures must be identified and implemented to reduce risk to an acceptable level.	CEO and participants
ix.	**Identify additional risk controls** Identify additional risk control taking into consideration the guidance provided at policy paragraph 3.6 viii to x. This includes consideration of the relevant work process and distinguishing between reduction strategies for both likelihood and consequence.	CEO and participants
x.	**Rate the risk again** Once additional control measures have been identified and agreed upon, reassess the risks using the same likelihood and consequence rating tables and the Risk Evaluation Matrix. If risks remain above the acceptable level, repeat the process of identifying additional controls. Continue this iterative process until reaching an acceptable residual risk rating (Moderate or lower), clearly documenting the final risk rating and agreed measures. Clearly record the outcomes of the risk assessment, including final residual risk ratings, all agreed-upon control measures, and assigned responsibilities.	CEO and participants
xi.	**Report new risk controls via the Continuous Improvement process** Record the final recommendations and outcomes in the *Risk Assessment Sheet* and raise a *Continuous Improvement Report* for all outcomes for consideration at a future management meeting. Refer to: *PP4.7 - Continuous Improvement and PP4.3 - Management Meeting*. Update the *Risk Management Register*.	CEO
xii.	**Move on to the next criteria and repeat the process** Once you have completed the risk assessment process relevant to that criteria, identify the next criteria and move straight on to repeat the process.	CEO and participants

6. Other documents to consider with this policy

Policies

- PP1.4 - Training Safety
- PP3.1 - Workforce Planning, Recruitment and Induction
- PP4.1 - Governance
- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement

Forms

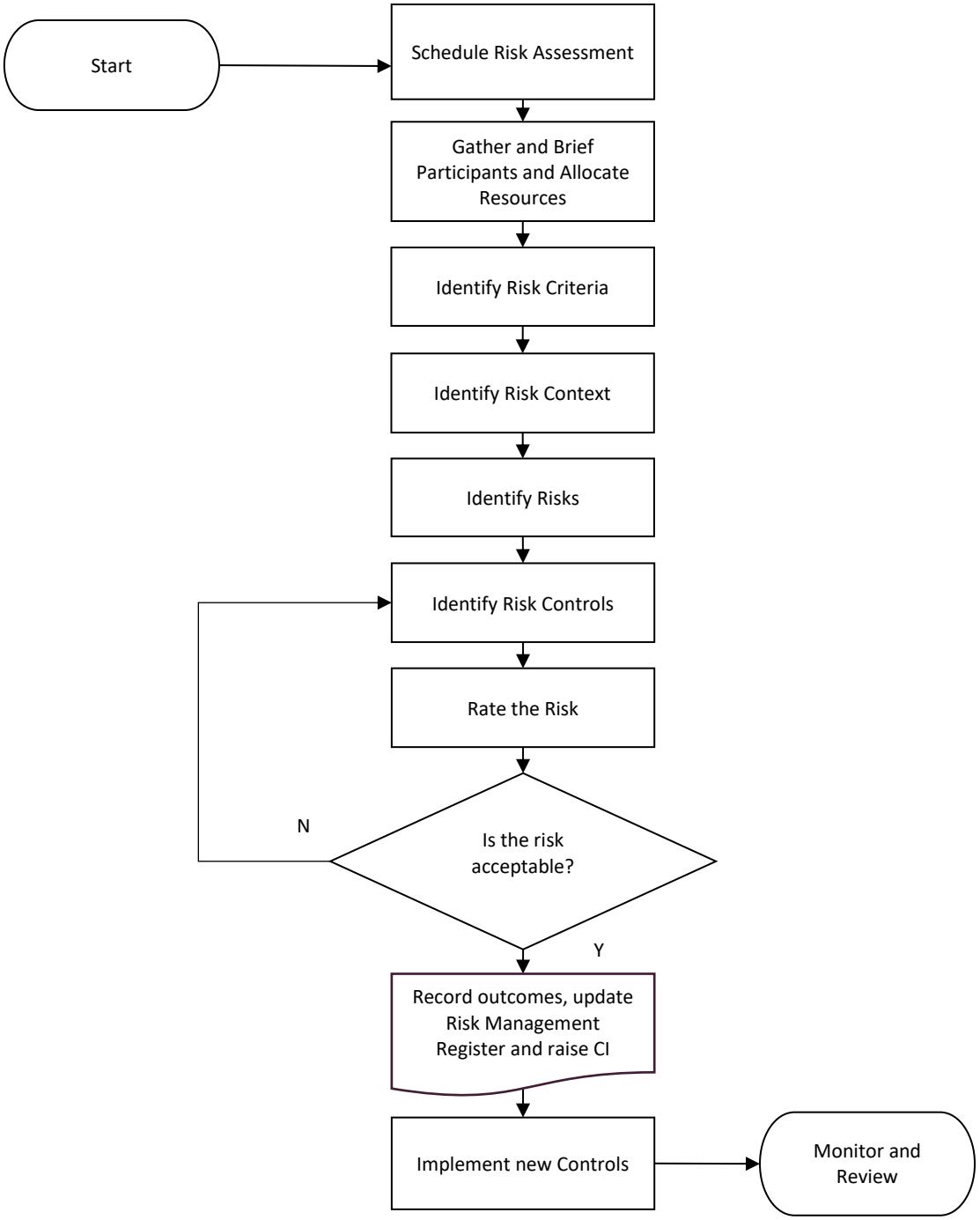
- Risk Management Register
- Risk Assessment Sheet
- Conflict of Interest Declaration
- Template - Fit and Proper Person Declaration Register
- ASQA Fit and Proper Person Declaration (download)
- Continuous Improvement Report

Handbooks, manuals or other documents

- Risk Evaluation Matrix
- Consequence Assessment Table
- Likelihood Assessment Table

7. Flow chart

Risk Management Process



8. Reference(s)

Outcome Standards for RTOs, Standard 4.3. Risks to VET students, staff and the RTO are identified and managed. The RTO demonstrates:

(a) it identifies, manages and reviews risks to VET students, staff and the RTO

(b) it manages financial risks to the organisation, including by maintaining a financial plan and appropriate monitoring and oversight of the RTO's financial position, financial performance and cashflows

(c) a system for identifying, managing and disclosing (as relevant) real or apparent conflicts of interest

(d) where the RTO offers training or assessment to VET students aged under 18, risks to their safety and wellbeing are identified and managed consistent with principles for child safe organisations, having regard to the training content and mode(s) of delivery.

Compliance Standards for RTOs, Standard, 19. An NVR registered training organisation must hold public liability insurance that covers all the organisation's operations for the entire period in which the organisation is registered under the Act.

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PP4.7 – Continuous Improvement

Policy area	Governance
Standards	Outcome Standards for RTOs, Standard 4.4.
Responsibility	All staff
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to ensure:

- a systematic approach for monitoring and evaluating performance against standards and regulatory obligations;
- effective mechanisms for collecting and analysing information and feedback from VET students, staff, industry, employers, and regulators;
- clear processes for using evaluation outcomes to inform continuous improvement initiatives;
- transparency and accountability in reporting outcomes of monitoring and evaluation activities.

2. Definitions

None.

3. Policy statement

Skillwise Training Pty Ltd is committed to the continuous improvement of our training and assessment services, student services and our administrative management systems. Central to this commitment is this policy which outlines our approach to continuous improvement and the procedures we apply to achieve systematic and sustained improvement actions. This includes a:

- collecting information to identify opportunities for improvement
- integrating continuous improvement with management meetings
- systematic approach to support continuous improvement
- application of a Governance Calendar to support our routine

3.1 Collecting information to identify opportunities for improvement

Staff. All staff members are encouraged to contribute ideas for improving processes, quality, efficiency, and student satisfaction. All staff are educated on our culture of continuous improvement during their induction (Refer to: *PP3.1 - Workforce Planning, Recruitment and Induction*).

Feedback is encouraged from all staff. A staff member can complete a *Continuous Improvement Report* at any time and submit this for consideration at the next regular management meeting.

Skillwise Training Pty Ltd will also administer a *Staff Continuous Improvement Survey* annually in accordance with the Governance Calendar. This is a quantitative survey with questions that also invite written feedback focusing on the following themes:

- Administrative support and communication
- Teaching and assessment resources
- Student engagement and support
- Professional development and industry alignment

Staff may complete the survey anonymously if they wish to encourage open and honest feedback.

Students. Information on how to provide feedback is detailed in our Student Handbook. All Skillwise Training Pty Ltd staff are available for students to provide feedback to at any time. Students may complete an *Opportunity for Improvement Form* which will be submitted to our regular management meeting for review and consideration.

During a long course, students will be invited to complete the *Student Continuous Improvement Survey* which will usually be administered early in a course such as after the first term to collect feedback so any issues can be addressed to improve our service to students for the remainder of the course. The outcomes and feedback gathered through this survey is to be collated and analysed to identify opportunities for improvement. These are to be recorded using the *Continuous Improvement Report* and submitted to our regular management meeting for review and consideration.

At the completion of a course, the student will also be issued with a *Student Satisfaction Survey*. This is a nationally consistent survey tool which is designed to collect feedback from students about their experience with an RTO and in undertaking nationally recognised training. The student's completion and return of this survey is important to Skillwise Training Pty Ltd for our ongoing improvement of services and to enable us to report this information as part of our reporting obligations (refer to *PP4.9-Reporting Obligations*). The outcomes and feedback gathered through this survey is to be collated and analysed to identify opportunities for improvement. These are to

be recorded using the *Continuous Improvement Report* and submitted to our regular management meeting for review and consideration.

Industry. At the completion of a course, the employer will also be issued with the Employer Satisfaction Survey. This is a nationally consistent survey tool which is designed to collect feedback from employers about their experience with an RTO and engaging in nationally recognised training. The employer's completion and return of this survey is important to Skillwise Training Pty Ltd for our ongoing improvement of services and to enable us to report this information as part of our reporting obligations (refer to *PP4.9-Reporting Obligations*). The outcomes and feedback gathered through this survey is to be collated and analysed to identify opportunities for improvement. These are to be recorded using the *Continuous Improvement Report* and submitted to our regular management meeting for review and consideration.

Skillwise Training Pty Ltd also employ strategies to engage with industry more broadly. We engage closely with industry to identify their needs, ensuring our training and assessment aligns closely with current industry practices and expectations. By regularly consulting with industry partners, we maintain training that is relevant, fit-for-purpose, and reflective of real-world practices. This approach helps our students enter the workforce job-ready, equipped with the essential skills and knowledge required for success. Additionally, it maximises opportunities for our students to secure employment, advance professionally, or pursue further education. Ultimately, active industry engagement instils confidence among employers, industry stakeholders, and students regarding the integrity, currency, and value the outcomes awarded by Skillwise Training Pty Ltd (Refer to *PP1.2-Industry Engagement*).

Statutory authorities. Our organisation is committed to actively engaging with statutory authorities, including the ASQA, Information Commissioner, Fair Trading, SafeWork, and other relevant bodies, to maintain compliance and continuously improve our operations. We recognise that cooperation and responsiveness to these authorities are critical to upholding regulatory standards and maintaining the integrity of our industry. When statutory authorities such as ASQA or other regulatory bodies request information or cooperation as part of their monitoring responsibilities, Skillwise Training Pty Ltd will respond promptly, accurately, and transparently. Skillwise Training Pty Ltd will ensure that any communication or requests from these bodies are given priority attention, and responses are provided within the specified timeframes and according to the request.

Additionally, any directions, recommendations, or identified opportunities for improvement provided by statutory authorities will be positively received and recorded using the *Continuous Improvement Report*. These opportunities for improvement will be submitted to our regular management meeting for review and consideration. During these meetings, senior management will carefully analyse the feedback, discuss strategies for effective action, allocate responsibilities, and establish clear timelines for addressing and monitoring improvements. This structured process

ensures systematic follow-up, accountability, and continuous improvement of our operational practices, compliance, and services.

Other information sources. In addition to collecting feedback from students, staff, industry and regulators, Skillwise Training Pty Ltd recognise that other information sources flowing from our internal quality assurance activities will also help us to identify opportunities for improvement. These are quality control and quality review tasks that are collectively occurring every day and have defined procedures for their application including the reporting of opportunities for improvement that are identified.

The outcomes gathered through these quality assurance activities will be analysed to identify opportunities for improvement. These are to be recorded using the *Continuous Improvement Report* and submitted to our regular management meeting for review and consideration. These quality assurance activities include:

- quality control checking of developed training and assessment strategies,
- hazard reporting to maintain a safe training environment,
- pre and post assessment validation,
- assessment quality control checking,
- inspection and approval of work placement and industry training locations,
- review of assessment material to identify plagiarism or the inappropriate use of AI
- credit transfer quality control checking,
- AQF certificate issuance quality control checking,
- enrolment and completion quality control checking,
- change to scope of registration quality control checking,
- training package transition quality control checking,
- marketing material quality control checking,
- complaints and appeals outcomes and review,
- internal and external compliance review,
- annual compliance and management risk assessment

- staff and trainer recruitment quality control checking,
- trainer annual profile review,
- staff performance management,
- outcomes of staff professional development, and
- outcomes from management meetings.

3.2 Integrating Continuous Improvement into Management Meetings.

A central component of the regular management meetings is our continuous improvement process which is essential to reviewing opportunities for improvement that flow from our operation. This process involves systematically reviewing current improvement actions that are already underway using our continuous improvement register to record the current state of progress of each action and what additional direction or support these actions need for completion. We also systematically review all new continuous improvement opportunities that have been reported since the last management meeting and work through each of these opportunities to determine the action required. In some cases, it may be an outcome that no action is taken however, each opportunity for improvement is reviewed jointly through collaborative discussion and input. The CEO has primary responsibility for the implementation and management of our continuous improvement process.

The following standing agenda items will be followed during the regular management meeting:

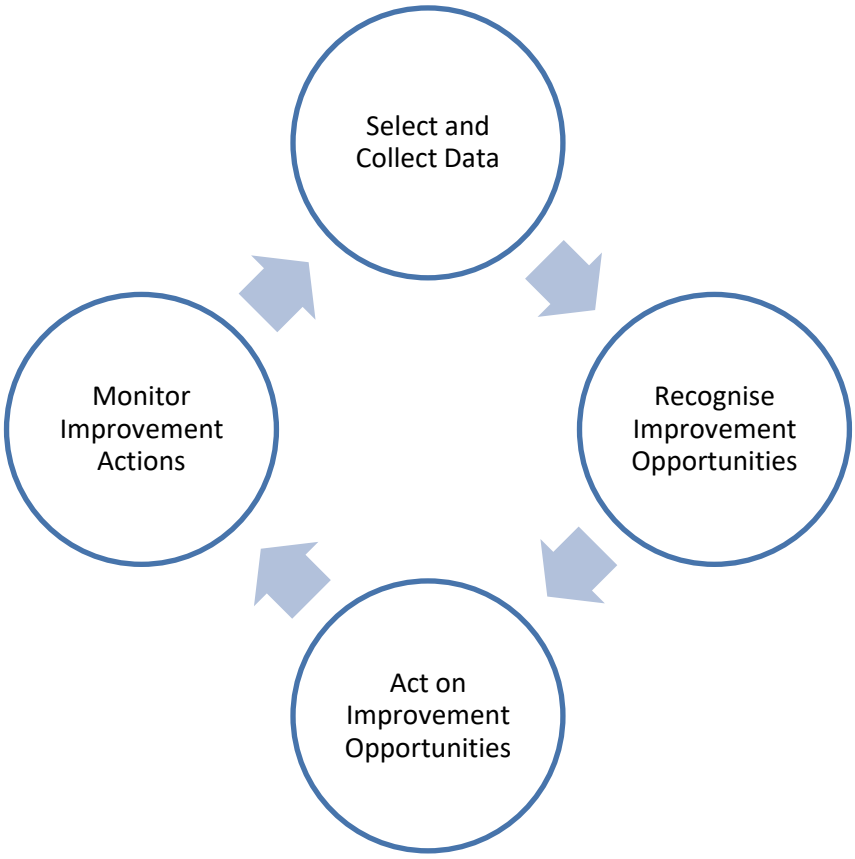
- Discuss improvement actions currently being implemented,
- Discuss new continuous improvement opportunities, and
- Circle back to review implemented improvements.

The key purpose of integrating these meeting agenda items into the regular management meeting is to make continuous improvement a regular mechanism in the management of the organisation. It is important to achieve systemic quality improvement that continuous improvement is integrated in the way the organisation operates and is not conducted simply as a bolt on. Refer to *PP4.3-Management Meetings* for policy and procedures that support our management meeting arrangements and decision making.

3.3 Systematic approach to continuous improvement

Skillwise Training Pty Ltd applies a systematic approach to support continuous improvement. The following graphic shows the systematic process we apply to collect data that identifies opportunities

for improvement, the steps to review these and agree on the improvement actions to take and how this then feeds into our current operation with ongoing monitoring:



The following provide some policy guidance for the application of the steps in the systematic approach to continuous improvement:

i. **Select and Collect Data**. Improvement is not able to be made without information. The first step in any improvement process is to recognise what information can be collected to identify opportunities for improvement. Skillwise Training Pty Ltd has established various self assurance activities throughout its operation to constantly review our performance and compliance with standards and regulatory requirements. The outcomes of this process along with feedback and suggested opportunities for improvement coming from stakeholders are collected to enable opportunities for improvement to be identified.

ii. **Recognise improvement opportunities**. Once information is collected, it is reviewed to identify opportunities for improvement with our work processes. This involves considering the information and the potential opportunities for improvement in the context of our work processes by critically evaluating each step within the work process including:

o. Inputs to the work process such as learning materials, assessment tools, IT systems, equipment, facilities, consumables, etc.

p. Skills, knowledge and attitude of those performing the work.

q. Supervision or oversight of the work being performed.

r. Outputs which are produced in the performance of the work.

s. The work process that both proceeds and follow the work being performed (upstream / downstream work process).

t. Policies and procedures that guide how the work should be performed.

u. Forms, tools, templates, checklists, diagrams, that support the work.

v. IT systems used in the performance of the work process.

w. Training and development in support of those performing the work.

x. Quality controls or quality review of the work.

y. Timeframes or deadlines relating to the work.

z. Documentation and record keeping of the work.

aa. Reporting arrangements relating to the work.

bb. Data resulting from the work to identify opportunities for improvement.

iii. **Act on improvement opportunities**. Through the management meeting, each opportunity for improvement will be fully considered and if actions are required these will be discussed and agreed upon and recorded within the continuous improvement register. Resource is necessary to implement the improvement will be allocated if required, a primary person responsible for the implementation of the improvement will be allocated and a time frame for providing an update and expected completion will be recorded. At each management meeting, this continuous improvement will be reviewed until it is closed. This review may involve getting an update on the progress, allocating additional time or resource is or making further decisions in regard to the improvement actions.

iv. **Monitor improvement actions**. Through the management meeting improvement actions that have been previously closed but identified for review within the continuous improvement register, will be briefly revisited to monitor how these implemented improvements are working and to consider if there is a need for further follow up action.

Usually, an improvement action will be reviewed post implementation only once unless the management meeting decide to continue to monitor the improvement in future meetings.

3.4 Governance Calendar

Skillwise Training Pty Ltd applies a Governance Calendar which is essential for the effective governance and operation of our organisation. This structured schedule clearly outlines key compliance-related tasks throughout the year, helping our management team ensure that all regulatory obligations, self-assurance activities, and mandatory reporting requirements are complied with. By providing indicative dates for each activity, the calendar serves as a practical guide for the CEO to plan effectively, coordinate with relevant stakeholders, and allocate appropriate resources and participants for each event.

The following Governance Calendar is maintained as a guide within this policy is to be used by the CEO to schedule these activities throughout the year. The dates within this calendar are indicative only and will need to be scheduled appropriate to the current calendar each year.

Governance Calendar	
Month	**Activity**
January	Management / CI meeting – By 20th January Mandatory PD activity for all staff on compliance obligations – By 31st January Mandatory PD activity for all training staff on TAE – By 31st January Regulatory information (TGA) review – By 31st January Management / CI meeting – By 31st January Run trial reporting – Total VET Activity– By 31st January
February	Management / CI meeting – By 15th February Delivery site inspections and work placement site visits – By 15th Feb Management / CI meeting – By 28th February Mandatory reporting – Total VET Activity report to NCVER – By 28th Feb
March	Management / CI meeting – By 15th March Assessment validation/moderation event – By 15th March Mandatory reporting – CEO Declaration on Compliance – By 30th March Management / CI meeting – By 30th March
April	Management / CI meeting – By 15th April

	Mandatory PD activity for all training staff on TAE – By 15th April Trainer competency and currency audit – By 30th April Management / CI meeting – By 30th April Administer the Staff Continuous Improvement Survey – By 30th April
May	Management / CI meeting – By 15th May Annual review of legislative changes – 15th May Policy and procedure review – By 31st May Management / CI meeting – By 31st May
June	Management / CI meeting – By 15th June Mandatory reporting – Quality Indicator Summary Report – By 30th June Management / CI meeting – By 30th June
July	Management / CI meeting – By 15th July Mandatory PD activity for all training staff on TAE – By 15th July Mandatory PD activity for all staff on compliance obligations – By 31st July Assessment validation/moderation event – By 31st July Management / CI meeting – By 31st July
August	Management / CI meeting – By 15th August Annual risk assessment – 15th August Self-assessment of compliance – By 31st August Management / CI meeting – By 31st August
September	Management / CI meeting – By 15th September Fees and payment review – By 15th September Review of information systems – By 30th September Trainer competency and currency audit – By 30th September Management / CI meeting – By 30th September
October	Management / CI meeting – By 15th October Financial forecast for the following calendar year. To include market analysis and course break-even analysis – By 15th October Mandatory PD activity for all training staff on TAE – 31st October

	Assessment validation/moderation event – By 31st October Management / CI meeting – By 31st October Annual Delivery Planning Meeting – By 31st October
November	Financial reporting – 15th November Management / CI meeting – By 15th November Industry consultation activities – By 15th November Annual Delivery Plan finalised – By 15th November Review of training and assessment strategy and practices – By 30th November Management / CI meeting – By 30th November
December	Management / CI meeting – By 15th December Annual trainer survey – By 15th December Marketing and enrolment process review – By 15th December

4. Considerations

4.1. Continuous Improvement as part of the self-assurance system

When applying this policy, it's important to understand that continuous improvement is an important component of our overall self-assurance system functioning alongside risk management and other governance activities to ensure ongoing compliance and the delivery of quality training and assessment. Our self-assurance system consists of multiple interconnected systems, including structured management meetings, the Governance Calendar of scheduled compliance-related events, systematic risk management, and quality control activities which are embedded into our work routines. Each of these elements collaboratively supports our commitment to maintaining regulatory compliance, identifying and addressing potential risks, and consistently enhancing our operational practices. Refer to *PP4.1-Governance* for an outline of the self-assurance system.

Regular management meetings play a central role by serving as forums for analysing information from various sources, including student and industry feedback, regulatory updates, and outcomes from self-assurance activities. Within these meetings, continuous improvement actions are systematically reviewed and discussed, ensuring each improvement opportunity receives thorough consideration and action. The Governance Calendar further supports these meetings by proactively scheduling critical compliance and quality assurance tasks throughout the year, to reduce oversight risk and promoting transparency and accountability.

Risk management complements these processes by proactively identifying, assessing, and managing potential compliance risks through structured risk assessments and responsive control measures. By periodically reviewing and updating these risk management strategies, Skillwise Training Pty Ltd ensure our compliance arrangements are responsive to internal and external changes.

5. Procedure

Steps		Person/s responsible
5.1 Apply Continuous Improvement		
i.	**Select and Collect Data and Feedback** • Identify the type of data required to recognise potential opportunities for improvement. • Collect relevant information from internal self-assurance activities, stakeholder feedback, and suggestions. • Ensure data collection aligns with regulatory requirements and established organisational standards.	CEO All staff
ii.	**Recognise Improvement Opportunities** • Review and critically evaluate the collected information to identify improvement opportunities within work processes. • Assess each opportunity within the context of the following components of the work process to recognise opportunities for improvement: o Inputs to the work process such as learning materials, assessment tools, IT systems, equipment, facilities, consumables, etc. o Skills, knowledge and attitude of those performing the work. o Supervision or oversight of the work being performed.	CEO Management Team

Steps		Person/s responsible
	○ Outputs which are produced in the performance of the work. ○ The work process that both proceeds and follow the work being performed (upstream / downstream work process). ○ Policies and procedures that guide how the work should be performed. ○ Forms, tools, templates, checklists, diagrams, that support the work. ○ IT systems used in the performance of the work process. ○ Training and development in support of those performing the work. ○ Quality controls or quality review of the work. ○ Timeframes or deadlines relating to the work. ○ Documentation and record keeping of the work. ○ Reporting arrangements relating to the work. ○ Data resulting from the work to identify opportunities for improvement. • Identified opportunities for improvement are to be recorded using the *Continuous Improvement Report* and submitted to our regular management meeting for review and consideration.	
iii.	**Review improvement actions currently being implemented** At the management meeting, the management team will review improvement actions that are already underway. This is prompted during the management meeting under the agenda item "*Discuss improvement actions currently being implemented*". This is to include a review of current progress and provide any further advice or support to promote their completion. This review and monitoring will be	

Steps		Person/s responsible
	recorded within the *Continuous Improvement Register*. This systematic review may result in improvement actions being closed or amalgamated or extended depending on the progress of each improvement. If an improvement action is to be closed, make sure details note are recorded about the action taken and the results. Determine if the improvement needs to be reviewed and set a date for the review if this is required.	
iv.	**Review new continuous improvement opportunities** At the management meeting, when a new *Continuous Improvement Report* is received, it is to be reviewed determine the agreed action. A meeting agenda item is included in the proforma Management Meeting Agenda to specifically "Discuss new continuous improvement opportunities" which have been submitted since the previous management meeting. – **Where an improvement suggestion is not agreed for implementation**, the management team should provide feedback in the *Continuous Improvement Report* (Section 3) to the person who proposed the improvement with reasons for not acting on the suggestion. The reasons for not acting on an improvement suggestion may be varied but may include: o the Improvement suggestion was not viable, o a lack of resources or capacity to implement, o the suggestion overlapped with other initiatives already underway, o the suggestion did not consider the broader operational implications. – **Where an improvement suggestion is agreed for implementation**, the agreed actions must be defined by the	CEO Management Team

Steps		Person/s responsible
	management team and recorded in the *Continuous Improvement Report* (Section 3) including: o the specific actions to be taken o the resources allocated o the allocation of responsibility o timelines for completion or reporting o who authorised, and o the improvement number. – The *Continuous Improvement Register* is to be updated for ongoing implementation and monitoring. The *Continuous Improvement Report* should be retained as a record of the management decision. This establishes an important link to the implementation of the improvement in the *Continuous Improvement Register*. A copy the completed *Continuous Improvement Report* may be provided to the person who initiated the opportunity for improvement.	
v.	**Review implemented improvements** At the management meeting, when a previously closed improvement action is scheduled for review, the management team will briefly revisit the improvement implemented to monitor how these improvements are working and to consider if there is a need for further follow up action. This is prompted by the management meeting agenda "Circle back to review implemented improvements". When improvement actions are complete and closed, the management team may consider that some improvement actions are so significant that it would like to establish an opportunity in the future to review how a particular improvement is performing. The management team may choose to allocate this future review because the improvement was particularly complex or involved the expenditure	

Steps		Person/s responsible
	of significant resources or for any reason that it deems necessary. The timeframe for allocating this further review should be selected based on period of time to allow for the improvement to be properly implemented. It is critical to use the *Continuous Improvement Register* to initiate and update improvement actions. The information recorded into this register provides a valuable tool for monitoring and retrospective review of the continuous improvement system performance.	

6. Other documents to consider with this policy

Policies

- PP4.1 - Governance
- PP4.2 - Complying with Legislative Requirements
- PP4.3 - Management Meeting
- PP4.5 - Risk Management

Forms

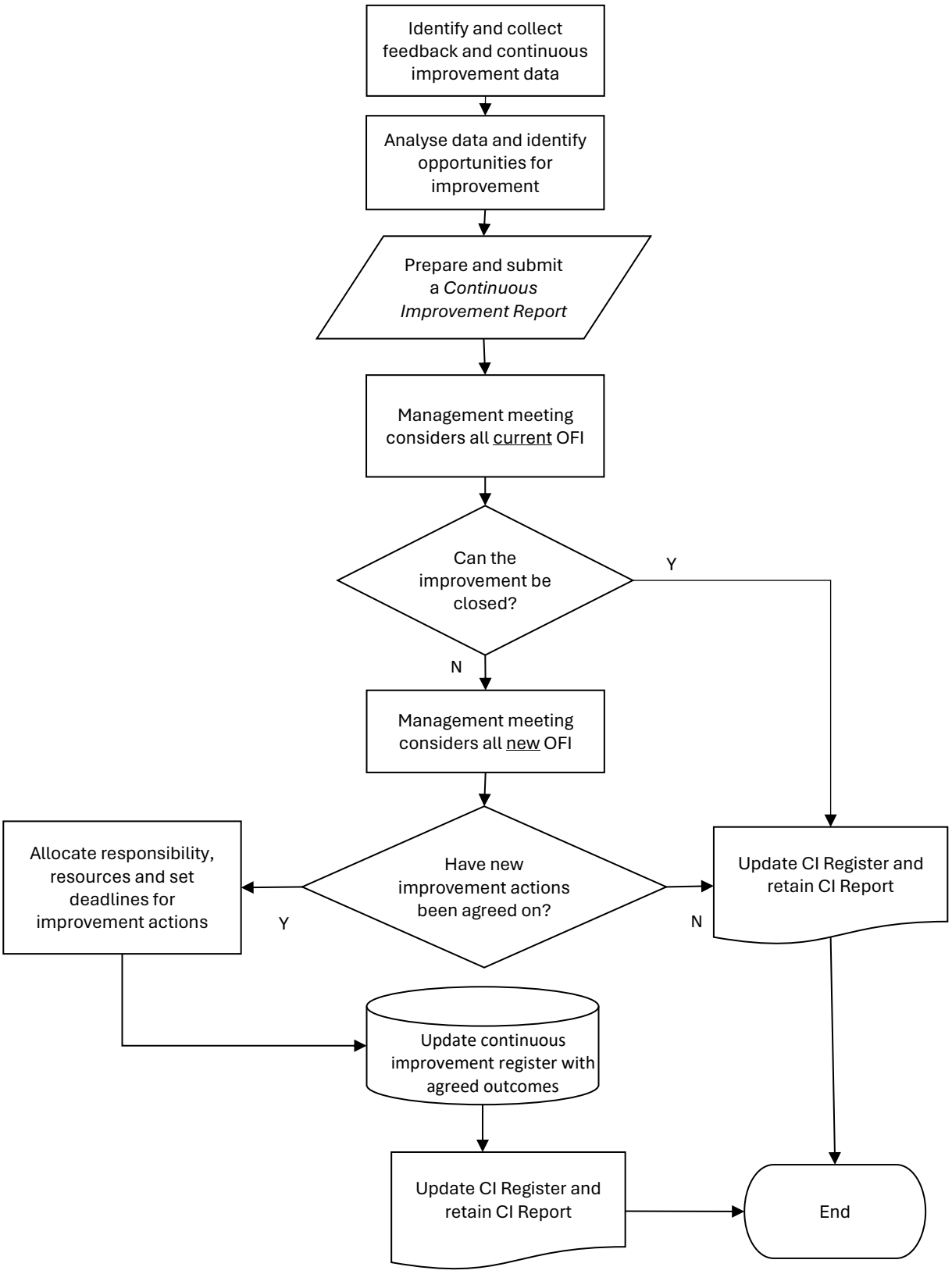
- Continuous Improvement Register
- Continuous Improvement Report

Handbooks, manuals or other documents

- student Handbook

7. Flow chart

Continuous Improvement Process



8. Reference(s)

Outcome Standards for RTOs, Standard 4.4: The RTO undertakes systematic monitoring and evaluation to support the delivery of quality services and continuous improvement. The RTO demonstrates:

(a) a system for monitoring and evaluating its performance against the Standards

(b) mechanisms for collecting and analysing data and feedback, including from VET students, staff, industry, employers and regulators

(c) how it uses the outcomes of monitoring and evaluation to inform continuous improvement.

PP4.8 – Interaction with the National VET Regulator

Policy area	Governance
Standards	Compliance Standards for RTOs, Requirement 16 National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020
Responsibility	CEO, Office Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to:

- define the situations when Skillwise Training Pty Ltd is required to update the National VET Regulator with changes to its operation.
- establish a process that staff members can follow when updating the National VET Regulator with changes to its operation
- support Skillwise Training Pty Ltd to comply with its mandatory obligations to keep the National VET Regulator informed of changes to its operation

2. Definitions

None

3. Policy statement

3.1 ASQA audits and the monitoring of its operations

The CEO shall act as the designated point of contact during ASQA audits and monitoring activities. The CEO is to coordinate the preparation for external audits and ensure all documentary evidence and access to staff is provided to support the conduct of the audit. The CEO shall also coordinate the response to any request for information or corrective action as a result of a compliance audit.

3.2 Accurate and timely data

The Data Provision Requirements 2020 are a legislative instrument that outline Skillwise Training Pty Ltd's responsibilities to report accurate and timely data (information) to the national VET regulator on request.

- Total VET Activity Reporting (AVETMISS reporting), refer to *PP4.9 - Reporting Obligations*;
- Proof of legal entity including business name registration certificate, company certificate, ABN registration and company current and historical extract;
- Financial viability risk assessment declaration and evidence including the Skillwise Training Pty Ltd business plan, financial plan, details of bank accounts and bank statements;
- Fit and Proper Person declarations and CEO declaration, refer to *PP4.1-Governance*;
- Quality indicator data, refer to *PP4.9 - Reporting Obligations*; and
- Annual declaration of compliance, refer to *PP4.9 - Reporting Obligations*.

The CEO is responsible to maintain this information and establish mechanisms to ensure it is available for reporting to ASQA on request and in accordance with the required reporting timeframes.

3.3 Responding to written directions

The National Vocational Education and Training Regulator Act 2011 at Part 2, Division 1, Section 28 Condition requires Skillwise Training Pty Ltd to comply with any general directions given by the National VET Regulator, in writing, to organisations on the way in which the VET Quality Framework or other conditions of this Subdivision are to be complied with. Failure by Skillwise Training Pty Ltd to comply with its conditions of registration can result in the prosecution of a civil offence under Part 6, Division 1, Section 111 which relates to breach of condition of registration.

It is the responsibility of the CEO to put in place suitable arrangements to ensure that the organisation complies with all written directions. It is also important to ensure that the organisation

keeps abreast of changes to any published written directions by monitoring the National VET Regulator website and subscribing to National VET Regulator notifications.

Where the National VET Regulator issues a written direction to CEO because of a regulatory event, these must be managed at the highest level and allocated suitable resources and time to ensure that these directions are complied with and evidence of such is maintained and available for review by the National VET Regulator. These actions are to be managed through the regular management meeting and the continuous improvement process. Refer to *PP4.7-Continuous Improvement*.

3.4 Updating minor VET registration details

Skillwise Training Pty Ltd also acknowledges its obligation to comply with the requirements of National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, Part 2, Section 8, to provide the following information to the National VET Regulator on request:

- Evidence that verifies the legal entity details of Skillwise Training Pty Ltd including certificate of incorporation, constitution/articles of association, Australian Company Number (ACN), Australian Business Number (ABN), ASIC historical extract, or business name registration certificate.
- Documentation for assessing compliance with Financial Viability Risk Assessment, including financial viability risk assessment spreadsheet, business plan, 2 year financial forecast, and bank statements.
- Evidence that demonstrates Skillwise Training Pty Ltd type of training organisation (e.g., school, university, community-based education, other).
- Details of physical and postal addresses for head office, principle place of business, delivery sites, and website.
- Names and contact details of executive officers and high managerial agents.
- Contact details for public and registration enquiries.
- Documentation to demonstrate compliance with Fit and Proper Person Requirements.
- Training and assessment strategy per qualification, accredited course, module, and competency unit.
- Evidence verifying trainer and assessor qualifications, vocational competencies, and current industry skills and supervisory arrangements evidence for trainers not holding required competencies.

- Proof of ongoing access to staff, facilities, equipment, and training materials meeting training package/course and strategy requirements.
- Details of training delivery methods (online, distance, offshore).
- Information regarding current or intended Commonwealth, State, or Territory government funding.
- Training delivery locations, address and contact information.
- Location of VET training records and capability to report AVETMISS information.
- Details if fees collected exceed $1,500.
- Details on training for students under 18, including working with children checks and relevant policies/procedures.
- Documentation confirming public liability insurance coverage.
- Obligation to promptly report events causing non-compliance with Financial Viability or Fit and Proper Person Requirements.

Please note, the above list is a summary. For a complete and detailed description of the information, please refer to National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, Part 2, Section 8 (Click Here).

3.5 Updating minor VET registration details

Skillwise Training Pty Ltd must notify the National VET Regulator in writing, as soon as practicable or within 90 calendar days after Skillwise Training Pty Ltd becomes aware of the change to minor VET registration details. This includes if any of the following occur:

i. Change to head office details;

ii. Change to contact details of CEO or high-managerial agents;

iii. Change to general or registration enquiries contacts;

iv. Change to contact details for an owner;

v. Change to contact details for a non-owner;

vi. Change to delivery locations for scope items;

vii. Change to delivery states for scope items;

viii. Add delivery location(s);

ix. Remove delivery location(s); or

x. Remove scope items from your registration.

To be clear, Skillwise Training Pty Ltd must proactively provide these notifications to the National VET Regulator as soon as practicable after Skillwise Training Pty Ltd becomes aware of the change to minor VET registration details.

3.6 Notification of material changes

Skillwise Training Pty Ltd must notify the National VET Regulator in writing, and as soon as practicable but no later than 10 business days after Skillwise Training Pty Ltd becomes aware of the matter or otherwise, as soon as practicable before the change takes effect. This includes if any of the following occur:

i. there is a substantial change to its operations or any event that would significantly affect our ability to comply with these standards. This may include changes such as:

   a. New chief executive officer (CEO) of RTO

   b. New executive officer/high managerial agent

   c. Remove executive officer/high managerial agent

   d. Change to legal name but not legal entity

   e. Change to legal entity which has registration

   f. Change in ownership and/or control (including sale of business)

   g. Change to financial administration status, for example, bankruptcy or liquidation

   h. Other significant event, such as:

      1) Information arising that may impact on the 'Fit and Proper Person' status of an influential representative of Skillwise Training Pty Ltd;

      2) commencing or dissolving an arrangement with another organisation to conduct training and/or assessment on Skillwise Training Pty Ltd's behalf;

      3) Commencement or cessation of offshore delivery;

4) significant change to a fundamental funding/revenue source of Skillwise Training Pty Ltd (eg. Government funding contract allocation);

5) significant change to Skillwise Training Pty Ltd's business strategy driven by a change to Government policy; or

6) commencing delivery to apprentices or trainees employed under a training contract.

ii. there is a change to the name or contact details of a person who exercises a degree of control or influence over the management or direction of Skillwise Training Pty Ltd, or

iii. there are, or are likely to be, other material changes to the operations of our RTO, including changes of ownership.

To be clear, Skillwise Training Pty Ltd must proactively provide these notifications to the National VET Regulator no later than 10 business days after the RTO becomes aware of the matter.

3.7 Change in ownership

Skillwise Training Pty Ltd must notify the National VET Regulator in writing, where any prospective changes to the ownership of the organisation as soon as practicable before the change takes effect.

3.8 Documentary Evidence

In addition to the notification requirements listed in the Procedure Section below, in most circumstances supporting documentary evidence is also required. The following table provides a guide to this supporting evidence when making notification to ASQA:

Updating minor VET registration details – Procedure and evidence requirements

Change	Documentation Required
Change to address and/or contact details of the RTO's head office	Submit on ASQANet – Change of address details Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Change to head office details" provide: – New street address – New postal address – New phone number

	– New web site address Confirm and upload completed Declaration for change of provider details.
Change to contact details of CEO or high-managerial agents	Submit on ASQANet – Change to contact details for the CEO or high-managerial agents Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Change to contact details of CEO" provide: – New residential address – New phone number – New mobile number – New email address Confirm and upload completed Declaration for change of provider details.
Change to general or registration enquiries contacts	Submit on ASQANet – Change to general or registration enquiries contacts Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Change to general or registration enquiries contacts" select from: – Replace the current contact with a new person – Replace the current contact with a new group – Update the existing contact's details Complete information and confirm and upload completed Declaration for change of provider details.
Change to contact details for an owner or for a non-owner	Submit on ASQANet – Change to contact details for an owner or for a non-owner Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Change to contact details for an owner or for a non-owner" select existing owner or for a non-owner and update:

	– New residential address – New phone number – New mobile number – New email address Confirm and upload completed Declaration for change of provider details.
Change to delivery locations for scope items	Submit on ASQANet – Change to delivery states for scope items Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Change to delivery locations for scope items" select scope item and then update from an existing location. Confirm and upload completed Declaration for change of provider details.
Change to delivery states for scope items	Submit on ASQANet – Change to delivery states for scope items Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Change to delivery states for scope items" select scope item and select state, then update from an existing location or add a new delivery site. Confirm and upload completed Declaration for change of provider details.
Add delivery location	Submit on ASQANet – Add delivery location Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Add delivery location" completed form including selecting country of delivery, giving a site name, providing address and contact number. Confirm and upload completed Declaration for change of provider details.
Remove delivery location	Submit on ASQANet – Remove delivery location Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Remove

	delivery location" select existing delivery location from the dropdown. Note. You will not be able to remove a delivery location which has current scope items allocated to that delivery location. First remove the scope items from the delivery location. Confirm and upload completed Declaration for change of provider details.
Remove scope items from your registration	Submit on ASQANet – Remove scope items from your registration Login to ASQANet – Select "Registration" menu item then select "VET/CRICOS applications" then select "Update minor VET details and remove scope", select "Next", select "Remove scope items from your registration" select the scope items and select "Next". Confirm and upload completed Declaration for change of provider details.

Notification of material changes – Procedure and evidence requirements

Change	Documentation Required
New chief executive officer (CEO) of RTO	Submit on ASQANet – Material change or event Login to ASQANet – Select "Notification of Material Change" menu item then select "Next" and "Next" again, then select "New chief executive officer (CEO) of RTO", select "Next", and complete form. When prompted, upload: Chief Executive Officer Declaration Fit and Proper Person Requirements Declaration When prompted, move to confirm and upload completed Declaration of material change or event.
New executive officer/high managerial agent	Submit on ASQANet – Material change or event Login to ASQANet – Select "Notification of Material Change" menu item then select "Next" and "Next" again, then select "New executive officer/high managerial agent", select "Next", and complete form. When prompted, upload:

	Fit and Proper Person Requirements Declaration When prompted, move to confirm and upload completed Declaration of material change or event.
Remove executive officer/high managerial agent	Submit on ASQANet – Material change or event Login to ASQANet – Select "Notification of Material Change" menu item then select "Next" and "Next" again, then select "Remove executive officer/high managerial agent", select "Next", then select the person to remove from the dropdown. When prompted, move to confirm and upload completed Declaration of material change or event.
Change to legal name but not legal entity	Submit on ASQANet – Material change or event Login to ASQANet – Select "Notification of Material Change" menu item then select "Next" and "Next" again, then select "Change to legal name but not legal entity", select "Next", then provide new legal name and effective date. Select "Next" and when prompted, upload: – An ASIC Current and Historical Company Extract – An ASIC Historical Company Extract for any parent company if the parent company is not a natural person. – ASIC Certificate of Registration of Trading Name showing the change of ownership with the new entity name. – An organisational chart that reflects the ownership structure and reporting lines of the RTO When prompted, move to confirm and upload completed Declaration of material change or event.
Change to legal entity which has registration	It is not possible to change the legal entity. The RTO registration is forever tied to the entity and the ABN of Skillwise Training Pty Ltd. Skillwise Training Pty Ltd may choose to submit an Application for Initial Registration for the new entity.
Change to ownership, directorship and/or control (including sale of RTO business)	Submit on ASQANet – Material change or event Login to ASQANet – Select "Notification of Material Change" menu item then select "Next" and "Next" again, then select

	"Change to ownership, directorship and/or control", select "Next", then complete the form including identifying which organisation does the Change of Ownership and/or Control relates to, the percentage of ownership change, a detailed description of the change, the date an agreement for sale/transfer was made, number of students enrolled at time of agreement of sale/transfer, number of students who have completed issued qualifications in the 12 months prior to time of agreement of sale/transfer. Select "Next" and when prompted, upload: An ASIC Historical Company Extract Self-assessment tool for change of ownership An ASIC Historical Company Extract for any parent company if the parent company is not a natural person. Chief Executive Officer Declaration Fit and Proper Person Requirements Declaration When prompted, move to confirm and upload completed Declaration of material change or event. This is a complex notification that can require significant evidence. Please refer to the following information: https://www.asqa.gov.au/resources/guides/guide-change-ownership and/or https://newberyconsulting.com.au/rto-change-of-ownership/
Change to financial administration status	Submit on ASQANet – Material change or event Login to ASQANet – Select "Notification of Material Change" menu item then select "Next" and "Next" again, then select "Change to financial administration status", select "Next", then provide a detailed description of the change, provide contact details and nominated a date when the change came into

	effect. Select “Next” and when prompted, move to confirm and upload completed Declaration of material change or event.
Any other significant event	Submit on ASQANet – Material change or event Login to ASQANet – Select “Notification of Material Change” menu item then select “Next” and “Next” again, then select “Significant event”, select “Next”, then provide a detailed description of the event, provide contact details and nominated a date when the change came into effect. Select “Next” and when prompted, move to confirm and upload completed Declaration of material change or event.

3.9 Ceasing to operate

The CEO is responsible to ensure that there are suitable arrangements to provide records of student outcomes to the National VET Regulator if Skillwise Training Pty Ltd ceases to operate. Further details regarding the scope and format of this requirement is provided within the records retention policy. This includes returning the RTO registration certificate.

If circumstances are such that Skillwise Training Pty Ltd are not able to carry on operations (death, liquidation, bankruptcy), the CEO is to advise the National VET Regulator of this decision and provide advice regarding impact on currently enrolled students. Notifications are to be made within 90 calendar days of the changes occurring. Skillwise Training Pty Ltd has a responsibility to transfer these enrolments to another RTO with least disruption to individual students.

On ceasing operations, Skillwise Training Pty Ltd is to facilitate currently enrolled students transfer to another RTO, issue these students with an appropriate refund for service not provided, and issue students with Certificates based on completed units of competency.

4. Considerations

4.1. Notification of third-party arrangement

For the notification of an outsourced arrangement such as a third party arrangement either commencing or ceasing, refer to PP4.4-Third Party Management.

4.2. Notification of change to Trading Name

Notification of change to Trading Name is not required as the National Training Register will automatically update after the trading name change is reflected on the Australian Business Register.

5. Procedure

Steps		Person/s responsible
5.1 Notifying ASQA of minor changes to RTO details or removing scope items		
i.	Recognise there has been a minor change. This includes: • Change to head office details; • Change to contact details of CEO or high-managerial agents; • Change to general or registration enquiries contacts; • Change to contact details for an owner; • Change to contact details for a non-owner; • Change to delivery locations for scope items; • Change to delivery states for scope items; • Add delivery location(s); • Remove delivery location(s); or • Remove scope items from your registration.	CEO, Office Manager
ii.	Report the minor change at the next Management Meeting and seek CEO approval to notify ASQA.	Office Manager
iii.	Ensure marketing materials and website reflect minor changes to head office address, contact details and delivery sites.	Office Manager
iv.	Gather evidence, if required, to submit with notification. Refer to Section 3.6 Documentary Evidence above.	Office Manager
v.	Notify ASQA, using the regulators communications portal ASQAnet (click), of any minor changes as soon as practicable after they happen and **within 90 calendar days.** Refer to: ASQANet user guide for providers.pdf To access the Update Minor VET Details and Remove Scope Form: 1. Select VET/CRICOS applications from the Registration drop-down menu.	CEO or Office Manager

Steps		Person/s responsible
	2. Select Update Minor VET Details and Remove Scope from the VET/CRICOS applications menu.	
vi.	Upload completed Declaration for change of provider details. Download CEO declaration from ASQAnet and obtain CEO signature on the declaration. Upload completed declaration and submit notification.	CEO, Office Manager
vii.	Save evidence of submission.	Office Manager
viii.	Monitor emails for notification that the change is accepted.	Office Manager
ix.	Report to Management Meeting when the change has been accepted by ASQA.	Office Manager
5.2 Notification of material changes to ASQA		
i.	Recognise there has been a significant change. Situations which represent a material change to operations and must be reported to ASQA include: – New chief executive officer (CEO) of RTO – New executive officer/high managerial agent – Remove executive officer/high managerial agent – Change to legal name but not legal entity – Change to legal entity which has registration – Change in ownership and/or control (including sale of business) – Change to financial administration status, for example, bankruptcy or liquidation – Other significant event, such as: o Information arising that may impact on the 'Fit and Proper Person' status of an influential representative of Skillwise Training Pty Ltd;	CEO, Office Manager

Steps		Person/s responsible
	○ commencing or dissolving an arrangement with another organisation to conduct training and/or assessment on Skillwise Training Pty Ltd's behalf; ○ Commencement or cessation of offshore delivery; ○ significant change to a fundamental funding/revenue source of Skillwise Training Pty Ltd (eg. Government funding contract allocation); ○ significant change to Skillwise Training Pty Ltd's business strategy driven by a change to Government policy; or ○ commencing delivery to apprentices or trainees employed under a training contract.	
ii.	Report the material change at the next Management Meeting and seek CEO approval to notify ASQA.	Office Manager
iii.	Gather evidence, if required, to submit with notification. Refer to Section 3.6 Documentary Evidence above.	Office Manager or CEO
iv.	The CEO is responsible for reporting notification of material changes to ASQA by completing the Notification of Material Change or Event form available from ASQAnet (click). Notifications are to be made within 10 business days after Skillwise Training Pty Ltd becomes aware of the matter.	CEO
v.	Download the Declaration of material change or event from ASQAnet and obtain CEO signature on the declaration. Upload completed declaration and submit notification.	CEO, Office Manager
vi.	Save evidence of submission.	CEO or Office Manager
vii.	Monitor emails for notification that the change is accepted	Office Manager

Steps		Person/s responsible
viii.	Report to Management Meeting when the change has been accepted by ASQA.	Office Manager

6. Other documents to consider with this policy

Policies

- PP4.3 - Management Meetings
- PP4.4-Third Party Management
- PP4.7 - Continuous Improvement
- PP4.9 - Reporting Obligations

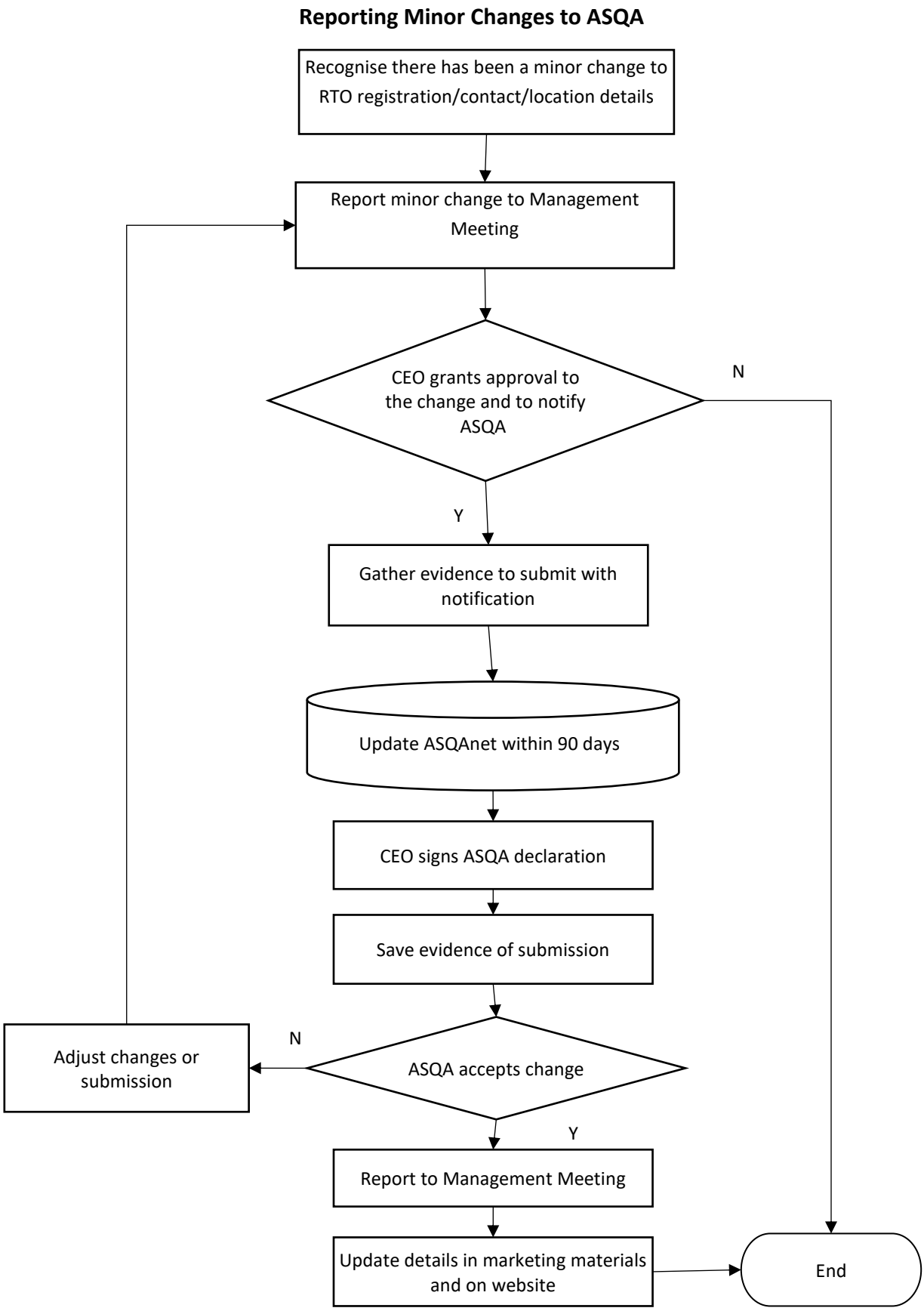
Forms

- Continuous Improvement Register

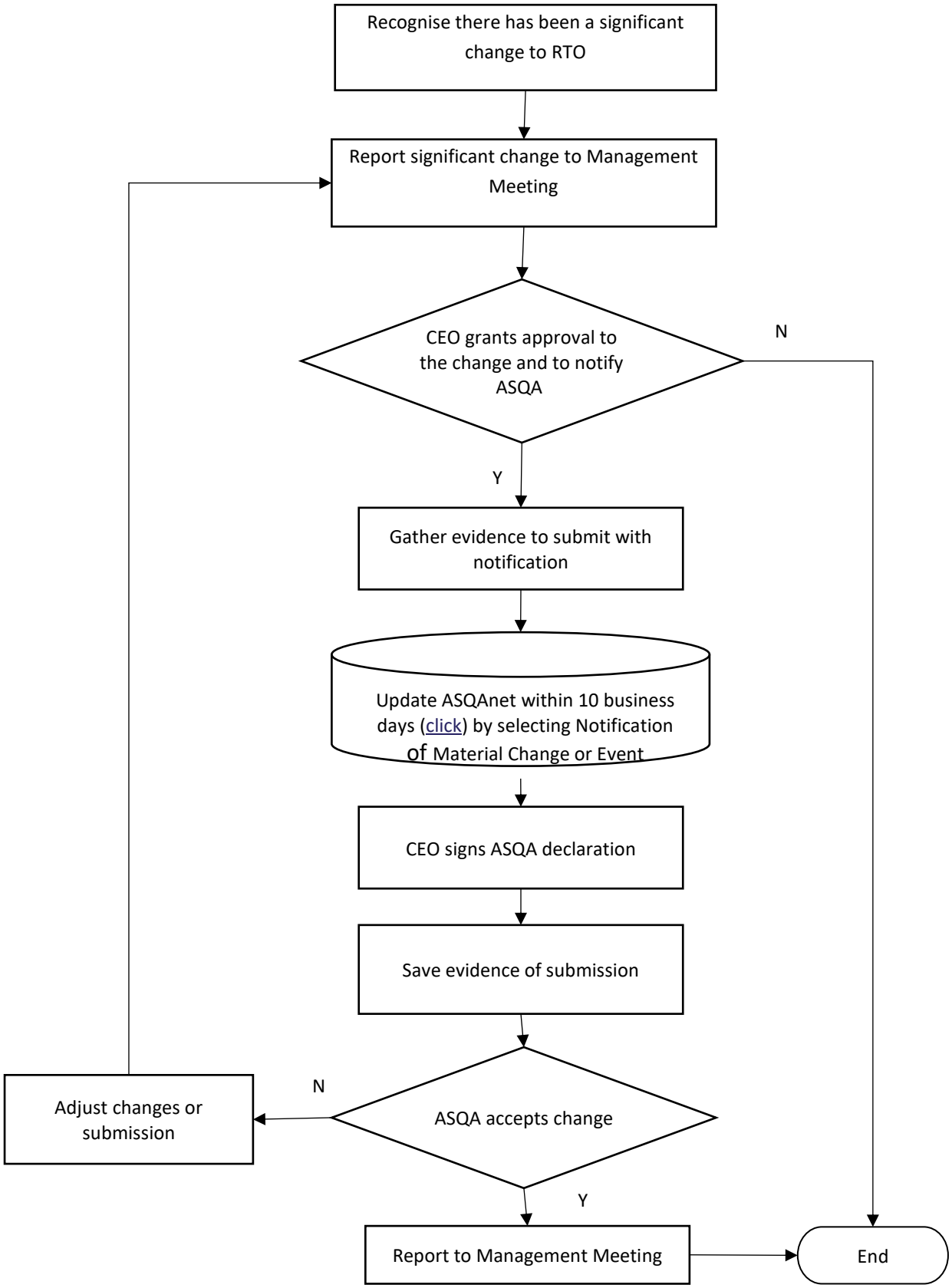
Handbooks, manuals or other documents

None.

7. Flow chart


Reporting Minor Changes to ASQA
Recognise there has been a minor change to RTO registration/contact/location details
Report minor change to Management Meeting
CEO grants approval to the change and to notify ASQA
N
Y
Gather evidence to submit with notification
Update ASQAnet within 90 days
CEO signs ASQA declaration
Save evidence of submission
ASQA accepts change
N
Adjust changes or submission
Y
Report to Management Meeting
Update details in marketing materials and on website
End

Reporting Significant Changes to ASQA



8. Reference(s)

Compliance Standards for RTOs, Standard 16

(1) An NVR registered training organisation must notify the National VET Regulator of the occurrence of an event that would significantly affect the organisation's ability to comply with any of its obligations under the Act.

(2) A notice under subsection (1) must be given within 10 business days after the event occurs.

(3) An NVR registered training organisation must notify the National VET Regulator of:

(a) any prospective changes to the ownership of the organisation as soon as practicable before the change takes effect; or

(b) any prospective or actual change in relation to a governing person of the organisation:

(i) if the change cannot be determined until it takes effect – within 10 business days of the change taking effect; or

(ii) otherwise – as soon as practicable before the change takes effect.

(4) A notice under subsection (1) or (3) must be provided to the National VET Regulator in writing or electronically.

(5) After giving notice under subsection (1) or (3) an NVR registered training organisation must provide any further information relating to the notice as soon as practicable, if requested by the National VET Regulator.

National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020: Part 2, Section 8. Data to be provided on request to the National VET Regulator.

Ctr+Click to Return to Contents

PP4.9 – Reporting Obligations

Policy area	Governance
Standards	Compliance Standards for RTOs, Standards 10(e), 15, 16(5) National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020
Responsibility	CEO, Office Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to:

- define the obligations for Skillwise Training Pty Ltd to report information to the National VET Regulator.
- establish a process that staff can follow when complying with mandatory reporting obligation to the National VET Regulator
- support Skillwise Training Pty Ltd to comply with its mandatory reporting obligation

2. Definitions

AVETMISS data means the data elements described in the Australian Vocational Education and Training Management Information Statistical Standard, as available online at http://www.ncver.edu.au and as updated from time to time.

3. Policy statement

3.1 Total VET Activity Reporting

Skillwise Training Pty Ltd is required to maintain the capability to provide AVETMISS compliant data reports to the NCVER on quarterly or no less than annual basis. This requirement is specified in the Data Provision Requirements 2020 and the Total VET Activity Reporting guide on the ASQA website, which explains the requirement for all RTOs to report their nationally recognised training data in accordance with the National VET Provider Collection Policy.

National VET Provider Collections must be submitted to the National Centre for Vocational Education Research (NCVER) before the end of February each year. The activity report will relate to

the previous calendar year. So, a report being made on 28th February 2026 will relate to the activity period of 1st Jan 2025 – 31st Dec 2025.

Please note that the report must include a full set of NAT Files produced from the student management system and must be in the current AVETMISS format which is currently AVETMISS 8.0 VET Provider Collection. The full set of NAT Files include:

- Training organisation (NAT00010) file
- Training organisation delivery location (NAT00020) file
- Program (NAT00030 and if applicable NAT00030A) file
- Subject (NAT00060) file
- Client (NAT00080) file
- Client postal details (NAT00085) file
- Disability (NAT00090) file
- Prior educational achievement (NAT00100) file
- Enrolment (NAT00120) file
- Program completed (NAT00130) file

General information about AVETMISS reporting can be accessed via the NCVER at the following link:

https://www.ncver.edu.au/rto-hub/avetmiss-support-for-rtos

Where Skillwise Training Pty Ltd holds a training funding or subsidy contract in a State or Territory, The annual AVETMISS report may be reported to the funding authority who will report the data to the NCVER on behalf of Skillwise Training Pty Ltd.

3.2 Quality Indicator Reporting

Skillwise Training Pty Ltd is required to report quality indicator data to ASQA in accordance with scheduled reporting dates. This requirement is specified in the Data Provision Requirements 2020 and explained further on the National VET Regulator website: ASQA - Quality Indicator Reporting. The National VET Regulator also issued a guidance to providers regarding Quality Indicator Reporting which introduced new reporting arrangements using the ASQA Quality Indicator Annual Summary Report. The guidance to providers can be accessed at: Guidance for providers - Quality Indicators.

Student Satisfaction and Employer Satisfaction Surveys – Skillwise Training Pty Ltd is required to ask their students and employers for feedback on their experience participating in our training and assessment services using the Employer Questionnaire and student Questionnaire. This question is can be downloaded from the National VET Regulator at the web page provided above. Skillwise Training Pty Ltd may convert these questionnaires into an online survey but must retain the original design of the questions.

The final data is to be sent to the National VET Regulator every year using the Quality Indicator Summary Report. The summary report requires the following information:

- numbers of surveys issued against numbers received (rates of response)
- trends in response statistics (for instance, which student/employer cohorts provided high/low response rates)
- commonalities or surprising/unexpected survey responses
- trends with previous year/s QI data findings
- information gained from analysis
- preventive and/or corrective actions implemented, and
- how the effectiveness of such actions is or will be monitored.

The Quality Indicator Summary Report is a collation of the feedback and outcomes from administering the Employer and student Questionnaires from the previous calendar year (1st Jan to 31st Dec) and must be submitted to the National VET Regulator no later than 30th June each year. Further information on the reporting of Quality Indicator Data reporting is available at the National VET Regulator website: Click Here.

3.3 Annual CEO Declaration of Compliance

In accordance with the National VET Regulator requirements, Skillwise Training Pty Ltd must submit an annual declaration on compliance within the relevant reporting period. This is the responsibility of the CEO to submit. The annual declaration on compliance confirms that to the National VET Regulator that Skillwise Training Pty Ltd currently meets the requirements of the Standards for RTOs; and has met the requirements of the Standards for all Australian Qualifications Framework certifications issued in the previous 12 months. Where Skillwise Training Pty Ltd disclose non-compliance in the annual declaration on compliance, Skillwise Training Pty Ltd will provide additional information about how we are addressing these areas of non-compliance and the actions we have or are taking to return to compliance.

With the submission of this declaration, the CEO is confirming to ASQA that they:

- systematically monitor your RTO's compliance, and
- implement preventive and corrective actions where considered necessary.

The annual declaration provides

The annual declaration on compliance is initiated by the National VET Regulator by sending an email directly to the CEO. The timing of this can vary year-to-year but generally, this email notice is expected in the first week of March each year with the declaration required before the end of the month (31st March). The declaration is collected using a webform. Like all of these mandatory reporting obligations, there are serious penalties for failing to submit the annual declaration on compliance including fines and an assessment of non-compliance with meeting reporting obligations.

The annual declaration on compliance is informed by an annual self-assessment of compliance conducted in accordance with the Governance Calendar (usually in August). The self-assessment is a valuable proactive activity that allows Skillwise Training Pty Ltd to measure its compliance with regulatory requirements and identify opportunities for improvement. The self-assessment will usually be outsourced to a suitable experienced RTO compliance expert and will be organised by the CEO.

By conducting the self-assessment in August, this provides Skillwise Training Pty Ltd approximately 6 months to act on any findings from the self-assessment and to implement any continuous improvement actions before the annual declaration on compliance is due in March. This enables Skillwise Training Pty Ltd to submit the annual declaration on compliance with an informed understanding of it current compliance status.

4. Considerations

None.

5. Procedure

Steps		**Person/s responsible**
5.1 Total VET Activity Reporting		
i.	**Enter accurate data**	Office Manager

Steps		Person/s responsible
	Enter and maintain activity data within the student management system. Check to ensure the Enrolment Form captures all required data, student information is entered correctly at the time of enrolment and there are no fields missing – refer to: *PP2.2 - Enrolment.*	Administration staff
ii.	**Run trial report to identify errors** Schedule calendar reminders to run trial AVETMISS reports before the end of January. Run the report through the AVETMISS Validation Software https://avs.ncver.edu.au/avs/ to identify errors in the report. Skillwise Training Pty Ltd must be registered with the NCVER to use the AVETMISS Validation Software. This video explains how to use the AVETMISS Validation Software: Click Here	Office Manager
iii.	**Fix AVETMISS errors** Obtain a report from the AVETMISS Validation Software and identify errors which need to be addressed in the data. Using the student management system, work through these errors and address each one, repeating the process using the AVETMISS Validation Software until the report is ready to submit.	Office Manager
iv.	**Submit AVETMISS report** Submit the complete AVETMISS report to the NCVER by the 28th February each year. Activity reports including all NAT files are to be submitted.	CEO, Office Manager
v.	**Capture evidence of final submission** Take a screen shot of the successful lodgement and save as evidence. Retain a copy of the email confirming your lodgement. **Please note**, do not confuse the error free AVETMISS Validation Software report with the final submission. You must take the additional step and select the "Submit" function in the "Finalise submission screen". NCVER will send a confirmation of submission via email which must be retained.	CEO, Office Manager

Steps		Person/s responsible
5.2 Quality Indicator Reporting		
i.	**Collect questionnaire data** Administer the student Questionnaire to all students on their last day of training and assessment or with their final correspondence. Provide the Employer Questionnaire to all employers on the students last day of training and assessment. The survey may be provided in hard copy or elect be administered using third party software suc however, the question wording must remain the To encourage the collection of data, trainers are to: – Explain the purpose and objectives of the survey, i.e. to gather feedback on student satisfaction and identify how the RTO can improve its training and assessment. – Provide clear instructions on how to complete the survey. – Encourage students and employers to complete the survey on the spot to ensure good survey completion rates. – Communicate that the RTO encourages and values student feedback. – Assure students and employers that the information collected will be used solely for the purpose of improving the RTO's systems and reporting to the national regulator. – For classroom-based students using hard copy surveys - provide students with an envelope to put their survey in anonymously as they leave the classroom. Provide students and employers with the option of completing the survey when they are alone, outside the classroom and scanning it and emailing to the administration team or posting a hard copy to the administration team if they prefer.	Trainers

Amend to reflect your RTO's chosen method for distributing the survey and collecting the data (e.g. hard copy, online, emailed).

Delete text box.

Steps		Person/s responsible
ii.	**Monitor questionnaire responses** Monitor survey responses and send follow up reminders to students and employers to complete the survey. Review the information provided within the questionnaire responses for opportunities for improvement. Report opportunities for improvement in accordance with *PP4.7-Continuous Improvement*.	Training Manager
iii.	**Prepare Quality Indicator Summary Report** After the 1st January but not later than 31st June, conduct an analysis of the questionnaire responses and the opportunities for improvement that have been acted upon as a result of the data collection and draft responses for the Quality Indicator Summary Report. This is to include the following information: – numbers of surveys issued against numbers received (rates of response) – trends in response statistics (for instance, which student/employer cohorts provided high/low response rates) – commonalities or surprising/unexpected survey responses – trends with previous year/s QI data findings – information gained from analysis – preventive and/or corrective actions implemented, and – how the effectiveness of such actions is or will be monitored.	Training Manager
iv.	**Review and approval by CEO** The draft responses for the Quality Indicator Summary Report are to be forwarded to the CEO for review and approval. The CEO may want changes to the information prior to approval.	Training Manager, CEO
v.	**Submit Quality Indicator Summary Report**	CEO

Steps		Person/s responsible
	Once the report has been finalised, the CEO is to access the webform provided by the National VET Regulator and enter the data and responses into the summary report and submit no later than 4:00 PM, 30th June.	
5.3 Annual Declaration of Compliance		
i.	**Conduct annual self-assessment** Each year (usually in August) the CEO is to organise an external self-assessment of compliance to identify the need for rectification or opportunities for improvement. Outcomes identified through the self-assessment are to be managed and implemented using the continuous improvement process. Refer to *PP4.7-Continuous Improvement*.	CEO, external compliance expert
ii.	**Receive Annual Declaration of Compliance** The declaration process will commence when the CEO receives an email containing a unique link to an online form. The webform will be released by the National VET Regulator with a mandated date for submission. This is usually required by the end of March. This has changed year-to-year but will be advised by the National VET Regulator. It is important to ensure that the emails from the National VET Regulator are added to the safe sender list and are not being blocked by the mail server or captured as spam or junk.	CEO
iii.	**Complete informal self-assessment of Compliance** Using the outcomes of the external self-assessment of compliance and the outcomes of the subsequent rectification and improvement actions, complete a self-assessment using the National VET Regulator self-assessment tool to prepare a summary of the findings prior to completing the Annual Declaration of Compliance. This is not conducted as a formal self-assessment but is conducted to develop a summary of compliance status for each standard prior to entering information into the Annual Declaration of Compliance	CEO
iv.	**Compete Annual Declaration of Compliance**	CEO

Steps		Person/s responsible
	Using the unique link provided by the National VET Regulator, access the Annual Declaration of Compliance and commence completing the declaration working carefully through the questions. Provide accurate and detailed responses where required. If not able to complete the declaration in one sitting, there is usually a function to save the progress so that the declaration can be returned to later. When all areas of the declaration are complete the declaration is to be submitted. **Note**: The declaration is a regulatory requirement and can only be completed by the person who is legally responsible for the registration of the RTO (the Chief Executive Officer).	
v.	**Capture evidence of final submission** Take a screen shot of the successful lodgement of the Annual Declaration of Compliance. An email will also be sent from the National VET Regulator confirming submission. This evidence is to be retained.	CEO

6. Other documents to consider with this policy

Policies

- PP4.3 - Management Meetings
- PP4.7 - Continuous Improvement

Forms

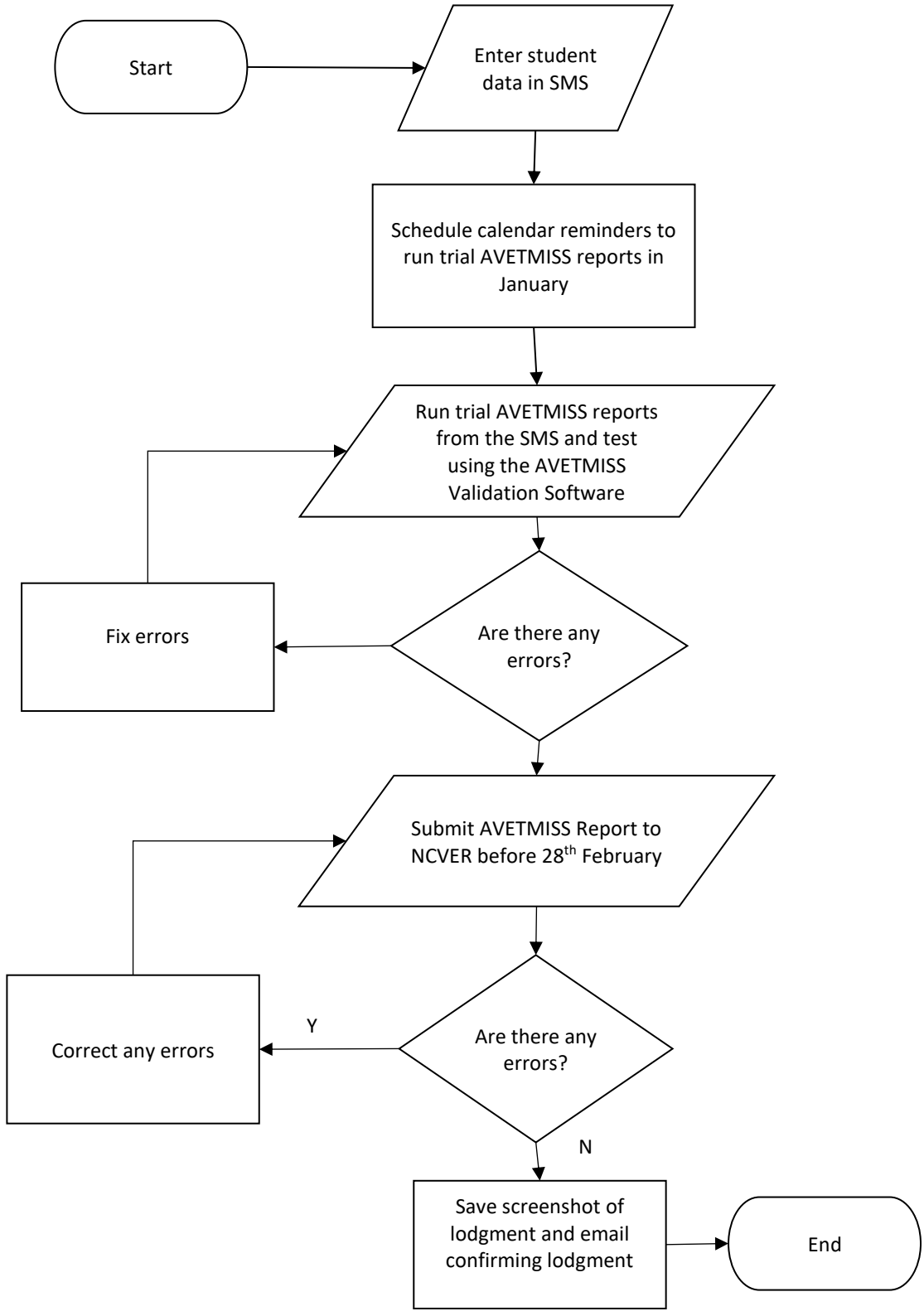
- AVETMISS Validation Software
- student Questionnaire
- Employer Questionnaire
- Quality Indicator Summary Report

Handbooks, manuals or other documents

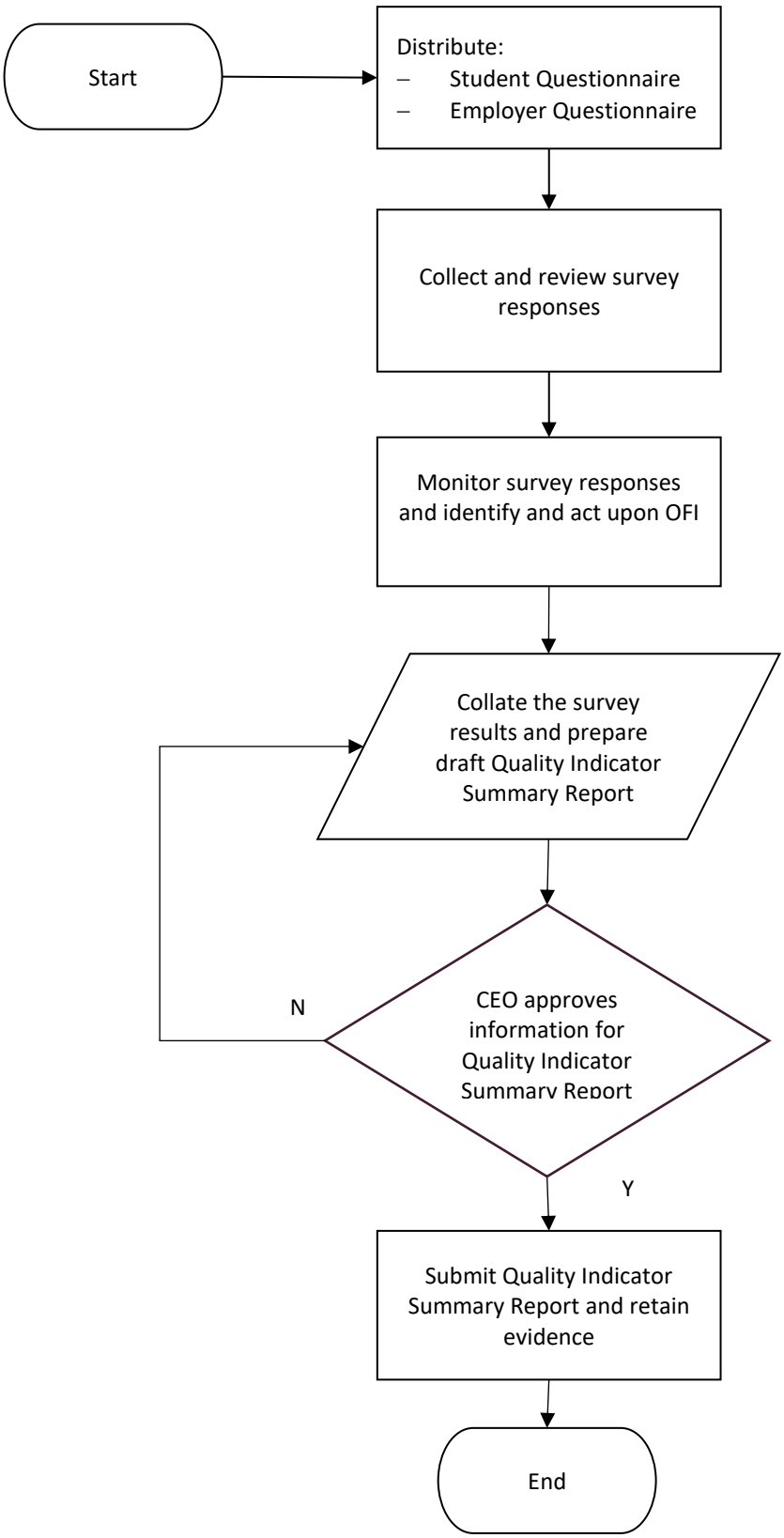
None.

7. Flow chart

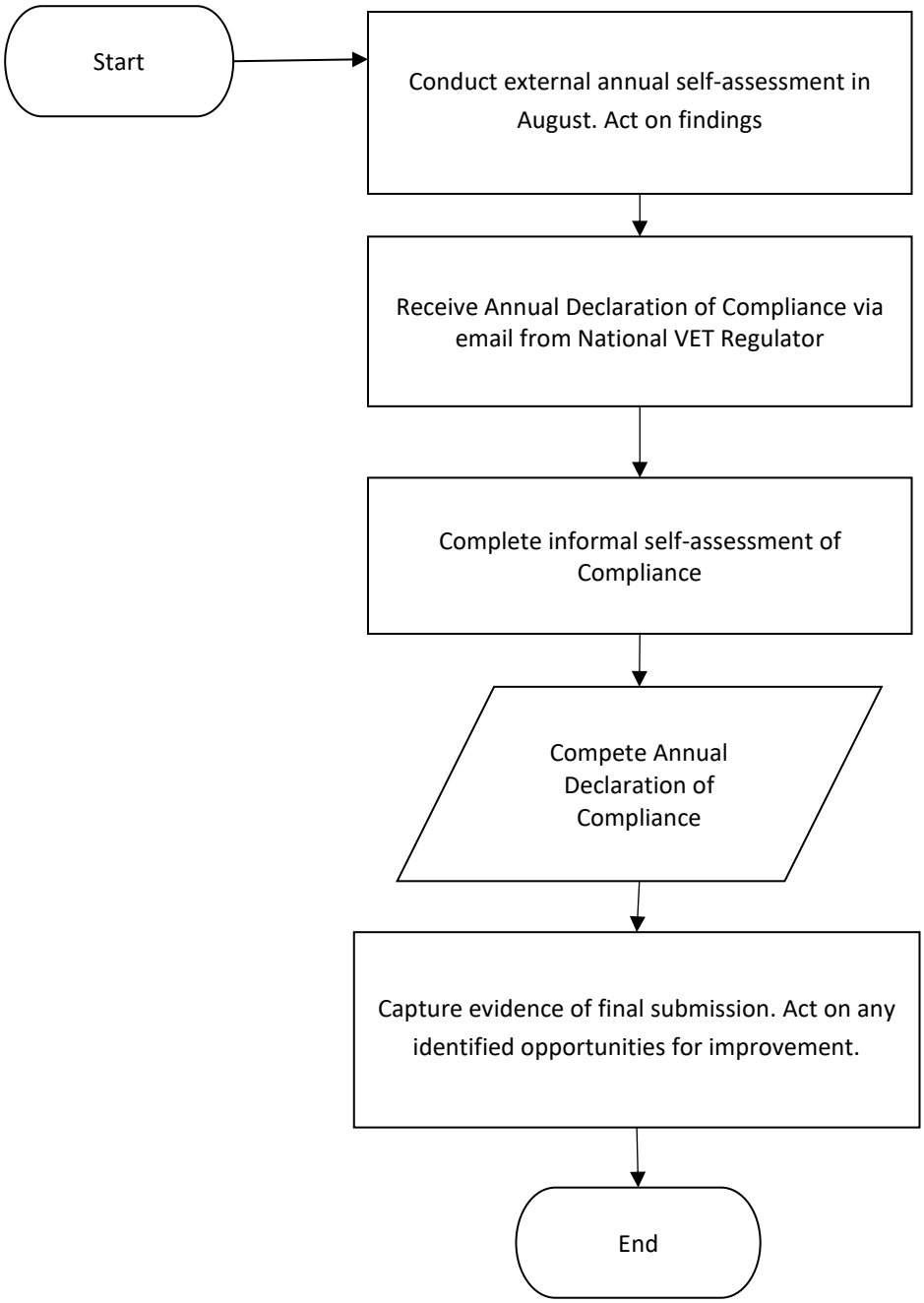
Total VET Activity Reporting



Quality Indicator Reporting



Annual CEO Declaration of Compliance



8. Reference(s)

Compliance Standards for RTOs, Standards 10(e), An NVR registered training organisation must:

(e) upon request from the National VET Regulator, provide a report of all AQF qualifications and VET statements of attainment the organisation has issued during the period specified in the Regulator's request.

Compliance Standards for RTOs, Standards 15, Annual declaration on compliance

(1) An NVR registered training organisation must submit an annual declaration on compliance with its obligations under the Act for each annual reporting period in which the organisation is registered.

(2) An NVR registered training organisation's annual reporting period is the period of 12 months that is specified by the National VET Regulator as the organisation's annual reporting period.

(3) An annual declaration on compliance submitted by an NVR registered training organisation must be in the approved form as published on the National Register by the National VET Regulator from time to time.

Note: Section 191A of the Act permits this instrument to make provision in relation to a matter by applying, adopting or incorporating any matter contained in another instrument or other writing as in force or existing from time to time.

Compliance Standards for RTOs, Standards 16(5), Notification of material changes

(1) After giving notice under subsection (1) or (3) an NVR registered training organisation must provide any further information relating to the notice as soon as practicable, if requested by the National VET Regulator.

National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020:

- Part 2, Section 7. Requirements in relation to AVETMISS. An NVR registered training organisation must provide AVETMISS data as required under the National VET Provider Collection Data Requirements Policy.
- Part 2, Section 9. Annual reporting in relation to quality indicators. An NVR registered training organisation must provide data to the National VET Regulator, by 30 June of each year, in the form of an annual summary report that details its performance during the previous calendar year against the quality indicators agreed by the Ministerial Council.

PP4.10 – Privacy Protection

Policy area	Governance
Standards	Compliance Standards for RTOs, Standard 20
Responsibility	CEO, Office Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to:

- provide Skillwise Training Pty Ltd with a policy framework that enables our compliance with the Privacy Act 1988 (Privacy Act) Australian Privacy Principles (APPs).
- define the approach and circumstances for the collection, use and disclosure of personal information.
- provide strategies to be applied to keep information secure including hard copy and digital information.
- provide a system to classify information that enables the access to, distribution and handling of this information to be controlled.

2. Definitions

- **Personal information** means information or opinions that can identify or reasonably identify an individual. This includes an individual's name, signature, address, phone number, date of birth, employee record information, photographs, internet protocol (IP) addresses, biometric data like voice prints and facial recognition (as they capture unique characteristics of a person), and location data from mobile devices, which can disclose patterns or habits of user activity. It is important to note that personal information also includes sensitive information and credit information (see below).

- Although not specifically defined within the Privacy Act personal information should also be taken to include information that is used to verify the identity of a person when collected to establish their eligibility for a training subsidy or to assist them to create a unique student identifier. This can include what is often referred to as “high risk personal information” which includes information such as drivers licence details, passport details, birth certificate, rates notice, Medicare Card details, Visa details, etc. When combined with other personal information which may be publicly available on social media or through the internet, access to high risk personal information carries heightened risks including the risk of identity theft.

- **Sensitive information** means personal information or opinions concerning an individual's racial or ethnic origin, political opinions, political association memberships, religious beliefs or affiliations, philosophical beliefs, memberships of professional or trade associations, trade union memberships, sexual preferences or practices, criminal records, health information, genetic information that does not constitute health information, biometric information intended for automated biometric verification or identification, and biometric templates.

- **Credit information** means specific details collected and used to evaluate an individual's creditworthiness. This includes the full name, date of birth, sex, current or last known address, previous two addresses, current or last known employer's name, driver's licence number, and information about credit providers that have extended consumer credit to a person, including whether they're licensed by ASIC. It also includes details about the type and terms of consumer credit provided, dates of credit availability and termination, credit limits, repayment obligations, repayment history (including timely or missed payments and financial hardship records), and information regarding credit enquiries made by providers in response to a person's credit applications. Credit information further encompasses records of defaults on payments of $150 or more, statements acknowledging payments previously in default, variations or new credit arrangements resulting from defaults, court judgments related to a person's credit, information recorded on the National Personal Insolvency Index (including bankruptcy and debt agreements), publicly available details regarding a person's creditworthiness, and opinions by credit providers about serious credit infringements a person may have committed.

3. Policy statement

Skillwise Training Pty Ltd collects and stores personal and sensitive information on our students and industry clients. In doing this, Skillwise Training Pty Ltd has introduced this policy to comply with our obligations under the Privacy Act. Protecting personal and sensitive information is essential not only to comply with the Privacy Act but also to safeguard Skillwise Training Pty Ltd staff and students from potential financial or reputational harm. Mishandling personal and sensitive data can lead to breaches of trust, significant reputational damage, and potential loss of enrolments, business partners, and revenue. Additionally, losing or compromising personal and sensitive information that is crucial to our operations can severely impact our ability to deliver services effectively.

Implementing robust personal and sensitive information security practices offers tangible benefits, including streamlined and efficient processes within the Skillwise Training Pty Ltd operation. It substantially reduces the risk of privacy breaches and minimises the resources required to manage and resolve any incidents that may occur. Many of the strategies outlined in this policy will also enhance our ability to handle other sensitive information, such as confidential information, effectively and responsibly.

3.1 Authority to collect and store information

Skillwise Training Pty Ltd is an approved Registered Training Organisation by the National VET Regulator. This registration is issued under the authority of the National Vocational Education and Training Regulator Act 2011. This legislation requires Skillwise Training Pty Ltd to collect personal and sensitive information from our students. This requirement is specified in the *Data Provision Requirements 2020* which is one of the legislative instruments that Skillwise Training Pty Ltd must comply with as a condition of its registration.

The *Data Provision Requirements 2020* require Skillwise Training Pty Ltd to collect data from students in accordance with the Australian Vocational Education Training Information Statistical Standard (AVETMISS). This is a complex information standard that defines information about who the student is, where the training is delivered and what they are studying. The Compliance Standards for RTOs require Skillwise Training Pty Ltd to retain and store this information for **up to 30 years** and to report training activity to government agencies in accordance with mandatory reporting requirements.

In addition to the *Data Provision Requirements 2020*, the *Student Identifiers Act 2014* also requires Skillwise Training Pty Ltd to collect high risk personal information for the purpose of creating or verifying a student's Unique Student Identifier. Together, these requirements form a statutory obligation to collect, store and report information of any student participating in nationally recognised training with Skillwise Training Pty Ltd.

3.2 Use of personal information

To comply with its obligations under the *Data Provision Requirements 2020*, the *Student Identifiers Act 2014*, or contractual obligations or to facilitate an outcome of a service offered to students, Skillwise Training Pty Ltd will use personal information to comply with reporting obligations to Government agencies at the Commonwealth level and if accessing Government subsidised training also with a relevant State or Territory Government agency. Under some circumstances such as to facilitate an outcome of a service (such as licencing), Skillwise Training Pty Ltd may also need to report personal information to other relevant Government or responsible agencies. Students enrolling into a course with Skillwise Training Pty Ltd are advised of our collection and use of personal information with the *Student Handbook* sections related to "*Your Privacy*" and "*National VET Data Policy*".

3.3 Solicited information

Contact information such as name, organisation, position, address, telephone, and email are collected for marketing, support services, mandatory reporting and for communicating with stakeholders as part of our day-to-day operation.

In addition to the collection of training activity information, Skillwise Training Pty Ltd will also collect, store and report information relating to satisfaction surveys, complaint handling and on our client employers.

Names, addresses, phone numbers, emergency contact details, bank account details and other employment related information is collected from employees for the purpose of managing human resources. The management of staff personal information complies with this policy.

3.4 Sensitive information

Personal information collected by Skillwise Training Pty Ltd that may be regarded as 'sensitive' under the Privacy Act includes:

- 'Disability' and 'long-term impairment status' (health); and 'indigenous status', 'language spoken at home', 'proficiency in spoken English', 'country of birth' (implies ethnic/racial origin). This information is specified in the AVETMISS data elements and is collected for the national VET data collections, national VET surveys, and may be collected for VET-related research.
- 'Dietary requirements' (health-related) are collected for event catering purposes only.
- Biographical information, which may contain information on 'affiliations' and 'membership of a professional or trade association' are obtained from keynote speakers for event marketing purposes.
- 'Memberships of professional associations' and 'health and work injury information' is collected from Skillwise Training Pty Ltd employees for HR management purposes.

3.5 Direct marketing

Skillwise Training Pty Ltd respects an individual's right not to receive marketing material and provides an option within communications and on its website for individuals to unsubscribe from receiving marketing material. Skillwise Training Pty Ltd conducts its marketing communications and dissemination of service information in accordance with Australian Privacy Principle 7 (Direct marketing), the Spam Act 2003 (in respect of electronic communications), and the Do Not Call Register Act 2006. It is not Skillwise Training Pty Ltd practice to 'cold call' for the purpose of marketing its products and services. Skillwise Training Pty Ltd is not to undertake in unsolicited marketing practices, ever.

3.6 Unsolicited personal information

Unsolicited personal information is information Skillwise Training Pty Ltd may receive without actively asking for it. If Skillwise Training Pty Ltd should receive unsolicited personal information, it will be treated and managed according to the APPs. This means Skillwise Training Pty Ltdwill need

to assess the information to determine if holding the information is lawful. This includes assessing if the information could have been collected if actively sought by Skillwise Training Pty Ltd in the first place in accordance with Australian Privacy Principle 3 (Collection of Solicited Personal Information) and, is it necessary for Skillwise Training Pty Ltd to hold the information to perform its function and service to students? If the answer to either of these questions is no, Skillwise Training Pty Ltd is to destroy or de-identify the information as soon as practicable and inform the owner of the information of the actions.

The following is a practical example of protecting unsolicited personal information: A parent of a student sends an email to Skillwise Training Pty Ltd with records of their young adult son's medical history and condition. Skillwise Training Pty Ltd did not request this information and does not require it for any reasonable purpose in providing services to the student. In this scenario, the Office Manager with the CEO should promptly evaluate the information. This evaluation would determine that Skillwise Training Pty Ltd could not have lawfully collected private medical information, it must securely destroy or de-identify the information as soon as possible and advise the parent and student of this action.

3.7 Notification of collection

Skillwise Training Pty Ltd aims to notify individuals of the collection of their personal information before, or at the time of collection, or as quickly as possible thereafter. Notifications are usually in writing but may be verbal by phone. Examples of notification include:

- Marketing – notification is provided on our website course application page. Individuals are also notified at the time of collecting personal information for events. A privacy notice is provided in all Skillwise Training Pty Ltd marketing communications.

- Pre-enrolment information supplied to the prospective student prior to their enrolment or commencement includes the Student Handbook. Students enrolling into a course with Skillwise Training Pty Ltd are advised of our collection and use of personal information with the *Student Handbook* sections related to "*Your Privacy*" and "*National VET Data Policy*".

- Quality Indicator surveys – notification is provided in the email of invitation to participate in the surveys and also at the time of collecting the information.

- Skillwise Training Pty Ltd staff – Notification is provided on employment commencement.

3.8 Disclosure of personal information

Skillwise Training Pty Ltd is not to disclose personal information other than for the purpose for which it was collected, or an individual has consented to a secondary purpose, or an individual would

reasonably expect this (such as receiving communications about upcoming events), or if required by law.

Skillwise Training Pty Ltd may share personal information with the Commonwealth government in accordance with Commonwealth contractual or regulatory obligations. In these circumstances, Skillwise Training Pty Ltd will take reasonable steps to inform and seek consent from the individuals concerned and take all reasonable steps to ensure that the recipient handles the personal information according to the APPs.

Skillwise Training Pty Ltd is not to sell or distribute mailing lists or student contact information to third parties under any circumstance. Skillwise Training Pty Ltd does not disclose personal information to overseas recipients. While people around the world can access material published on our website, no publications on our website are to contain identifiable personal information.

3.9 Management of personal information

Skillwise Training Pty Ltd will ensure the personal information it collects and uses or discloses is accurate, up to date, complete and relevant. Skillwise Training Pty Ltd routinely updates the information held in its student management system. This includes confirming with students who are returning for a new enrolment if their personal contact details have changed.

3.10 Access to and correction of personal information

Individuals may, subject to the exceptions prescribed by the APPs, request access to and correction of their personal information where this is collected directly from individuals by Skillwise Training Pty Ltd.

Skillwise Training Pty Ltd does not charge for giving access to or for correcting personal information unless the student is requesting copies to be mad of information which may incur an administrative fee (Refer to *PP1.14 – Student Record Retention and Management*). Requests for access to or correction of personal information should be made in accordance with the access to records arrangements outlined in the *student Handbook* and *PP1.14 - Student Record Retention and Management*.

3.11 Retention and recording of high risk personal information

In accordance with the *APPs principles 11.2* and *Student Identifiers Act 2014*, section 11, Skillwise Training Pty Ltd is not to continue to hold information where it has no further purpose for this information. An example of this may include high risk personal information (refer to definitions) which may include a copy of a student passport, drivers' licence or Medicare Card. Once the student's identification or eligibility has been verified (the purpose), Skillwise Training Pty Ltd is to destroy through shredding or permanently deleting these records so that these records are no

longer being stored by Skillwise Training Pty Ltd. Skillwise Training Pty Ltd's information security risk is significantly reduced if these records are destroyed as soon as possible after the purpose for collecting this information has been satisfied.

Where possible, staff should seek to confirm verification using high risk personal information directly with the student either in person or over video conference and avoid the need to collect and store these records altogether.

Skillwise Training Pty Ltd is to retain the details of high risk personal information that is used for the purpose of verification by recording the type of information that was viewed, the date it was viewed and by who. This is an acceptable record for the purpose of meeting our compliance obligations and is an affective risk avoidance strategy that is to be applied. As an example, instead of collecting and storing the actual record the following is acceptable:

Student Bloggs, NSW Drivers Licence, verified 23 Sep 2025 by Staff Member Bloggs.

3.12 Information security

Skillwise Training Pty Ltd is to apply strict security controls over information that it has collected and stores. This includes hard copy and digital records. The following guidelines are provided for the handling and storage of both hard copy and digital records:

i. **Hard copy information security**. All Skillwise Training Pty Ltd hard copy information are to be stored to prevent access to unauthorised access. This includes unauthorised access by staff members who have no purpose to access the information to perform their duties. Where possible, the storage of hard copy information is to be minimised with a preference to digitise records that need to be retained. The following strategies are to be applied to the storage and handling of hard copy information:

   a) **Secure storage**. Sensitive information must always be stored securely in locked cabinets or rooms accessible only to authorised personnel.

   b) **Controlled access**. Distribution of keys or access codes for locked areas must be limited exclusively to authorised staff, with clear records maintained of all keyholders.

   c) **File organisation and labelling**. All information and files are to be clearly labelled and organised consistently to facilitate effective storage and retrieval, while ensuring security and confidentiality. Please refer to information classification guidelines at section 3.13.

   d) **Secure disposal**. Outdated or unnecessary sensitive information must be disposed of securely, utilising methods such as shredding to prevent unauthorised access.

e) **Staff training**. New and existing staff are to be trained on proper handling, storage, labelling and confidentiality procedures related to hard copy information.

f) **Office security measures**. Office doors, particularly those leading to areas housing sensitive information, must remain locked whenever unattended or outside of working hours.

g) **Visitor management**. Visitors must be escorted at all times when accessing areas where sensitive records are stored, ensuring continuous monitoring of sensitive document access.

h) **Regular access audits**. Monthly audits are be conducted to verify and update authorisation records for keys and access codes, ensuring access remains restricted and up-to-date.

i) **Digitisation and backup**. Important or critical information should be digitised as appropriate, with electronic copies securely stored and backed up regularly to provide additional protection against loss or damage.

j) **Clean desk policy**. Staff must adhere to a clean desk policy, ensuring all sensitive files and information are secured appropriately at the end of each working day.

ii. **Digital information security.** The following strategies are to be applied to the storage and handling of digital information:

a) **Cybersecurity responsibilities**. The CEO with the support of the Office Manager is responsible to oversee information security awareness and compliance.

b) **User access management**. User access to systems and cloud services must be strictly controlled. All users are required to use unique credentials, maintain strong passwords, update these regularly, and enable multi-factor authentication (MFA) wherever it is available.

c) **Cloud service security**. Skillwise Training Pty Ltd authorises the use of trusted cloud-based providers, such as Microsoft 365, Dropbox, Google Drive, or similar services. Permissions for accessing stored data are to be set according to roles and regularly reviewed to ensure appropriate data access.

d) **Device security**. All devices such as computers, printers, routers, etc must have automatic device driver and security updates enabled and regularly maintained. Reliable antivirus software (such as Norton's) must be installed, configured for daily scanning, and kept current, along with active firewall settings to prevent unauthorised network access.

e) **Data encryption and backup**. Sensitive information stored or transmitted by Skillwise Training Pty Ltd must be encrypted to ensure privacy and confidentiality. This includes data stored within student management systems. Skillwise Training Pty Ltd must verify with third party suppliers of student and learning management systems that the Skillwise Training Pty Ltd data stored in these systems is protected by encryption both while in transit and when static. Data backups must be performed regularly and securely stored in cloud services or off-site locations. Skillwise Training Pty Ltd must verify the ability of third party suppliers of student and learning management systems to recover and restore services to a restore point that must not exceed 24 hours.

f) **Remote work security**. Personnel must follow clearly defined guidelines for securely working remotely. This includes secure use of collaboration and communication platforms such as Teams or Zoom and avoiding public Wi-Fi networks unless securely connected via VPN.

g) **Staff cybersecurity training**. All staff are to undertake annual privacy and information security training to maintain their understanding of cybersecurity threats and best practices, including recognising phishing attempts, safe password management, and appropriate handling of sensitive information.

h) **Email security**. Skillwise Training Pty Ltd email systems is to include active spam filtering, phishing protection, and multi-factor authentication. Staff must use official organisational email accounts for all work communications, and exercise caution with email attachments and links. All email correspondence sent or received using official organisational email accounts remains the property of Skillwise Training Pty Ltd.

i) **Website security**. Skillwise Training Pty Ltd's website will maintain secure hosting with active SSL certification. The website and all plugins, themes, and extensions must be updated regularly. Security plugins or firewall tools (such as Wordfence) must be implemented to detect, prevent, and alert administrators to potential threats and block unwanted traffic.

j) **Website access controls**. Website administrative access for Skillwise Training Pty Ltd must be limited strictly to authorised personnel, who must use secure passwords and MFA. Regular website backups must be securely maintained, and unnecessary files or outdated user accounts routinely removed to mitigate risks.

3.13 Information classification labels

Skillwise Training Pty Ltd is to use information classification labels to clearly identifying the sensitivity and importance of information being handled by staff, students and partners. Information classification labels guide staff on how to appropriately handle, store, and share information, thereby reducing risks associated with unauthorised disclosure, misuse, or loss of information. Labels support compliance with legal and regulatory obligations, helping Skillwise Training Pty Ltd avoid potential penalties and safeguard our reputation. Additionally, clear labelling of information promotes consistent information security practices across our operation, reinforcing staff accountability and awareness.

The table below explains the eight information classification labels to be used at Skillwise Training Pty Ltd. These labels are not listed in any hierarchy or sequence of importance. Each label is fit for purpose for its intended description. The CEO with the support of the Office Manager will allocate information classification labels where these are not already identified below as examples. The colour shown in the table below must be used to highlight the classification with the Internal classification being displayed as Blue and others including Confidential, Restricted, Private and Critical displayed in Red. Some information classifications do not require display.

Information classification labels must be prominently displayed on each item of information where it is practical to do so and the need to display the classification is specified in the Information classification label rules outlined in the table below.

Label	Description	Examples	Rules
Public	Information intended for public access, openly available internally and externally without restrictions.	Marketing brochures Website content Student Handbook	No special security measures required. May be shared externally without approval.
Internal Only	Information available only to Skillwise Training Pty Ltd employees or approved partners and not intended for public dissemination.	Policies and procedures Meeting minutes Internal correspondence Continuous improvement records	Distribute internally or to authorised partners only. Not for public disclosure without approval. Must be displayed on the information.
Academic	Information created specifically for training, learning, or assessment purposes within or associated with Skillwise Training Pty Ltd.	Training manuals Course handbooks Assessment guidelines and resources	Distribute to students and trainers. May be shared externally with authorisation.

Label	Description	Examples	Rules
		Student workbooks and learning activities Training and assessment strategies	Not intended for unrestricted public dissemination unless explicitly approved.
Confidential	Information that, if disclosed externally, could negatively impact business operations, reputation, or competitive advantage.	Business plan Financial performance information Contractual agreements	Limit access to need-to-know basis. Secure storage and handling required. External sharing needs explicit authorisation. Must be displayed on the information.
Restricted	Highly sensitive business information that could lead to serious financial, legal, or reputational damage if improperly disclosed.	Legal advice or litigation information Critical intellectual property Business sale information	Access restricted to explicitly approved personnel. Secure encryption required using BitLocker No external sharing without CEO authorisation. Must be displayed on the information.
Private	Personal or sensitive staff or student information protected by privacy laws and internal policies.	Student personal information Staff personal information Payroll information Student or employer payment details	Compliance with privacy laws. Restricted access only to those who need to access to perform their duties. Secure storage, transmission, and disposal required. Must be displayed on the information.
Critical	Information vital for the ongoing operations, continuity, and stability of the business. Its loss or compromise could severely impact operations.	Business continuity plans Critical infrastructure documentation Insurance records Administrator security credentials	Secure storage with regular backups. Limited access to authorised personnel. Regular integrity checks/audits. Must be displayed on the information.
Regulatory	Information required by law, regulations, industry standards, or compliance frameworks. Disclosure,	Records that show compliance with standards	Comply fully with relevant regulations. Regular audits and monitoring.

Label	Description	Examples	Rules
	handling, or storage governed externally.	Financial viability information Work health and safety records	Clear recordkeeping and accountability required.

4. Considerations

None.

5. Procedure

This policy is supported by procedures located within other policies:

- For procedures relating to the handling of student information on the completion of their enrolment, refer to *PP1.13 - Student Completion and Issuing Certificates.*
- For procedures relating to the handling and retention of student records, refer to *PP1.14 - Student Record Retention and Management*.
- For procedures relating to the handling of student information at the point of enrolment, refer to *PP2.2-Enrolment*.
- For procedures relating to the handling of student information in supporting the student's wellbeing, refer to *PP2.4-student Support and Wellbeing*.
- For procedures relating to student behaviour misconduct management, refer to *PP2.7-Behaviour Misconduct*.
- For procedures relating to complaint handling, refer to *PP2.9-Complaints Handling*.
- For procedures relating to appeals handling, refer to *PP2.10-Appeals Handling*.
- For procedures relating to the collection, use and disclosure of personal information during workforce recruitment, refer to *PP3.1- Workforce Planning, Recruitment and Induction*.
- For procedures relating to the management of information of trainer credentials, refer to *PP3.2-Trainer Credential Requirements*.
- For procedures relating to Information handling during staff performance management, refer to *PP3.5-Performance Management*.

- For procedures relating to mandatory information disclosure, refer to *PP4.9-Reporting Obligations*.

6. Other information to consider with this policy

Policies

- PP1.13 - Student Completion and Issuing Certificates.
- PP1.14 - Student Record Retention and Management.
- PP2.2 - Enrolment.
- PP2.4-student Support and Wellbeing.
- PP2.7-Behaviour Misconduct.
- PP2.9-Complaints Handling.
- PP2.10-Appeals Handling.
- PP3.1- Workforce Planning, Recruitment and Induction.
- PP3.2-Trainer Credential Requirements.
- PP3.5-Performance Management.
- PP4.9-Reporting Obligations.

Forms

None.

Handbooks, manuals or other information

None.

7. Flow chart

None.

8. Reference(s)

Compliance Standards for RTOs, Standard 20

An NVR registered training organisation must comply with all applicable Commonwealth, State and Territory laws, including, for example, by ensuring:

(c) personal information is collected, used and disclosed by the organisation in accordance with all applicable privacy laws; and

(d) the organisation complies with all applicable requirements under the *Student Identifiers Act 2014*.

(7) Note: There are a range of laws that may be applicable under this section. The examples provided in paragraphs (a) and (b) are for illustrative purposes.

Privacy Act 1988 (Commonwealth)

Australian Privacy Principles outlined in Schedule 1 of the Privacy Amendment (Enhancing Privacy Protection) Act 2012

Student Identifiers Act 2014

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PP4.11 – Document Management

Policy area	Governance
Standards	Outcome Standards for RTOs, Standards 4.1 (1)
Responsibility	CEO, Office Manager, Training Manager
Classification	**Internal Only**

1. Purpose

The purpose of this policy is to:

- Support the implementation of governance and operating arrangement using current documents
- Maintain a clear and consistent system for tracking changes to documents
- Prevent error in the performance of work caused by outdated or conflicting document versions.
- Support the organisation and access of digital documents through file directory management
- Ensure that historical records of changes are maintained for accountability and reference.

2. Definitions

None

3. Policy statement

Effective document management is critical to Skillwise Training Pty Ltd's ability to maintain consistent and accurate documents including training and assessment material, forms and templates and policies and procedures, essential for meeting regulatory obligations. This policy underscores the importance of a clear, systematic approach to document version control, regular review, and approval processes. Adhering to these guidelines ensures Skillwise Training Pty Ltd uses current, accurate documentation, minimises errors stemming from outdated or conflicting versions, and maintains historical accountability and transparency.

3.1 Scope of Version Control

Skillwise Training Pty Ltd is to apply version control to all documentation used in our operation and the delivery of services. This includes:

- Learning and assessment materials,

- Training and assessment strategies,
- Forms, tools, templates, registers and checklists, and
- Policies and Procedures.

The authority to approve amendments and revisions of Skillwise Training Pty Ltd documentation rests with the CEO.

3.2 Version numbering convention

When allocating and tracking the version of documents, the following conventions are to be used:

- All draft documents will initially be numbered Version 0.1
- After each draft revision the number to the right of the dot point increases by 0.1 (Version 0.2, 0.3 etc).
- When the document is authorised, the number converts to Version 1.0 and the document is published.
- Once published the number to the right will increase with each minor amendment approved (Version 1.1, 1.2 etc).
- A full review of a document resulting in significant change will result in the number to the left of the point increasing by 1 and the number to the right of the dot point returning to zero i.e. Version 2.0.
- There may be circumstances when a document may require immediate and significant change. For example, to comply with new legislation or other external factors. In these cases, a change from, Version 1.3 to Version 2.0 will need to be made in order to show that the new version is a major revision from the previous version.
- Minor amendments include corrections, minor clarifications, or formatting changes not affecting the substance of the document.
- Major amendments include significant content updates, substantial structural changes, or changes resulting from compliance obligations or regulatory changes.

3.3 Document Register

Using the *Document Management Register*, the Office Manager is to maintain a central register of documents to provide a single source of truth of the status of all documents. The *Document Management Register* is to be used to monitor and schedule document review in accordance with

the planned date. The information to be recorded into the Document Management Register includes:

- Approved by
- Status
- Document type
- Document number (if applicable)
- Version number
- Last review date
- Next review date
- Notes

The *Document Management Register* must also be stored centrally and updated regularly to reflect the current status of all policy documents.

3.4 File naming convention

The following file naming convention is to be followed for all documents managed by Skillwise Training Pty Ltd:

[Document Type/identifier]-[Subject or Name]-[Version]-[Status].

As an example:

PP4.11-Document-Management-v1.0-Final

The table below provide a brief explanation of the components of the file name.

Component	Description	Example
Document Type or Identifier	Short description of file type that designates the purpose of the document and include a unique identifier if relevant.	PP4.11

Subject or Name	Brief, clear description of the subject matter or name.	Document-Management
Version	Use v0.1, v1.0, etc., incrementing for revisions.	V1.0
Status *(optional)*	Draft: Document still in preparation. Reviewed: Reviewed and pending approval. Approved: Document has received final approval. Final: Completed and released version.	Final

The following additional considerations are to be applied to document file naming:

- Consistency: Use the same naming structure for all files across the organisation.
- No Spaces: Use underscores (_) or hyphens (-) instead of spaces.
- Short but Descriptive: Keep file names concise but informative.
- Leading Zeros: Always include leading zeros (e.g., v0.1 instead of v.1).
- Avoid Special Characters: Do not use special characters like &, %, $, #, @, etc.

3.5 Document Footer

The document footer for all internal documents is to include the following information:

- The page number,
- The version number,
- The words “Skillwise Training Pty Ltd”
- The date the document was approved

There is some flexibility of the exact format to be used; however, the information listed above must be incorporated. For public facing documents such as course brochures, the version number at a minimum should be included.

3.6 File Directory Management

Skillwise Training Pty Ltd is to apply file directory management arrangements to allow consistency and standardisation in how Skillwise Training Pty Ltd manages its digital files. By clearly defining naming conventions, and folder structures, file directory management ensures that all staff members organise and access documents in a uniform manner. This consistency significantly reduces confusion and prevents errors caused by misfiled or poorly named documents. Additionally, file directory management improves efficiency, saves valuable time and helps Skillwise Training Pty Ltd maintain accurate historical records and document versions. The folder structure can also be used as a basis to manage access permissions. The following file directory structure is to be used:

- **Business Management**
    - Business planning
        - Archive
        - Market analysis
        - business plan
        - marketing strategies
        - etc
    - Financial management
        - Archive
        - financial forecasts
        - invoicing
        - tax records
        - etc
    - Insurance
        - Archive
        - Public and general
        - Volunteer
        - professional indemnity
        - motor vehicles
        - building contents
        - etc
    - Clients
        - Archive
        - Client 1
        - Client 2
        - Client 2
        - etc
    - Development
        - Archive
        - Project 1
        - Project 2

        - etc
    - Staff
        - Archive
        - Workforce planning
        - Private Files
            - Staff member 1
            - Staff member 2
            - etc
    - Events
        - Archive
        - Event 1
        - Event 2
        - etc
- **Training & Assessment**
    - Training and Assessment Strategies
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Industry Engagement
        - Archive
        - Policy
        - Forms and Tools
        - 2023
        - 2024
        - 2025
        - 2026
        - etc
    - Training
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Training Safety
        - Archive
        - Policy
        - Forms and Tools
        - Hazard management

        - Reporting
        - Near misses
        - Consultative arrangements
        - etc
    - Pre-Assessment Validation
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Assessment
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Work Placement
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
            - Venue 1
            - Venue 2
            - etc
        - Course 2
            - Venue 1
            - Venue 2
            - etc
        - etc
    - Assessment Quality Control
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Plagiarism and AI
        - Archive
        - Policy

        - Forms and Tools
        - Incident Management
        - etc
    - Post-Assessment Validation
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Recognition of Prior Learning – RPL
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Credit Transfer
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Student Completion and Issuing Certificates
        - Archive
        - Policy
        - Forms and Tools
        - etc
    - Student Record Retention and Management
        - Archive
        - Policy
        - Forms and Tools
        - Record audits
        - Access req
        - etc
    - Changing Scope of Registration
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2

        - etc
    - Training Package Transition
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
- **Student Support**
    - Advertising and Marketing
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Enrolment
        - Archive
        - Policy
        - Forms and Tools
        - Course 1
        - Course 2
        - etc
    - Language Literacy and Numeracy
        - Archive
        - Policy
        - Forms and Tools
        - LLND Assessment
        - Support records
        - etc
    - Student Support and Wellbeing
        - Archive
        - Policy
        - Forms and Tools
        - Services
        - Support records
        - etc
    - Disability
        - Archive
        - Policy
        - Forms and Tools
        - Support records

        - etc
    - Diversity and Inclusion
        - Archive
        - Policy
        - Forms and Tools
        - Strategies
        - etc
    - Behaviour Misconduct
        - Archive
        - Policy
        - Forms and Tools
        - Incidents
        - etc
    - Fees and Refunds
        - Archive
        - Policy
        - Forms and Tools
        - Strategies
        - etc
    - Complaints Handling
        - Archive
        - Policy
        - Forms and Tools
        - Complaints
        - etc
    - Appeals Handling
        - Archive
        - Policy
        - Forms and Tools
        - Appeals
        - etc
        -
    - Discrimination and Harassment
        - Archive
        - Policy
        - Forms and Tools
        - Incidents
        - etc
- **VET Workforce**
    - Performance Management
        - Archive
        - Policy

        - Forms and Tools
        - S
    - Workforce Planning, Recruitment and Induction
        - Archive
        - Policy
        - Forms and Tools
        - Planning
        - Recruitment and Induction
        - etc
    - Trainer Credential Requirements
        - Archive
        - Policy
        - Forms and Tools
        - Private Files
            - Staff member 1
            - Staff member 2
            - etc
    - Professional Development and Trainer Currency
        - Archive
        - Policy
        - Forms and Tools
        - Schedule
        - Planning
        - etc
    - Training and Assessment Under Supervision
        - Archive
        - Policy
        - Forms and Tools
        - Trainer 1
        - Trainer 2
        - etc
- **Governance**
    - Governance
        - Archive
        - Policy
        - Forms and Tools
        - FPP Declarations
        - etc
    - Complying with Legislative Requirements
        - Archive
        - Policy
        - Forms and Tools

        - etc
    - Management Meetings
        - Archive
        - Policy
        - Forms and Tools
        - Past minutes
        - Future meetings
        - etc
    - Third Party Management
        - Archive
        - Policy
        - Forms and Tools
        - Third Party 1
        - Third Party 2
        - Third Party 3
        -
    - Risk Management
        - Archive
        - Policy
        - Forms and Tools
        - etc
    - Child Protection
        - Archive
        - Policy
        - Forms and Tools
        - WWCC
        - etc
    - Continuous Improvement
        - Archive
        - Policy
        - Forms and Tools
        - Register
        - Reports
        - Outcomes
        - etc
    - Interaction with NVR
        - Archive
        - Policy
        - Forms and Tools
        - Reports
        - etc
    - Reporting Obligations

        - Archive
        - Policy
        - Forms and Tools
        - Reports
        - etc
        -
    - Privacy Protection
        - Archive
        - Policy
        - Forms and Tools
        -
    - Document Management
        - Archive
        - Policy
        - Forms and Tools
        - Document register
        - etc
    - Business Continuity
        - Archive
        - Policy
        - Forms and Tools
        - Business Continuity Plan
        - etc

3.7 Document review

The scheduled review of documents is an important strategy to ensure that important documents remain current not only with regulatory obligations but also to ensure these reflect the way that Skillwise Training Pty Ltd is operating. It is natural with continuous improvement that procedure which define the performance of our work can slowly move away from current work practices. A fundamental requirement of any quality system is to ensure that policies and procedures align with the workplace practices. Scheduled document review will help to maintain this and also give us the opportunity to update documents with changes in regulatory requirements that occur from time to time.

The following guidelines are to be applied to the document review process:

- All policies and procedures will undergo a formal review at least annually.
- Training and assessment strategies are also to be reviewed annually.
- Document review will be scheduled and communicated via the Governance Calendar.

- Assessment tools will be reviewed as part of the assessment validation process (Refer to *PP1.10-Post-Assessment Validation*)
- Training material in support of each course will be reviewed annually
- Additional review can be instigated in response to a significant legislative, or regulatory changes occur or where an identified compliance risk or incident necessitates urgent review.
- The CEO is responsible for scheduling and overseeing the document review process.
- The Office Manager and Training Manager will support the CEO in the document review process. For the purpose of this policy, the person allocated to conduct the review will be referred to as the "Reviewing Officer".
- The document review is to be recorded using the *Document Review Record.*
- Approval details, including dates and authorising signatures are to be recorded clearly in the Document Review Record.
- All amendments must receive formal approval from the CEO prior to the release of the revised documents.
- The document review is to consider the following criteria:
    - recent lessons learned,
    - relevant legislative or regulatory requirements,
    - current work practices,
    - organisational objectives and culture,
    - integration with current risk management strategies,
    - implementation training, and
    - related forms or tools.

3.8 Communication

Following a document review, the communication of the revised document will be coordinated through the management meeting. A Continuous Improvement Report is to be raised to capture the improvement outcomes of the review, and this will be discussed in accordance with the *PP4.7-Continuous Improvement*. Authorised policies and procedures should be published and maintained on a centrally accessible location, such as an organisational intranet or cloud drive, with secure

access provided to authorised personnel. The management meeting can determine the need for training and notification.

4. Considerations

None.

5. Procedure

Steps		Person/s responsible
5.4 Document Review Procedure		
i.	**Schedule Review** The CEO identifies documents due for review, as per the Governance Calendar. The CEO will communicate the scheduled review dates and assign reviewing responsibilities to a Reviewing Officer for the conduct of the review.	CEO
ii.	**Preparation for Review** The Reviewing Officer is to gather the current version of documents listed for review. Undertake research and identify relevant legislative or regulatory updates, recent lessons learned, comparison with current work practices, comparison with organisational objectives and culture, alignment with current risk management strategies, etc. Prepare the Document Review Record to capture review details, amendments, approvals, and signatures.	Reviewing Officer
iii.	**Conducting the Review** The Reviewing Officer is to conduct the review of documents against the following criteria: – Recent lessons learned – Relevant legislative or regulatory updates – Alignment with current work practices – Consistency with organisational objectives and culture – Integration with current risk management strategies	Reviewing Officer

Steps		Person/s responsible
	– Implementation training needs – Relevance and usability of related forms or tools The Reviewing Officer is to identify the need for staff training is part of the implementation and to also identify relevant forms and tools which have also required amendment. The Reviewing Officer is to identify proposed amendments.	
iv.	**Consultation and Collaboration** The Reviewing Officer is to consult with relevant stakeholders, to seek feedback about the current document and identify opportunities for improvement. Record stakeholder feedback clearly in the Document Review Record.	Reviewing Officer and other staff
v.	**Documentation of Amendments** The Reviewing Officer is to update the document informed by the review and complete the Document Review Record. Clearly document recommended changes in the Document Review Record, indicating the reason and nature of each amendment. Submit the Document Review Record, including all amended documents to the CEO for review.	Reviewing Officer
vi.	**Approval of Amendments** The CEO reviews proposed amendments, provides feedback if necessary, and grants formal approval documented via signature in the Document Review Record. If amendments require further changes, the Reviewing Officer revises documents accordingly and resubmits to the CEO.	CEO, Reviewing Officer
vii.	**Updating and Publishing Documents** The Reviewing Officer updates documents based on CEO approved amendments. Assign updated version numbers and update the *Document Management Register* accordingly.	Reviewing Officer

Steps		Person/s responsible
viii.	**Submit to Management Meeting** Complete a Continuous Improvement Report to capture the improvement and submit this to the regular Management Meeting for consideration of implementation arrangements.	Reviewing Officer
ix.	**Communication and Training** Distribute updated documents to relevant personnel, clearly indicating changes made. Notify staff of changes via internal communication channels (email, meetings). Conduct implementation training where required to ensure clear understanding and compliance with updated procedures and policies.	CEO, Office Manager
x.	**Record Keeping and Archiving** Archive previous document versions in a designated, accessible location for historical reference. Maintain completed *Document Review Record*, including signed approvals, securely for audit and compliance purposes. Make any final entries into the Document Management Register.	CEO, Office Manager
xi.	**Monitoring and Continuous Improvement** Regularly monitor the effectiveness of reviewed documents in practice. Incorporate feedback and lessons learned into subsequent reviews, ensuring continuous improvement.	CEO and all staff

6. Other documents to consider with this policy

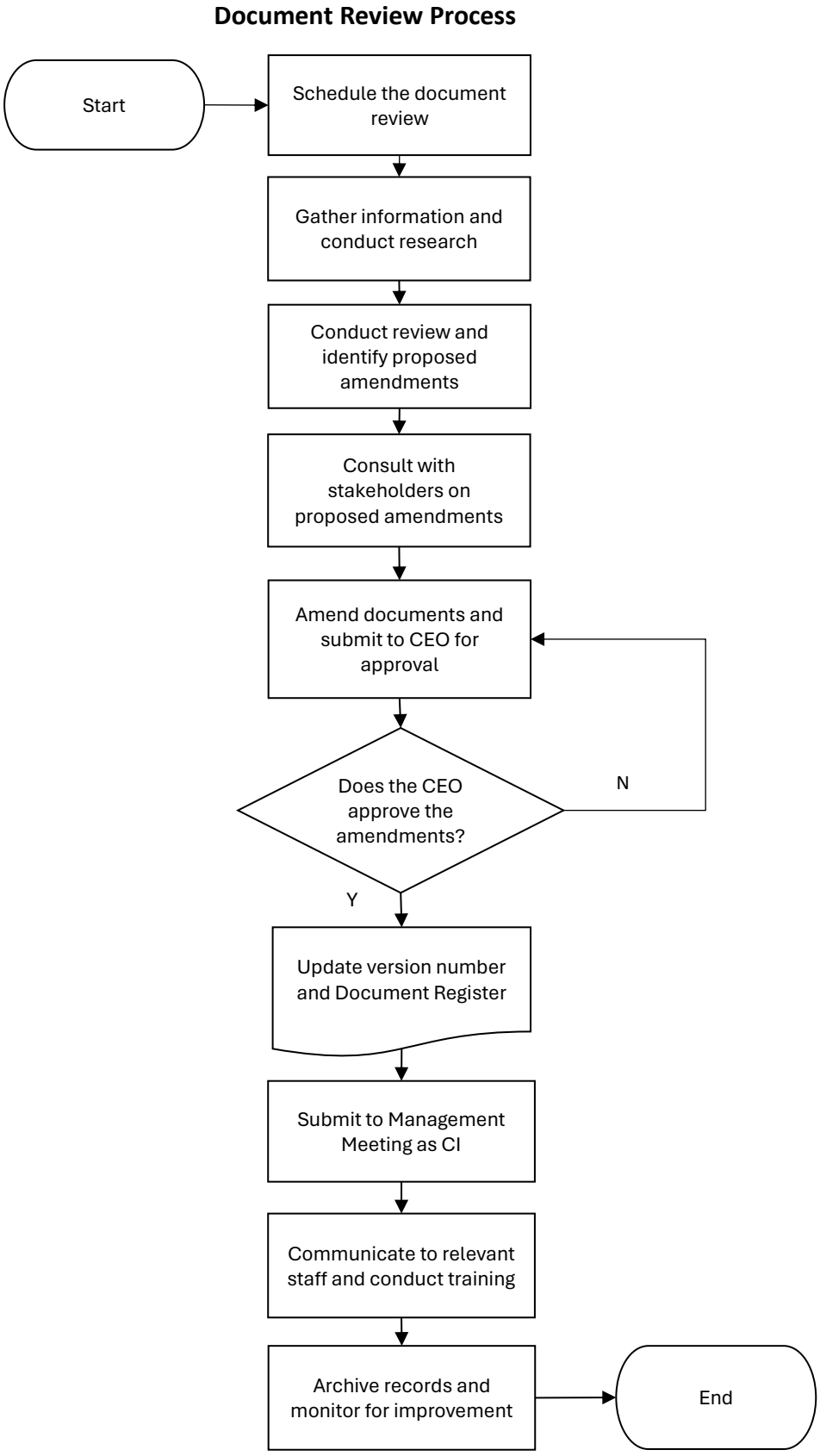
Policies

- PP4.3 - Management Meeting
- PP4.7 - Continuous Improvement

Forms

- Document Management Register
- Document Review Record
- Continuous Improvement Report

7. Flow chart


Document Review Process
Start
Schedule the document review
Gather information and conduct research
Conduct review and identify proposed amendments
Consult with stakeholders on proposed amendments
Amend documents and submit to CEO for approval
Does the CEO approve the amendments?
N
Y
Update version number and Document Register
Submit to Management Meeting as CI
Communicate to relevant staff and conduct training
Archive records and monitor for improvement
End

8. Reference(s)

Outcome Standards for RTOs, Standards 4.1 (1) An NVR registered training organisation operates with integrity and maintains accountability for the delivery of quality services.

Outcome Standards for RTOs, Standards 4.4 (1) An NVR registered training organisation undertakes systematic monitoring and evaluation of the organisation