



Policy Positions

Barclay Thomas Training Group Pty Ltd (RTO 31745) trading as PERFORM TRAINING (RTO 31745)

March 2026

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Policy Number (student applicable Policies extracted from RTO Full policy manual)

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1. Scope

This Policy Manual applies to all operations and personnel involved in the activities of PERFORM TRAINING (RTO 31745) as a Registered Training Organisation (RTO). This manual, made available to all personnel on appointment, must be used as a point of reference for all personnel to remain familiar with PERFORM TRAINING (RTO 31745) policy and general RTO requirements.

PERFORM TRAINING (RTO 31745) legal entities bound by this Policy Manual are:

- Barclay Thomas Training Group Pty Ltd trading as BARCLAY THOMAS TRAINING GROUP (RTO 31745)
- Barclay Thomas Training Group Pty Ltd trading as PERFORM TRAINING (RTO 31745)

The current version of this manual is available to all personnel at:

- PERFORM TRAINING DROPBOX (Shared)

2. Acronyms

The following acronyms are commonly used in the national Vocational Education & Training (VET) system:

ACAP	Apprentice Connect Australia Provider
ACER	Australian Council of Educational Research
ACSF	Australian Core Skills Framework
AQF	Australian Qualifications Framework
ART	Administrative Review Tribunal
ASQA	Australian Skills Quality Authority
ASK	Application of Skills and Knowledge
AVETMISS	Australian VET Management Information Statistical Standard
CAN	Commonwealth Assistance Notice
CBT&A	Competency Based Training and Assessment
CHESSN	Commonwealth Higher Education Student Support Number
CoE	Confirmation of Enrolment
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students
DIBP	Australian Government Department of Immigration and Border Protection
EFTSL	Equivalent Full-Time Student Load
ELICOS	English Language Intensive Courses for Overseas students
ERTO	Enterprise Registered Training Organisation Association
ESOS	Education Services for Overseas Students Act 2000
GTO	Group Training Organisation

HEIMS	Higher Education Information Management System
HELP	Higher Education Loan Program, a suite of ICLs consisting of FEE-HELP, HECS-HELP, OS-HELP and SA-HELP
HESA	Commonwealth Government's Higher Education Support Act 2003 (Cth)
HITS	HELP Information and Technology System
JSA	Jobs and Skills Australia
JSC	Jobs and Skills Council
ITECA	Independent Tertiary Education Council of Australia
LLND	Language, Literacy, Numeracy and Digital Capability
LUI	Learner Unique Identifier (QLD)
NCVER	National Centre for Vocational Education Research
NVR	National VET Regulator
OHS	Occupational Health and Safety
OSHC	Overseas Students Health Cover
OSO	Overseas Students Ombudsman
PRISMS	Provider Registration and Overseas Students Management System
RTO	Registered Training Organisation
SBAT	School Based Apprenticeship or Traineeship
SME	Subject Matter Expert
STA	State Training Authority
TAE	Training and Assessment Training Package
TAS	Training and Assessment Strategy
TFN	Tax File Number
TPS	Tuition Protection Service
USI	Unique Student Identifier
VET	Vocational Education and Training
VQF	VET Quality Framework
VRQA	Victorian Registration & Qualifications Authority
VSN	Victorian Student Number

WA TAC	Western Australian Training Accreditation Council
WHS	Workplace Health and Safety

3. Definitions

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of clients whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Accredited short course means a course that leads to a VET statement of attainment accredited by a VET Regulator in accordance with the *Standards for VET Accredited Courses* or the equivalent requirements in a non-referring state.

To be **actively working towards** a credential, the person must:

- Be 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.

AQF certification documentation means the set of official documents which confirm that an AQF qualification or VET statement of attainment has been issued to an individual by an NVR registered training organisation or any other entity authorised to do so.

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

Australian Qualifications Framework (AQF) means the framework for regulated qualifications in the Australian education and training system, as agreed by the Commonwealth, State and Territory ministerial council with responsibility for higher education.

AQF Qualifications Issuance Policy means the document of that name, comprising part of the *Australian Qualifications Framework*, listed on the Australian Qualifications Framework website, and as in force from time to time.

AQF Qualifications Register Policy means the document of that name, comprising part of the *Australian Qualifications Framework*, listed on the Australian Qualifications Framework website, and as in force from time to time.

Articulation means the arrangements that facilitate the movement or progression of learners from one qualification or course to another, or from one education and training sector to another.

Assessment means the process by which an NVR registered training organisation, or a third party delivering services on its behalf, collects evidence for the purposes of determining whether a VET student is competent to perform to the standard specified in the training product.

Assessment judgement means a determination of whether competency has been achieved by a VET student consistent with the training product and the *Standards for RTOs*.

Assessment requirements means the endorsed component of a Training Package, or a component of a VET accredited course. Assessment requirements set out the approach to valid, reliable, flexible and fair assessment.

Assessment system means a coordinated set of documented policies, procedures and assessment tools designed to ensure that assessment, including recognition of prior learning, produces consistent and valid judgements of VET student competency and meets the requirements of the *Standards for RTOs*.

Assessment tools mean the instrument, instructions and methods used to gather and interpret assessment evidence for the purposes of determining VET student competency, including:

- The context and conditions of assessment,
- The tasks to be administered to the VET student,
- An outline of the assessment evidence to be gathered from the VET student,
- The criteria used to judge VET student competency, and
- The administration, recording and reporting requirements for assessments and assessment evidence.

Assessor means a person who determines a VET student's competency for, or on behalf of, an NVR registered training organisation.

Asset is any legal or equitable estate or interest in real or personal property, whether actual, contingent or prospective or any right, power, privilege or immunity, whether actual, contingent or prospective.

Audit is the systematic, independent and documented process for obtaining objective evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled.

Auditee is the department, function, process, or location undergoing the audit.

Audit client is the individual or group requesting the audit, ultimately responsible for acting on the audit findings.

Audit criteria are the set of requirements, policies, procedures, standards, or regulations against which the audit evidence is compared.

Audit evidence is records, statements of fact or other information, which are relevant to the audit criteria and verifiable.

Audit findings are the results of comparing the audit evidence against the audit criteria, indicating conformity, noncompliance, or opportunities for improvement.

Audit plan is the description of the activities and arrangements for an audit.

Audit program is the comprehensive plan that outlines the objectives, scope, schedule, and resources for internal audits conducted within a defined timeframe.

Audit Team Leader is the individual responsible for leading the audit team, planning the audit, and ensuring its execution aligns with the audit program objectives.

Benefit is any service or advantage.

Campus means an education facility or site of the registered provider where classroom-based teaching or off the job training occurs.

Child means an individual who has not reached 18 years.

Client means a student, enterprise or organisation that uses or purchases the services provided by an RTO.

Code means the unique identifier for units of competency, skill sets, VET accredited courses, modules, AQF qualifications or training packages as required by the Standards for Training Packages and Standards for VET Accredited Courses.

Community representative in the context of VET refers to an individual or organisation that represents the interests, needs, and perspectives of a local, social, or economic community in relation to education, training, and workforce development.

Competency means the 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.

Compulsory study period under CRICOS arrangements means a period in which the student must enrol unless granted a deferment or suspension from enrolment or leave of absence. A compulsory study period does not include periods in which the student can elect to undertake additional studies.

Conditions of Use means the Nationally Recognised Training Logo (NRT Logo) Conditions of Use Policy made by the Ministerial Council that outlines the requirements that must be followed when using the NRT Logo.

Confirmation of Enrolment (CoE) under CRICOS arrangements is a document, provided electronically, which is issued by the PERFORM TRAINING (RTO 31745) to intending overseas students and which must accompany their application for a student visa. It confirms the overseas student's eligibility to enrol in the particular course of a PERFORM TRAINING (RTO 31745).

Consequence is the outcome of an event affecting objectives.

Control is a measure that maintains and/or modifies risk.

Credential Policy means the document titled "Credential Policy", listed on the National Register, as in force from time to time.

Credit arrangements mean the arrangements that facilitate the movement or progression of learners from one qualification or course to another through a formal process.

Credit transfer means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module.

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.

Direction includes an individual providing oversight, guidance and quality assurance to ensure the quality of training and assessment being delivered by another individual.

Disallowed person means any person or entity who since the day seven (7) years prior:

- Was an RTO that was a party to a contract in respect of delivery of training initiatives which was terminated, suspended or had conditions placed upon the Training Provider's access to entitlements,
- Had its registration as an RTO revoked, cancelled, suspended or had conditions placed on its registration by the National VET Regulator,
- If the Training Provider is approved to receive government subsidies for the provision of VET in any other Australian jurisdiction, had its agreement for funding in that jurisdiction terminated, suspended or had conditions placed upon the Training Providers access to entitlements, or
- Was responsible, by their acts or omissions, for any of the matters raised above occurring to another person or entity.

Effectiveness is the extent to which planned activities are realised and planned results achieved.

ELICOS course is a course of education or training that is:

- Solely or predominantly of English language instruction, and
- Provided, or intended to be provided, to an overseas student as defined in section 5 of the ESOS Act.

Courses which do not fall within the definition of 'ELICOS' include, but are not limited to:

- English language programs provided exclusively to non-student visa holders,
- English as an additional language programs or support services provided within the school sector as part of a school curriculum, and
- Foundation Programs.

Enrolment under CRICOS arrangements is where the student has been issued with a Confirmation of Enrolment to confirm acceptance by the PERFORM TRAINING (RTO 31745) and is occupying a place in the CRICOS registered course for which the student was accepted and is progressing towards the completion of the course requirements. The period of enrolment includes scheduled breaks between study periods.

Equipment means any equipment required for delivery and assessment, as per the requirements of each unit of competency included in the application (including all elective units specified in the strategies for training and assessment).

Equivalent full-time student load (EFTSL) is a measure of the study load based on a student undertaking a course on a full-time basis over an academic year.

Ethical behaviour is in agreement with approved standards and expectations of a group or organisation. Behaviour that is ethical relates to one's own or society's accepted values or morals.

Evaluation is a systematic examination to determine effectiveness - planned activities are realised and planned results achieved.

Event is the occurrence or change of a particular set of circumstances.

Executive officer means:

- A person, by whatever name called and whether or not a director of the organisation, who is concerned in or takes part in the management of the RTO, or
- An administrator, receiver and manager, or liquidator of the organisation (other than a receiver and manager, or liquidator, appointed by a court), or
- If PERFORM TRAINING (RTO 31745) is a body corporate:
 - A person who, at any time during a period for which the organisation is registered, owns 15% or more of the organisation, or
 - A person who, at any time during a period for which the organisation is registered, is entitled to receive 15% or more of dividends paid by the organisation, or
 - The administrator of a deed of company arrangement executed by an organisation, or
 - A trustee or other person administering a compromise or arrangement made between the organisation and another person or other persons.

Facilities means the venue(s) where delivery and assessment take place. Facilities may be physical or virtual. Where delivery or assessment is partially or fully online, a suitable learning management system must be installed, configured and populated with all relevant learning and/or assessment materials.

Financial support arrangement means a VET student loan issued under the *VET Student Loans Act 2016*, a government-funded subsidy or any other government-funded financial support arrangement.

Foundation skills refer to fundamental skills a person needs to participate in education and training, the workplace and the community. They are a combination of Language, Literacy, Numeracy and Digital Capability (LLND) skills along with employability and learning skills.

Formative assessment is information collected (generally via a range of formal and informal methods) during a course to determine student progress towards course outcomes or learning goals. Its purpose is to provide feedback in order to adapt or change teaching content or approaches, or to adapt or change student learning and study strategies.

Gift is a service or any other benefit.

Governing person means any person responsible for overseeing, directing, or exercising a degree of control or influence over the management or operation of an NVR registered training organisation, including executive officers and high managerial agents.

Government entity means:

- A Commonwealth entity, or a Commonwealth company, within the meaning of the *Public Governance, Performance and Accountability Act 2013* (Cth),
- A body (whether incorporated or not) established for a public purpose by or under a law of the Commonwealth, a State or Territory, or
- An entity that is otherwise part of the Commonwealth or a State or a Territory.

Government training contract means a contract that an NVR registered training organisation has with a government entity under which it receives funding relating to the provision of VET by the organisation.

Hazard is a source with a potential to cause injury and ill health, or even the circumstances that could lead to injury and ill health.

Impact is the immediate downstream result of a risk manifesting. Multiple direct or indirect impacts, when aggregated, form the collective consequence(s) of the risk event.

Inclusive means open to everyone, without discrimination or barriers, not limited to certain people.

Industry means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- Enterprise/industry clients, e.g. employers,
- Group training organisations,
- Industry organisations,
- Industry regulators,
- Industry skills councils or similar bodies,
- Industry training advisory bodies, and
- Unions.

Industry engagement may include, but is not limited to, strategies such as:

- Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs,
- Involving employer nominees in industry advisory committees and/or reference groups,
- Embedding personnel within enterprises,
- Networking in an ongoing way with industry networks, peak bodies and/or employers,
- Developing networks of relevant employers and industry representatives to participate in assessment validation, and
- Exchanging knowledge, personnel, and/or resources with employers, networks and industry bodies.

Industry regulator means a body responsible for regulating a licensed or regulated outcome.

Learning block is a discrete period of study within a course as defined by the provider.

Learning resources means all the teaching and learning materials used by trainers, including any provided to learners, that aid learners' acquisition of knowledge or skills. For example, these may include workbooks, PowerPoint presentations, videos, content contained in a learning management system for online learning, lesson plans and handouts. Learning resources may be purchased or developed by a VET provider.

Level of Risk is the magnitude of a risk or combination of risks, expressed in terms of the combination of consequences & their likelihood.

Licensed or regulated outcome means compliance with eligibility requirements for an occupational licence, or any legislative requirements to hold a training product in order to carry out an activity in an industry or occupation.

Likelihood is the change of something happening.

Marketing under CRICOS arrangements is the promotion of PERFORM TRAINING (RTO 31745) and its courses and facilities to prospective overseas students and their parents or guardians, agents, international organisations and other interested parties such as alumni.

Mode of delivery means the methods adopted by an NVR registered training organisation to deliver training and assessment to VET students.

Mode of study under CRICOS arrangements includes attendance face-to-face in a classroom, supervised study on the PERFORM TRAINING (RTO 31745)'s campus, distance learning, online learning and work-based learning.

Module relates to a specific area of learning at a given level of knowledge or skills performance and is made up of a number of learning outcomes and assessment criteria. It directly aligns to the stated educational, community or legislative outcomes of its course. Modules do not have direct industry, occupational or vocational outcomes as these are reflected in units of competency.

Monitoring is determining the status of a system, a process, a product, a service, or an activity.

Nationally Recognised Training (NRT) Logo means the logo used nationally to signify training packages and VET accredited courses.

National Register means the national register on vocational education and training in Australia. It is the authoritative source of nationally recognised training and registered training organisations who have the approved scope to deliver nationally recognised training, www.training.gov.au.

Non-conformity is the non-fulfilment of a requirement specified in the audit criteria.

NRT Logo means the *Nationally Recognised Training Logo* as specified in the *NRT Logo Conditions of Use* policy.

Objective evidence is data supporting the existence or verity of something.

Operations of an RTO include training, assessment and administration and support services related to its registration, including those delivered across jurisdictions and offshore.

Outcomes are the intended and unintended changes that stakeholders experience as a result of an organisation's actions. They are the measurable effects of the organisation's activities.

Overseas student under CRICOS arrangements is a person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act but does not include students of a kind prescribed in the ESOS Regulations. Where the student is under 18 years of age and the student is required to exercise rights or enter obligations as a legal person, this term may refer to the student's parent or legal guardian.

Pathways allow students to move between qualification levels with full or partial recognition for the qualifications and/or learning outcomes they have attained.

Performance is a measurable result.

Practices are the things that the organisation does to achieve outcomes.

Prepaid fee means any fee relating to the delivery of services paid to an NVR registered training organisation by, or on behalf of an individual prior to the services to which the fee relates being delivered by the organisation.

Principal course of study under CRICOS arrangements is the principal course of study refers to the main course of study to be undertaken by an overseas student where a student visa has been issued for multiple courses of study. The principal course of study would normally be the final course of study where the overseas student arrives in Australia with a student visa that covers multiple courses.

Provider Registration and Overseas Student Management System (PRISMS) is the system used to process information given to the Secretary of DET.

Procedural fairness requires a decision maker to inform an individual of the allegations against them, give an opportunity for the individual to respond, and to not have a personal interest in the outcome.

Processes are the way in which the organisation achieves its outcomes. Quality processes are needed to achieve quality outcomes.

Professional development means activities that develop and/or maintain an individual's skills, knowledge, expertise and other characteristics as a trainer or assessor. This includes both formal and informal activities that encompass vocational competencies, currency of industry skills and knowledge and practice of vocational training, learning and assessment, including competency-based training and assessment. Examples of professional development activities include:

- Participation in courses, workshops, seminars, conferences, or formal learning programs,
- Participation in mentoring, professional associations or other learning networks,
- Personal development through individual research or reading of publications or other relevant information,
- Participation in moderation or validation activities, and
- Participation in industry release schemes.

Quality means fit for purpose. Fulfilling requirements, in meeting the stated and implied needs of stakeholders.

Reasonable adjustments include any adjustments for a VET student with a disability made by an NVR registered training organisation in a manner consistent with the *Disability Standards for Education 2005*.

Record means a written, printed, or electronic document providing evidence that activities have been performed.

Recognition of Prior Learning (RPL) means an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which the individual meets requirements specified in the training product.

Registration means registration as an RTO by the VET Regulator, where that registration is then entered on the National Register.

Registration code means the registration identifier given to PERFORM TRAINING (RTO 31745) on the National Register.

Risk is the effect of uncertainty on objectives.

Risk Criteria are the terms of reference against which the significance of a risk is evaluated.

Risk Management is the ongoing effort to manage any risks to operations, to prevent harm to stakeholders and to ensure that processes keep running smoothly.

Risk Source is an element which alone or in combination has the potential to give rise to risk.

Risk Treatment means measures that modify the characteristics of organisations, sources of risks, communities and environments to reduce risk. Controls to reduce or mitigate the likelihood or consequence of an event occurring, that is to reduce the risk.

Scheduled course contact hours for ELICOS are the hours for which students enrolled in a course are scheduled to attend classes, course-related information sessions, supervised study sessions and examinations.

Scope of registration means the training products for which an RTO is registered to issue AQF certification documentation. It allows PERFORM TRAINING (RTO 31745) to:

- Both provide training delivery and assessment resulting in the issuance of AQF certification documentation by PERFORM TRAINING (RTO 31745), or
- Provide assessment resulting in the issuance of AQF certification documentation by PERFORM TRAINING (RTO 31745).

Secondary teaching qualification means a credential issued by a higher education provider (as defined in section 5 of the *Tertiary Education Quality and Standards Agency Act 2011 (Cth)*) 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.

Serious and wilful misconduct is where an employer reasonably believes an employee is deliberately behaving in a way that is inconsistent with continuing their employment. Including causing serious and imminent risk:

- To the health and safety of another person
- To the reputation or profits of their employer's business (theft, fraud or assault)
- By refusing to carry out a lawful and reasonable instruction that is part of their job.

Services means:

- Training and assessment,
- Training support services (but excludes counselling, mediation, and information and communication technology services), and
- Any activities related to the recruitment of VET students including marketing, enrolment, induction, or the collection of fees.

Skill set means a single unit of competency or a combination of units of competency from one or multiple training packages which link to a licensing or regulatory requirement, or a defined industry need.

Stakeholder is any person, group of people or organisation with an interest or investment in an organisation and who is impacted by and cares about its operations and outcomes.

Standards for RTOs means the standards made under subsection 185(1) of the *National Vocational Education and Training Regulator Act 2011* (Cth).

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

Statistically valid means for the purposes of these Standards, a random sample of appropriate size is selected to enable confidence that the result is sufficiently accurate to be accepted as representative of the total population.

Student means a person being trained and/or assessed by PERFORM TRAINING (RTO 31745) for the purpose of issuing AQF certification documentation.

Student under CRICOS arrangements means an overseas student (or intending overseas student) as the context requires.

Student default under CRICOS arrangements is where an overseas student does not start a course or withdraws from a course as defined in Section 27(2) of the ESOS Act.

Student visa under CRICOS arrangements is an authorisation permitting Individuals who are not Australian citizens or permanent residents to come to Australia for the primary purpose of studying in Australia as defined by the *Migration Act 1958*.

Study period under CRICOS arrangements is a discrete period of study within a course, namely term, semester, trimester, short course of similar or lesser duration, or as otherwise defined by the PERFORM TRAINING (RTO 31745) as long as that period does not exceed six months.

Summative assessment for ELICOS is assessment carried out during or at the end of a course of study (as appropriate) to determine and specify student achievement of course outcomes or learning goals.

Supervision (Apprentices & Trainees) is the oversight and coordination of work, safety, on and off-job training, provided to an apprentice or trainee. Employers must ensure every apprentice or trainee is supervised and receives on-job training by a skilled or qualified person.

Direct supervision means that a person qualified or experienced in the trade or declared vocation is physically present in the workplace and within eyesight and earshot of the apprentice or trainee, working with them to provide training and instruction on any given task, and available to respond to their needs in accordance with the supervision ratios. Direct supervision cannot be provided by electronic means, including but not limited to, telephones, radios and webcams.

Indirect supervision is applicable where an apprentice/trainee is undertaking a task that may reasonably be undertaken independently or for which the apprentice/trainee has demonstrated a level of competence. The supervisor/on-job trainer will be readily available in the work area for the majority of the time and/or be readily available to communicate directly or by electronic means (i.e., telephone, radio, webcam) with the apprentice/trainee when required.

Remote supervision is where the supervisor is not on site at which the apprentice or trainee is working but must be readily available to communicate directly or by electronic means (i.e., telephone, radio, webcam) with the apprentice or trainee when required. The supervisor must be within such a distance as to be able to attend to the apprentice or trainee within a reasonable time if an issue arises.

Syllabus for ELICOS provides a comprehensive outline of the purpose, content or subjects, outcomes and assessment of a course.

Third party means any person who has an arrangement with an NVR registered training organisation to deliver services, but does not include:

- Employees of the organisation,
- Experts engaged by the organisation, or
- Government agencies and government funded agencies that refer VET students to the organisation and do not receive any payment from the organisation for doing so.

Trainer means a person who undertakes training for, or on behalf of an NVR registered training organisation.

Training means the process by which an NVR registered training organisation, or a third party delivering services on its behalf, facilitates learning and the acquisition of competencies consistent with the requirements specified in the training product.

Training and assessment strategies and practices are the approach of, and method adopted by, an RTO with respect to training and assessment designed to enable students to meet the requirements of the training package or accredited course.

Training and Education Training Package means the TAE – *Training and Education Training Package* referenced on the National Register as defined in the *National Vocational Education and Training Regulator Act 2011* (Cth).

Training package specifies the knowledge and skills required by individuals to perform effectively in the workplace, which are expressed in units of competency. Training packages detail how units of competency are packaged into nationally recognised and portable qualifications that comply with the Australian Qualifications Framework (AQF).

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

Training support services means services and resources designed to support and skill VET students to meet training product requirements and complete the training product in which they are enrolled.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training package. Units of competency must be developed using either one of the Unit of Competency formats:

- Application, Elements and Performance Criteria, or
- Application of Skills and Knowledge.

Validation means the review of the assessment system to ensure that:

- Assessment tools are consistent with the training product and the requirements set out in this instrument, and
- Assessments and assessment judgements are producing consistent outcomes.

VET Quality Framework comprises:

- *The Standards for Registered Training Organisations, including Outcome Standards, Compliance Requirements and Credential Policy,*
- *The Australian Qualifications Framework,*
- *The Fit and Proper Person Requirements,*
- *The Financial Viability Risk Assessment Requirements, and*
- *The Data Provision Requirements.*

Vocational competency means industry knowledge and experience, at least at the level being delivered and assessed. A person who has vocational competency will be familiar with the content of the vocation and will have current direct relevant experience in the industry.

Welfare matters for ELICOS are matters related to the mental, physical, social and spiritual wellbeing of overseas students. These may include accommodation, disability, equity issues, financial matters, legal issues, medical issues, mental health, religious and spiritual matters, and stress management.

Welfare-related support services under CRICOS arrangements are services which address the mental, physical, social and spiritual wellbeing of overseas students. These services may include, through direct provision or referral, information/advice about accommodation, counselling, crisis services, disabilities and

equity issues, financial matters, legal issues, medical issues, mental health, peer mentoring, programs promoting social interaction, religious and spiritual matters, and stress-management.

Wellbeing support services means support services and resources to assist with VET students' physical, mental, and emotional wellbeing.

4. Child Safety & Wellbeing Policy

The purpose of this policy is to ensure that PERFORM TRAINING (RTO 31745) provides a safe and supportive environment for children and young people, fostering their wellbeing and protecting them from harm. This policy outlines the organisation's commitment to complying with child safety legislation, promoting the rights of children, and embedding a culture of child safety across all operations.

4.1 Our Commitment to Child Safety

PERFORM TRAINING (RTO 31745) is committed to the safety and wellbeing of all children and young people in its care. Children and young people are valued and respected.

The organisation upholds its duty of care by implementing robust child safety policies, procedures, and practices, ensuring compliance with relevant legislation and promoting a culture of safety and respect.

All children and young people are embraced regardless of their abilities, sex, gender, or social economic or cultural background and equity is upheld. A child safe culture is championed and modelled at all levels of the organisation, from the top down and bottom up.

Bullying and harassment is not tolerated.

All students under eighteen (18) years of age who are supported by PERFORM TRAINING (RTO 31745) have a right to feel and be safe. We want children to be safe, happy and empowered. We support and respect all children. We are committed to the safety, participation and empowerment of all children.

We have zero tolerance of child abuse, harm and racism. All allegations and safety concerns are treated very seriously and consistently with our robust policies and procedures. We have legal and moral obligations to contact authorities when we are worried about a child's safety and wellbeing, which we follow rigorously.

PERFORM TRAINING (RTO 31745) is committed to preventing child abuse and identifying risks early and removing and reducing these risks. We have robust human resources and recruitment practices for all personnel and committed to regularly training and education our personnel on child abuse risks.

This policy applies to all activities undertaken by PERFORM TRAINING (RTO 31745) which involve, result in or relate to contact with children, and is communicated widely and accessibly including in this policy, our **Student Handbook** and via publishing on our website.

4.2 Rationale

PERFORM TRAINING (RTO 31745) is deeply committed to embedding the principles of child safe organisations in its operations, particularly when delivering services to Students under the age of 18. The organisation has established a comprehensive **Child Safety and Wellbeing Policy** that aligns with the *National Principles for Child Safe Organisations* and complies with legislative frameworks across all Australian jurisdictions. This policy is designed to create and maintain an environment where children and young people feel safe, supported, and empowered.

The CEO is the designated *Child Safety Officer which demonstrates the seriousness of child safety*.

Recruitment practices prioritise child safety by requiring *Working with Children Checks*, and robust referee assessments for all personnel. Additionally, personnel undergo child safety training to enhance their understanding of mandatory reporting obligations, risk identification, and the creation of culturally safe environments.

PERFORM TRAINING (RTO 31745) has developed processes to address risks in both physical and online environments, ensuring these spaces promote safety and minimise opportunities for harm. Incident reporting

systems are well-established, with a focus on timely and thorough responses to any safety concerns or allegations of abuse. Records of incidents, concerns, and complaints are securely maintained, and all investigations are conducted transparently and in accordance with legal requirements.

The organisation prioritises continuous improvement through regular reviews of its child safety practices, informed by feedback from children, families, and personnel, as well as audits and incident analyses. This proactive approach ensures PERFORM TRAINING (RTO 31745) meets the standards required to maintain a child safe environment, fostering trust and confidence among all stakeholders.

4.3 Legislative Framework

Providing services nationally, PERFORM TRAINING (RTO 31745) has implemented a child safe environments framework to comply with national legislative requirements including, but is not limited to:

- *United Nations Convention on the Rights of the Child,*
- *Child Protection (Prohibited Employment) Act 1998 (Cth),*
- *National Principles for Child Safe Organisations,*
- *Children and Young People Act 2008 (ACT),*
- *Working with Vulnerable People (Background Checking) Act 2011 (ACT),*
- *Children and Young Persons (Care and Protection) Act 1998 (NSW),*
- *Child Protection (Working with Children) Act 2012 (NSW),*
- *Care and Protection of Children Act 2014 (NT),*
- *Working with Children Clearance (Ochre Card) Regulations (NT),*
- *Child Safe Organisations Act 2024 (QLD),*
- *Working with Children (Risk Management and Screening) Act 2000 (QLD),*
- *Children and Young People (Safety) Act 2017 (SA),*
- *Child Safety (Prohibited Persons) Act 2016 (SA),*
- *Child and Youth Safe Organisations Act 2023 (TAS),*
- *Children, Youth and Families Act 2005 (VIC),*
- *Child Wellbeing and Safety Act 2005 (VIC) (including Child Safe Standards),*
- *Crimes Act 1958 (VIC),*
- *Wrongs Act 1958 (VIC),*
- *Worker Screening Act 2020 (VIC),*
- *Children and Community Services Act 2004 (WA), and*
- *Working with Children (Criminal Record Checking) Act 2004 (WA).*

PERFORM TRAINING (RTO 31745) is committed to establishing and maintaining child safe environments and has designed services with a particular focus on:

- *National Principles for Child Safe Organisations,*

4.4 Universal Principle

PERFORM TRAINING (RTO 31745) takes meaningful action to ensure Aboriginal and Torres Strait Islander people feel welcome, safe, valued, included and respected. Cultural safety needs are reflected in day-to-day operations.

Please refer to the **Cultural Safety Policy** for further information.

4.5 National Principles for Child Safe Organisations

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Personnel and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

As a child safe organisation, PERFORM TRAINING (RTO 31745):

- Has established a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.
- Has embedded child safety and wellbeing in organisational leadership, governance and culture.
- Informs and empowers children and young people about their rights, supporting participation in decisions affecting them.
- Informs and involves families and communities in promoting child safety and wellbeing.
- Upholds equity and respects diverse needs in policy and practice.
- Has inclusive approaches for children with a disability, Aboriginal children and children from culturally and/or linguistically diverse backgrounds.
- Ensures people working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
- Maintains child-focused processes for services delivery and the management of complaints and concerns.
- Ensures personnel and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
- Has actively considered risks of abuse within the organisation.
- Ensures physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
- Has well-articulated policies and procedures documenting how PERFORM TRAINING (RTO 31745) has implemented and maintains its child safe approach.
- Regularly reviews and improves processes used for the implementation of Child Safe Standards.

4.6 Child Safety and Wellbeing Governance

4.6.1 Management Committee

The CEO is responsible for implementing or complying with child safety and wellbeing requirements including:

- This policy,
- Recruitment and screening practices,
- Personnel induction, training, supervision and support,
- The policy and procedure for receiving and responding to complaints,
- Risk assessment and management processes,
- All policies and procedures on external reporting, record keeping and information sharing, and
- The Code of Conduct – Child Safety & Wellbeing.

An **Internal Audit** is conducted annually to inform the management committee how effectively PERFORM TRAINING (RTO 31745) is delivering child safety and wellbeing.

4.7 Child Safety Officer

PERFORM TRAINING (RTO 31745) has appointed a child safety officer for its RTO operations, being the designated person to hear or be informed about all allegations or concerns and providing support to other personnel.

PERFORM TRAINING (RTO 31745) Child Safety Officer

Grant Mills - CEO

admin@performtraining.com.au or 0432 969 070

Our designated child safety officer provides a single contact for children, parents and personnel to seek advice and support regarding the safety and wellbeing of children.

4.8 Children's Empowerment and Participation

PERFORM TRAINING (RTO 31745) actively seek to include children's views and ideas in our organisational planning and delivery of services. We encourage children to be supportive of each other. The organisation does not tolerate bullying or abusive behaviour between children and take action if this occurs.

The organisation respects the rights of children and provide them with information about their rights including the right to be safe at PERFORM TRAINING (RTO 31745). The organisation regularly communicates with children about what they can do if they feel unsafe.

PERFORM TRAINING (RTO 31745) pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.

PERFORM TRAINING (RTO 31745) values the voices of children and will act on safety concerns raised by children or their families. The organisation supports children's participation and provide information to children and families about PERFORM TRAINING (RTO 31745) operations, personnel and programs in relation to child safety and wellbeing topics.

Child-centred Communication

PERFORM TRAINING (RTO 31745) is committed to ensuring that all children and young people can confidently express their thoughts, ideas, feedback or concerns.

To support this, PERFORM TRAINING (RTO 31745):

- Uses age-appropriate, child-friendly visual signage and language in physical and online spaces,
- Provides access to a dedicated stakeholder surveys with age-appropriate design,
- Offers various guides tailored to younger students,
- Encourages regular check-ins by trusted personnel with young students,
- Facilitates anonymous reporting options where appropriate,
- Ensures communication tools are inclusive of neurodiverse students and children with disabilities.

Families and Communities

PERFORM TRAINING (RTO 31745) recognises the important role of families and involves parents and carers when making significant decisions about their child. Parents, families and communities are welcome to provide feedback at any time through our contact email address and are encouraged to raise any concerns they have with us.

Creating Culturally Safe Environments for all Aboriginal Children and their Families

PERFORM TRAINING (RTO 31745) is committed to creating environments where Aboriginal culture is celebrated and aboriginal children, families and community members are welcomed and included. Strategies to embed cultural safety for Aboriginal children include:

- An *Acknowledgement of Country* at major events.
- Supporting children who wish to explore their culture, including consulting with their family and relevant Aboriginal organisations.
- Providing training for personnel and volunteers on the strengths of Aboriginal culture and its importance to the wellbeing and safety of Aboriginal children.
- Celebrating *National Aborigines and Islanders Day Observance Committee (NAIDOC) Week* and acknowledging significant events including *National Sorry Day* and *National Reconciliation Week*.
- Seeking feedback from Aboriginal children, families and communities on their experiences.

Valuing Diversity

PERFORM TRAINING (RTO 31745) values diversity and equity for all children. To achieve this, the organisation:

- Provides training for all management committee members, personnel and volunteers on understanding diversity and how to support inclusion and cultural safety.

- Welcomes and supports participation of all children, including children with disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, LGBTIQ+ children and Aboriginal children and their families.
- Offers students and families through our application for enrolment process the opportunity to provide information about themselves, including any specific needs to participate fully in our programs.
- Has zero tolerance of racism and other forms of discrimination and take action when discrimination or exclusion is identified.
- Has a physical and online environment that actively celebrates diversity.
- Commits to ensuring our facilities and online activities promote inclusion of children of all abilities, including the implementation of processes in line with the *Disability Standards for Education 2005*.

4.9 Child Abuse

Child / Children means a person who is under the age of 18 years.

Child abuse means:

- A sexual offence committed against a child.
- An offence committed against a child, such as grooming.
- Physical violence against a child.
- Causing serious emotional or psychological harm to a child.
- Serious neglect of a child.

Harm is damage to the health, safety or wellbeing of a child or young person, including as a result of child abuse by adults or the conduct of other children. It includes physical, emotional, sexual and psychological harm. Harm can arise from a single act or event and can also be cumulative, that is, arising as a result of a series of acts or events over a period of time.

Reporting child abuse is a community-wide responsibility. Child abuse includes any act committed against a child involving:

- Physical violence,
- Sexual offences,
- Serious emotional or psychological abuse, and
- Serious neglect.

4.9.1 Concerns and Complaints

A **concern** refers to any potential issue that could impact negatively on the safety and wellbeing of children.

A **complaint** is an expression of dissatisfaction related to one or more of the following:

- Our services or dealings with individuals.
- Allegations of abuse or misconduct by a personnel member, a volunteer or another individual associated with PERFORM TRAINING (RTO 31745).
- Disclosures of abuse or harm made by a child or young person.
- The conduct of a child or young person at PERFORM TRAINING (RTO 31745).
- The inadequate handling of a prior concern.
- General concerns about the safety of a group of children or activity.

Call the police on 000 if you have immediate concerns for a child's safety.

All PERFORM TRAINING (RTO 31745) personnel are required to report to police if they know or reasonably believe that a sexual offence has been committed by an adult against a child under the age of 16.

It is a criminal offence (failure to disclose) to fail to comply with this obligation across jurisdictions.

4.9.2 What is a 'Reasonable Belief'?

A 'reasonable belief' is not the same as having proof. A **reasonable belief** is formed if a reasonable person in the same position would have formed the belief on the same grounds. For example, a 'reasonable belief' might be formed when:

- A child states that they have been sexually abused,

- A child states that they know someone who has been sexually abused (sometimes the child may be talking about themselves),
- Someone who knows a child states that the child has been sexually abused,
- Observations of the child's behaviour or development leads to a belief that the child has been sexually abused, or
- Signs of sexual abuse leads to a belief that the child has been sexually abused.

A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

If a person sixteen (16 years) or older provided you with the information and they do not have an intellectual disability and they do not want the information reported to the police, an individual is then not required to report to police.

PERFORM TRAINING (RTO 31745) will not tolerate incidents of child abuse. All personnel understand their obligation to notify relevant authorities as soon as practicable if they have a reasonable suspicion that a minor has been, or is being, abused or neglected by a member of their family or any other individual:

- **ACT** Child and Youth Protection Services: **1300 556 729**
- **NSW** Child Protection Helpline: **132 111**
- **NT** Child Protection Hotline: **1800 700 250**
- **QLD** Child Safety Services:
 - Brisbane and Moreton Bay: **1300 682 254**
 - Far North Queensland: **1300 684 062**
 - North Queensland: **1300 706 147**
 - South East (Logan, Gold Coast, and Bayside): **1300 679 849**
 - South West (Darling Downs) Toowoomba: **1300 683 390**
 - South West (West Moreton) Ipswich: **1800 316 855**
 - Sunshine Coast and Central Queensland: **1300 703 762**
 - After Hours Child Safety Service Centre: **1800 177 135**
- **SA** Child Abuse Report Line: **13 14 78**
- **TAS** Child Safety Service: **1800 000 123**
- **VIC** Child Protection:
 - North Division: **1300 598 521**
LGAs Covered: Banyule, Buloke, Darebin, Campaspe, Central Goldfields, Gannawarra, Greater Bendigo, Hume, Loddon, Macedon Ranges, Mildura, Moreland, Mount Alexander, Nillumbik, Swan Hill, Whittlesea, Yarra.
 - South Division: **1300 555 526**
LGAs Covered: Bass Coast, Baw Baw, Bayside, Cardinia, Casey, East Gippsland, Frankston, Glen Eira, Greater Dandenong, Kingston, Latrobe, Mornington Peninsula, Port Phillip, South Gippsland, Stonnington, Wellington.
 - East Division: **1300 360 452**
LGAs Covered: Alpine, Benalla, Boroondara, Greater Shepparton, Indigo, Knox, Manningham, Mansfield, Maroondah, Mitchell, Moira, Monash, Murrindindi, Strathbogie, Towong, Wangaratta, Whitehorse, Wodonga, Yarra Ranges.
 - West Division: **1300 360 462**
LGAs Covered: Ararat, Ballarat, Brimbank, Colac-Otway, Corangamite, Glenelg, Golden Plains, Greater Geelong, Hepburn, Hobsons Bay, Hindmarsh, Horsham, Maribyrnong, Melbourne, Melton, Moonee Valley, Moorabool, Moyne, Northern Grampians, Pyrenees, Queenscliffe, Southern Grampians, Surf Coast, Warrnambool, West Wimmera, Wyndham, Yarriambiack.
 - After Hours Child Protection Emergency Service: **13 12 78**
- **WA** Department for Child Protection:
 - Central Intake Team: **1800 273 889**
 - Crisis Care (after hours): **1800 199 008**

4.10 Code of Conduct – Child Safety & Wellbeing

All PERFORM TRAINING (RTO 31745) personnel are required to observe child safe principles and expectations for appropriate behaviour towards and in the company of children and are responsible for supporting the safety, participation, wellbeing and empowerment of children by:

- Adhering to PERFORM TRAINING (RTO 31745)'s child safe policy at all times upholding PERFORM TRAINING (RTO 31745)'s statement of commitment to child safety and wellbeing at all times.

- Participating in all compulsory training and professional development including training on child safety and wellbeing.
- Treating all children and young people with respect, regardless of race, sex, gender identity, sexual orientation, language, religion, political or other opinion, nationality, cultural background, financial situation, disability or other characteristics.
- Taking all reasonable steps to protect children from abuse.
- Listening and responding to the views and concerns of children, particularly if they are telling you that they or another child has been abused and/or are worried about their safety or the safety of another child.
- Promoting the cultural safety, participation and empowerment of Aboriginal children.
- Promoting the cultural safety, participation and empowerment of children with culturally and/or linguistically diverse backgrounds.
- Promoting the safety, participation and empowerment of children with a disability.
- Ensuring as far as practicable that adults are not left alone with a child.
- Reporting any allegations of child abuse to the Child Safety Officer & PERFORM TRAINING (RTO 31745) management and ensure any allegation is reported to the police or child protection.
- Reporting any child safety concerns to the Child Safety Officer & PERFORM TRAINING (RTO 31745) management.
- If an allegation of child abuse is made, ensure as quickly as possible that the child(ren) is safe.
- Encouraging children to 'have a say' and participate in all relevant organisational activities where possible, especially on issues that are important to them.
- Promoting friendships and encourage children and young people to support their peers.
- Reporting any conflicts of interest, I have (such as an outside relationship with a child) that may affect my ability to perform my role.
- Respecting the privacy of children and their families, including keeping all personal information confidential unless required by law to share it.
- Informing parents and carers if there are situations that need to be safely managed but are outside the boundaries of this Code of Conduct (such as undertaking one-on-one training sessions).
- Upholding the rights of the child and always prioritising their needs.

Personnel must not:

- Develop any 'special' relationships with children that could be seen as favouritism.
- Exhibit behaviours with children which may be construed as unnecessarily physical.
- Put children at risk of abuse.
- Do things of a personal nature that a child can do for themselves.
- Engage in open discussions of a mature or adult nature in the presence of children.
- Use inappropriate, hurtful or offensive behaviour or language in the presence of children.
- Express personal views on cultures, race or sexuality in the presence of children.
- Discriminate against any child, including because of culture, race, ethnicity or disability.
- Have organised contact with a child or their family outside of our organisation without our child safety officer's knowledge and / or consent.
- Have any inappropriate online contact with a child or their family.
- Ignore or disregard any suspected or disclosed child abuse.
- Condone or participate in illegal, unsafe, abusive or harmful behaviour towards children – this includes physical violence, sexual abuse, emotional or psychological abuse, grooming, neglect or sexual misconduct.
- Ignore or disregard any concerns, suspicions or disclosures of child abuse or harm.
- Exaggerate or trivialise child abuse issues.
- Fail to report information to police if I know a child has been abused.
- Touch children in a way that is unnecessary or unsuitable and falls outside what is reasonable for PERFORM TRAINING (RTO 31745) services delivery purposes.
- Persistently criticise and/or denigrate a child.
- Deliberately prevent a child from forming friendships.
- Verbally assault a child or create a climate of fear.
- Offer children and young people alcohol, cigarettes or other drugs.
- Show children pornographic images, share details of sexual experiences with a child or use sexual language or gestures in the presence of children.
- Have unauthorised contact with children and young people online, on social media or by phone.

- Take photographs, screenshots or share images of children involved in activities that are not authorised or required for PERFORM TRAINING (RTO 31745) service delivery activities.
- Be alone with a child when there is no professional reason for doing so.

By observing these standards all personnel acknowledge individual responsibility to immediately report any breach of this code to the Child Safety Officer & PERFORM TRAINING (RTO 31745) management.

All third party contractors are also expected to abide by the **Child Safe Code of Conduct**, and where they are engaging with children will have to sign an agreement to comply with the code, prior to delivering any services.

PERFORM TRAINING (RTO 31745) enforces this policy, the Code of Conduct and any other child safety and wellbeing policies. Potential breaches by anyone will be investigated and may result in restriction of duties, suspension or termination of employment or engagement or other corrective action. More information can be found in our misconduct procedure.

Some breaches of this Code of Conduct may need to be reported to the Police, or to the relevant Commission for Children and Young People. Our complaint handling processes below provide more information about our reporting obligations to external authorities as well as describing protections and confidentiality provisions for anyone making a report.

If any person in a position of authority within our organisation becomes aware of a substantial risk that a child may become the victim of a sexual offence committed by an adult associated with the organisation (for example, an employee, contractor or volunteer), and they have the power or responsibility to reduce or remove the risk, then they must take all reasonable steps to do so. A person in authority who negligently fails to take appropriate action to address the risk may be charged with the criminal offence of 'failing to protect' and may face a term of imprisonment. If an adult reasonably believes a sexual offence has been committed by an adult against a child under the age of 16, they must report it to Police by calling 000 or going to their local police station. Failure to disclose the information may be a criminal offence.

Breaches or suspected breaches of the Code of Conduct are reported as soon as practicable to the PERFORM TRAINING (RTO 31745) *Child Safety Officer*.

Breaches or suspected breaches of the Code of Conduct are taken seriously and dealt with quickly, fairly and transparently.

Any individual who breaches the Code of Conduct faces disciplinary action and depending on severity of the breach, the individual may have their employment terminated.

4.11 Risk Management

PERFORM TRAINING (RTO 31745) ensures the protection of children when a risk is identified. In addition to general occupational health and safety risks, we proactively manage risks of abuse to children.

The organisation has risk management strategies in place to identify, assess, and take steps to minimise child abuse risks, which include risks posed by physical environments and online environments, without compromising a child's right to privacy, access to information and social connections.

4.11.1 Online Child Safety

PERFORM TRAINING (RTO 31745) recognises that child safety extends into the digital environment. We are committed to protecting children from online abuse, grooming, bullying and exposure to harmful content.

To support this, PERFORM TRAINING (RTO 31745):

- Uses clear protocols on acceptable online interactions between personnel and children, including appropriate use of video conferencing, messaging and learning platforms,
- Actively monitors online environments for potential safety concerns and unauthorised access, and
- Responds promptly to any incidents of cyberbullying, online grooming or abuse, including mandatory reporting and support for affected individuals.

4.11.2 Recruiting Personnel and Volunteers

PERFORM TRAINING (RTO 31745) puts child safety and wellbeing at the centre of recruitment and screening processes for personnel and volunteers. We only recruit personnel and volunteers who are appropriate to engage with children.

The organisation requires relevant *Working with Children Check(s)*, and referee checks for all personnel and volunteers who have a role with children or have access to children's personal information. The organisation requires personnel to have appropriate qualifications for their roles and check to make sure these qualifications are valid.

To ensure PERFORM TRAINING (RTO 31745) engages the most suitable people to work with children and young people, the organisation has the following recruitment practices in place:

- Our commitment to child safety is included in all job advertisements.
- Clear position descriptions that include our commitment to child safety and wellbeing.
- Written applications from applicants.
- Face-to-face interviews that use behavioural questions to determine the applicant's knowledge of child safeguarding.
- At least two (2) referee checks and qualification checks.

4.12 SA Specific Requirements

Not applicable

4.12.1 South Australia - Reporting and Responding to Harm or Risk of Harm

Not applicable

4.13 Training and Supervision

PERFORM TRAINING (RTO 31745) culture aims for all individuals to feel confident and comfortable in discussing any allegations of child abuse or child safety concerns.

PERFORM TRAINING (RTO 31745) has specific policies, procedures and training in place that support our leadership team and personnel to achieve these commitments. The organisation supports personnel through ongoing supervision to ensure they understand our organisation's commitment to child safety and that everyone has a role to play in protecting children from abuse, as well as checking that their behaviour towards children is safe and appropriate.

All management, personnel and volunteers are required to complete annual child safety training. Training undertaken is recorded in the **Professional Development Register** and each individual's HR file.

Support includes:

- The induction process for all new personnel including a copy of this policy document.
- Regular performance appraisals that discuss child safeguarding.
- The appointed a child safety officer who has an educative role within the organisation.

4.14 Recordkeeping

PERFORM TRAINING (RTO 31745) is committed to making and keeping full and accurate records about all child-related complaints or safety concerns. All child safety complaints, concerns, incidents and near misses are recorded in the incident reporting system.

Records are stored securely and kept by PERFORM TRAINING (RTO 31745).

4.15 Allegations, Concerns & Complaint Handling Processes

PERFORM TRAINING (RTO 31745) takes all allegations seriously and has practices in place to investigate thoroughly and quickly. Personnel are trained to deal appropriately with allegations.

The organisation works to ensure all children, families and personnel know what to do and who to tell if they observe abuse or are a victim, and if they notice inappropriate behaviour. We all have a responsibility to report an allegation of abuse if we have a reasonable belief that an incident took place.

4.15.1 Fair Procedures for Personnel

The safety and wellbeing of children is our primary concern. PERFORM TRAINING (RTO 31745) is also fair and just to personnel. The decisions made by the organisation when recruiting, assessing incidents, and undertaking disciplinary action will always be thorough, transparent, and based on evidence.

PERFORM TRAINING (RTO 31745) records all allegations of abuse and safety concerns using our incident reporting form, including investigation updates. All records are securely stored.

If an allegation of abuse or a safety concern is raised, the organisation provides updates to children and families on progress and any actions taken.

4.15.2 Privacy

All personal information considered or recorded will respect the privacy of the individuals involved, whether they be personnel, parents or children, unless there is a risk to someone's safety. PERFORM TRAINING (RTO 31745) has safeguards and practices in place to ensure any personal information is protected.

4.15.3 If a Child Discloses an Incident of Abuse

- Try and separate them from the other children discreetly and listen to them carefully.
- Let the child use their own words to explain what has occurred.
- Reassure the child that you take what they are saying seriously, and it is not their fault and that they are doing the right thing.
- Explain to them that this information may need to be shared others, such as with their parent/carer, specific people in your organisation, or the police.
- Do not make promises to the child such as promising not to tell anyone about the incident, except that you will do your best to keep them safe.
- Do not leave the child in a distressed state. If they seem at ease in your company, stay with them.
- Provide them with an incident report form to complete, or complete it together, if you think the child is able to do this.
- As soon as possible after the disclosure, record the information using the child's words and report the disclosure to the Child Safety Officer and PERFORM TRAINING (RTO 31745) management as well as police or child protection as relevant.
- Ensure the disclosure is recorded accurately, and that the record is stored securely.

4.15.4 If a Parent/Carer Says their Child has been Abused or Raises a Concern

- Explain that PERFORM TRAINING (RTO 31745) has processes to ensure all abuse allegations are taken very seriously.
- Ask about the wellbeing of the child.
- Allow the parent/carer to talk through the incident in their own words.
- Advise the parent/carer that you will take notes during the discussion to capture all details.
- Explain to them the information may need to be repeated to authorities or others, such as the PERFORM TRAINING (RTO 31745) management or Child Safety Officer, the police or child protection.
- Do not make promises at this early stage, except that you will do your best to keep the child safe.
- Provide them with an incident report form to complete or complete it together.
- Ask them what action they would like to take and advise them of what the immediate next steps will be.
- Ensure the report is recorded accurately, and that the record is stored securely.
- Be aware that:
 - Individuals from Aboriginal, culturally and/or linguistically diverse backgrounds may face barriers in reporting allegations of abuse.
 - Individuals with a disability may experience barriers disclosing an incident.

You need to be sensitive to these issues and meet individuals' needs where possible.

Personnel must follow the **Critical Actions** below every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

If personnel believe that a child is not subject to abuse, but still hold significant concerns for their wellbeing they must still act.

YOU MUST TAKE ACTION

Personnel play a critical role in protecting children in our care.

You must act, by following the Four Critical Actions below, as soon as you witness an incident, receive a disclosure or form a reasonable belief that a child has, or is at risk of being abused.

You must act if you form a suspicion/reasonable belief, even if you are unsure and have not directly observed child abuse (e.g., if the victim or another person tells you about the abuse).

You must use an incident reporting form to keep clear and comprehensive notes.

ACTION 1: Responding to an Emergency

If there is no risk of immediate harm, go to ACTION 2.

If a child is at immediate risk of harm, you must ensure their safety by:

- Separating alleged victims and others involved.
- Administering first aid.
- Calling 000 for urgent medical and/or police assistance to respond to immediate health or safety concerns.
- Identifying a contact person in your organisation for future liaison with Police.

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

Action 2: Reporting to Authorities

As soon as immediate health and safety concerns are addressed you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

You must report all instances of suspected child abuse or suspected sexual abuse (including grooming) to Police.

You must also report internally to the *Child Safety Officer* and PERFORM TRAINING (RTO 31745) management.

If the source of suspected abuse is from within the family or community, you must report the suspected abuse to the relevant Child Protection Authority in the State or Territory jurisdiction.

This includes if a child is considered to be:

- In need of protection from child abuse
- At risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

Action 3: Contacting Parents / Carers

The *Child Safety Officer* and PERFORM TRAINING (RTO 31745) management must consult with Child Protection and or Police to determine what information can be shared with parents/carers. They may advise:

- Not to contact the parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parents/carers to be contacted), or
- To contact the parents/carers and provide agreed information (this must be done as soon as possible, preferably on the same day of the incident, disclosure or suspicion).

Action 4: Providing Ongoing Support

PERFORM TRAINING (RTO 31745) must provide support for children impacted by abuse. This includes the development of a Student Support Plan developed in consultation with wellbeing professional and/or counselling personnel.

Strategies may include development of a safety plan, direct support and referral to wellbeing professionals.

4.15.5 NSW - Additional Support Mandatory Reporting

Not Applicable

4.15.6 SA - Reporting and Responding to General Complaints or Feedback

- Not Applicable

4.16 Overseas Students Care for Younger Students

Not applicable

4.17 Working with Children Checks

All PERFORM TRAINING (RTO 31745) personnel are required to undertake, as a component of the recruitment process, a **National Criminal Check** to ensure suitability in meeting PERFORM TRAINING (RTO 31745)'s legislative and contractual obligations. National criminal checks are valid for and must be renewed every three years. For further information:

<https://www.nationalcrimecheck.com.au/>

4.17.1 State and Territory Requirements

In addition to the above national check, the following state jurisdictional checks also apply to PERFORM TRAINING (RTO 31745) personnel provided services in these jurisdictions. Personnel must have completed and provided an appropriate check prior to commencing employment or engagement:

Jurisdiction	Requirements
Australian Capital Territory	All personnel providing services in the Australian Capital Territory must undertake a check that is valid for three years. https://www.act.gov.au/childabuseroyalcommission/formalresponse/working-with-children-checks
New South Wales	All personnel providing services in New South Wales must undertake a check that is valid for five years. https://ocg.nsw.gov.au/working-children-check
Northern Territory	All personnel providing services in Northern Territory must undertake a check that is valid for two years. https://nt.gov.au/emergency/child-safety/apply-for-a-working-with-children-clearance

Jurisdiction	Requirements
Queensland	All personnel providing services in Queensland must undertake a check that is valid for two years. https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/blue-card-services
South Australia	All personnel providing services in South Australia must undertake a check that is valid for three years. https://www.sa.gov.au/topics/rights-and-law/rights-and-responsibilities/screening-checks
Tasmania	All personnel providing services in Tasmania must undertake a check that is valid for three years. https://www.service.tas.gov.au/services/education-and-skills/working-with-vulnerable-people-including-children/apply-for-registration-to-work-with-vulnerable-people
Victoria	All personnel providing services in Victoria must undertake a check that is valid for five years. https://www.vic.gov.au/working-with-children-check
Western Australia	All personnel providing services in Western Australia must undertake a check that is valid for three years. https://www.wa.gov.au/organisation/department-of-communities/working-children-check

It is the responsibility of each individual to register for and obtain the required check(s). Potential personnel with adverse findings in these checks undertaken at the time of recruitment will not be employed by within a student service role.

4.18 Reportable Conduct Scheme

A Reportable Conduct Scheme has been implemented across Australian jurisdictions, designed to ensure that the relevant government authorities are aware of every allegation of certain types of employee misconduct.

Importantly, a finding that a person has engaged in reportable conduct can trigger an assessment of whether that person is suitable to continue to work or volunteer with children, including a revocation of a person's Working with Children Check card.

Note: The Reportable Conduct Scheme does not replace the need to report allegations of child abuse to Police.

What types of conduct are reportable?

There are five types of 'reportable conduct:'

- Sexual offences (against, with or in the presence of, a child),
- Sexual misconduct (against, with or in the presence of, a child),
- Physical violence (against, with or in the presence of, a child),
- Behaviour that is likely to cause significant emotional or psychological harm, and
- Significant neglect.

A reportable allegation can be made about any person over 18 years of age who is an employee, volunteer, contractor or office holder of PERFORM TRAINING (RTO 31745). Allegations can be made about the conduct of people even if:

- They do not have direct contact with children, or
- The conduct occurred outside of their work.

Requirements of heads of organisations

The PERFORM TRAINING (RTO 31745) Chief Executive Officer (CEO) is the determined 'Head of Organisation' under the scheme. In the implementation of this **Child Safety and Wellbeing Policy** and procedures, it is ultimately their responsibility to ensure the Commission is notified of any reportable allegations they become aware of.

This includes requirements to:

- Have in place systems to prevent child abuse and, if child abuse is alleged, to ensure allegations can be brought to the attention of appropriate persons for investigation and response, and
- Ensure that the Commission is notified and given updates on the organisation's response to an allegation.

Key responsibilities include:

- Notifying the relevant government authority within three (3) business days of becoming aware of a reportable allegation,
- Investigating an allegation subject to police clearance on criminal matters,
- Advising the relevant government authority who is undertaking the investigation,
- Managing the risks to children,
- Within thirty (30) calendar days, providing the relevant government authority detailed information about the reportable allegation and any action you have taken, and
- Notifying the relevant government authority of the investigation findings and any disciplinary action the entity has taken (or the reasons no action was taken).

The relevant government authority carefully considers each allegation that it receives under the Reportable Conduct Scheme. The relevant government authority may decide to:

- Give PERFORM TRAINING (RTO 31745) support and guidance on the matter,
- Check PERFORM TRAINING (RTO 31745) is handling the allegation in a timely manner, and
- Refer a substantiated allegation to Working with Children Check or a professional accreditation body.
- **Government Authorities**

Jurisdiction	Authority
Australian Capital Territory	ACT Ombudsman www.ombudsman.act.gov.au
New South Wales	NSW Office of the Children's Guardian www.ocg.nsw.gov.au
Northern Territory	NT Office of the Children's Commissioner www.nt.gov.au
Queensland	Queensland Family and Child Commission (QFCC) www.qfcc.qld.gov.au
South Australia	Department for Child Protection SA www.childprotection.sa.gov.au
Tasmania	Commissioner for Children and Young People Tasmania www.childcomm.tas.gov.au

Jurisdiction	Authority
Victoria	Commission for Children and Young People (CCYP) www.cryp.vic.gov.au
Western Australia	Ombudsman WA www.ombudsman.wa.gov.au

4.19 Communicating this Policy

This and related documents are available on our website, on request and provided as part of our Student Handbook.

This policy and related documents are provided to all personnel as part of their induction following recruitment.

PERFORM TRAINING (RTO 31745)s encourages and respects the views of children and young people and involve them in decision making as appropriate. The organisation provides clear age-appropriate or developmentally appropriate explanations to children and young people including their right to safety, their right to be listened to and that they can provide feedback or make a complaint if they have a concern, to any worker or ask their parent/guardian to do this on their behalf. The organisation listens to and acts upon any complaints or concerns that a child or young person raises.

4.20 Policy Review

PERFORM TRAINING (RTO 31745) reviews this policy regularly and following any significant incidents should it occur. Reviews inform our approach to continuous improvement of our child safety practices.

Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement.

Reviews are overseen by the management committee and are informed by consultation with children, families and personnel. Reports on the findings of relevant reviews are accessible to personnel and volunteers, community and families and children and young people.

PERFORM TRAINING (RTO 31745) at a minimum, reviews this policy and the related procedures annually, and also when:

- New or added risks are identified for children or young people, which may require a change in the policy or procedures.
- A critical incident where a child or young person has experienced harm through involvement in the organisation.
- Concerns are raised by anyone involved in our organisation about child safety or welfare in the organisation.
- Awareness or compliance to the child safe policy and/or procedures is considered to be low.
- Legislative changes/requirements are identified.

4.20.1 SA Compliance Statement

Not applicable

4.21 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates child safe framework processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

5. Cultural Safety including dealing with vilification including antisemitism

The purpose of this policy is to create and maintain culturally safe environments where all individuals, and particularly Aboriginal and Torres Strait Islander peoples, feel respected, included, and supported. Cultural safety is not only a human right but an organisational responsibility that must be embedded at all levels.

This policy applies to all:

- Students, including children, young people, adults and those from culturally diverse backgrounds,
- Personnel, contractors, volunteers and employer / community work placement hosts,
- Learning and service environments, both face-to-face and online, and
- Governance, operations, communications and stakeholder relationships.

5.1 Rationale

Cultural safety is essential to equitable access, engagement and achievement in education. It supports student wellbeing, strengthens cultural identity, and mitigates systemic barriers and trauma. Cultural safety is defined by those who experience it, not by the organisation.

This policy reflects our commitment to the National Principles for Child Safe Organisations, and the Queensland Family and Child Commission's (QFCC) Cultural Safety Indicators.

5.2 Commitments

PERFORM TRAINING (RTO 31745) has a zero-tolerance to racism.

The organisation:

- Delivers annual training to all personnel on unconscious bias, racism and their ongoing impacts.
- Embeds reflective practice in personnel supervision, professional learning and leadership development.
- Co-designs programs, strategies and communications with Aboriginal and Torres Strait Islander stakeholders where relevant.
- Recognises and respects First Nations perspectives on safety, healing, knowledge and wellbeing.
- Trains personnel to recognise and respond to the social and emotional wellbeing needs of students.
- Dedicates financial, staffing and time resources to support Aboriginal and Torres Strait Islander-led initiatives, events, research and partnerships.
- Addresses cultural safety objectives in organisational plans and risk frameworks.
- Holds executive leaders accountable for cultural safety implementation and progress.
- Routinely collect and act on feedback from Aboriginal and Torres Strait Islander students, families and communities.

5.2.1 Children and Young People

In addition to these commitments, PERFORM TRAINING (RTO 31745) ensures that:

- Child-friendly, culturally safe communication tools are available.
- Aboriginal and Torres Strait Islander children and families are engaged with using preferred protocols.
- Cultural identity is respected and supported in all interactions.

5.2.2 First Nations People

In addition to these commitments, PERFORM TRAINING (RTO 31745):

- Acknowledges the unique experience of First Nations people in Australia.
- Recognises that First Nations peoples do not always have the same level of access to VET as non-Indigenous Australians, nor the same positive experiences.
- Actively addresses unconscious bias, racism and discrimination, and supports self-determination for First Nations people.

5.2.3 Working together to combat antisemitism ([Circular 2026/01: Working together to combat antisemitism in the APS | Australian Public Service Commission](#))

In addition to these commitments, PERFORM TRAINING (RTO 31745):

Purpose

1. The purpose of this Circular is to reinforce that there is zero tolerance of antisemitism.
2. This Circular responds to emerging risks and Government commitments and reinforces expectations in relation to antisemitism.
3. Antisemitism undermines the safety and wellbeing of employees.
4. All employees and clients/students must uphold the Values and meet the standards of behaviour.
5. No one should ever be subject to discrimination, harassment or vilification on the basis of religious belief, cultural identity or personal background. At a time of heightened national attention on antisemitism, the RTO has a responsibility to lead by example in fostering unity and demonstrating respect.

Expected behaviour

6. Senior leaders are required to reinforce the Values through the Code of Conduct, and model and promote behaviours which create and support workplaces that are diverse inclusive, and harmonious.
7. Harassment, vilification and discrimination, including antisemitism, have no place in workplaces. Employees must consider the impact of their actions, language and behaviour, including when discussing matters of faith, ethnicity, culture or international events.
8. Employees should understand the broad impact of antisemitism in Australia.
9. Managers must intervene early where they observe unacceptable behaviour and ensure staff know how to report concerns safely.
10. This policy is equally applicable to online and hybrid environments, including in relation to internal messaging platforms, virtual meetings and all forms of communication.

6. What is happening now

12. Following the release of *Eliminating Antisemitism: Australian Government response to the Special Envoy's Plan to Combat Antisemitism*, we are implementing measures to combat antisemitism and strengthen social cohesion.
13. Staff are encouraged to familiarise themselves with the [International Holocaust Remembrance Alliance- external site](#) (IHRA) working definition of antisemitism adopted by the Australian Government, which is applicable.
 - That definition states: "Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, towards Jewish community institutions and religious facilities."

7. What next

17. Employees, clients and students must act in accordance with the *Racial Discrimination Act 1975*, the *Work Health and Safety Act 2011* and the *Public Service Act 1999*.
18. Responsibility to proactively:
 - prevent employees from harm in workplaces
 - respond early to issues of misconduct or incident
 - support employees when misconduct or incidents occur.

19. Employees, clients and students can safely report antisemitism and related misconduct and receive timely support. The RTO will:
 - clearly and proactively communicate all reporting options, including manager, HR, conduct/ethics and complaints pathways
 - ensure contact officers and support roles are highly visible, accessible and trusted across all work locations
 - reinforce expectations for respectful language and behaviour and intervene early when harm occurs
 - ensure local induction and team norms promote active bystander behaviour and respectful discussion
 - promote relevant learning and support staff participation
 - continue culturally safe, privacy-protective reporting processes and routinely monitor emerging themes and trends to support prevention and early intervention.
20. Code of Conduct should align with relevant legislative obligations.
21. Leaders should apply inclusive leadership practices that support culturally safe workplaces, including:
 - fostering culturally inclusive environments and psychologically safe teams
 - building positive relationships through curiosity, humility and continuous learning
 - inviting diverse perspectives and challenging exclusionary behaviour
 - ensuring transparent and safe reporting while protecting privacy.

8. Further information and support

22. If you experience or witness antisemitism, racism or intolerance, use your agency's reporting pathways or seek support through your Employee Assistance Program (EAP).
23. Confidential support is also available via [Lifeline - external site](#), [Beyond Blue - external site](#) and [13YARN](#)

8.1 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates cultural safety processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

9. Privacy

The purpose of this policy is to ensure that PERFORM TRAINING (RTO 31745) manages personal and sensitive information responsibly, transparently, and in compliance with the Australian Privacy Principles (APPs) under the *Privacy Act 1988*. This policy outlines how personal information is collected, used, disclosed, stored, and protected by PERFORM TRAINING (RTO 31745).

This policy applies to all personal and sensitive information collected by PERFORM TRAINING (RTO 31745) in relation to students, personnel, contractors, and other stakeholders. It covers all methods of information handling, including digital, physical, and verbal communications.

PERFORM TRAINING (RTO 31745) is committed to protecting the privacy of individuals and ensuring the confidentiality, security, and integrity of personal and sensitive information. The organisation will comply with the Australian Privacy Principles and other relevant legislation while fostering trust and transparency.

PERFORM TRAINING (RTO 31745) complies with the *Privacy Act 1988* (Cth) including the Australian Privacy Principles 3 & 5 (APPs) as outlined in the *Privacy Amendment (Enhancing Privacy Protection) Act 2012* (Cth). Providing an overall framework for our privacy practices, PERFORM TRAINING (RTO 31745) has developed and implemented this APP Privacy Policy.

Australian Privacy Principles
Overview for RTOs

Are RTOs required to comply?

From 1 January 2018 all RTOs regardless of their *small business operator* annual (turnover of \$3 million or less in financial year) *status* must comply with

- APP 3 &
- APP 5 of the *Privacy Act 1988*

Australian Government
Department of Education and Training

National VET Data Policy

PERFORM TRAINING
RTO 31745

9.1 Rationale

PERFORM TRAINING (RTO 31745)'s privacy processes are designed to support effective and compliant privacy practices by aligning with the *Privacy Act 1988* (Cth) and the relevant Australian Privacy Principles (APPs).

9.2 Legislation

This policy is designed to maintain requirements with additional jurisdictional requirements including:

- *Privacy Amendment (Notifiable Data Breaches) Act 2017* (Cth),
- *Education Services for Overseas Students Act 2000* (Cth),
- *Information Privacy Act 2014* (ACT),
- *Privacy and Personal Information Protection Act 1998* (NSW),
- *Information Act 2003* (NT),
- *Information Privacy Act 2009* (QLD),

- *Personal Information Protection Act 2004 (TAS),*
- *Privacy and Data Protection Act 2014 (VIC), and*
- *Privacy and Responsible Information Sharing Act 2024 (WA).*

9.3 Australian Privacy Principles

PERFORM TRAINING (RTO 31745) manages personal information in an open and transparent way. This is evident in the implementation of practices, procedures and systems we outline in this policy, that ensure our compliance with the APPs and any binding registered APP code and provide suitable procedures for PERFORM TRAINING (RTO 31745) personnel to be able to deal with related inquiries and complaints that may be received from time to time.

Are Small Business RTOs required to comply?

From 1 January 2018 all RTOs regardless of their small business operator annual (turnover of \$3 million or less in financial year) status must comply with Principle 3 and 5 of the Privacy Act 2988.

- **Australian Privacy Principle 3 — Collection of solicited personal information**
- **Australian Privacy Principle 5 - Notification of the collection of personal information**

The following sections of this policy outline how we manage personal information.

Australian Privacy Principle 3 — Collection of solicited personal information

PERFORM TRAINING (RTO 31745) only collects personal information that is reasonably necessary for our business activities.

We only collect sensitive information in cases where the individual consents to the sensitive information being collected, except in cases where we are required to collect this information by law, such as outlined earlier in this policy.

All information we collect is collected only by lawful and fair means. We only collect solicited information directly from the individual concerned, unless it is unreasonable or impracticable for the personal information to only be collected in this manner.

Australian Privacy Principle 5 - Notification of the collection of personal information

Whenever PERFORM TRAINING (RTO 31745) collects personal information about an individual, we take reasonable steps to notify the individual of the details of the information collection or otherwise ensure the individual is aware of those matters. This notification occurs at or before the time of collection, or as soon as practicable afterwards.

Our notifications to individuals on data collection include:

- PERFORM TRAINING (RTO 31745)'s identity and contact details, including the position title, telephone number and email address of a contact who handles enquiries and requests relating to privacy matters,
- The facts and circumstances of collection such as the date, time, place and method of collection, and whether the information was collected from a Third party, including the name of that party,
- If the collection is required or authorised by law, including the name of the Australian law or other legal agreement requiring the collection,
- The purpose of collection, including any primary and secondary purposes,
- The consequences for the individual if all or some personal information is not collected,
- Other organisations or persons to which the information is usually disclosed, including naming those parties,
- Whether we are likely to disclose the personal information to overseas recipients, and if so, the names of the recipients and the countries in which such recipients are located.
- A link to this APP Privacy Policy on our website or explain how it may be accessed, and
- Advice that this APP Privacy Policy contains information about how the individual may access and seek correction of the personal information held by us, and how to complain about a breach of the APPs, or any registered APP code, and how we will deal with such a complaint.

Where possible, we ensure that the individual confirms their understanding of these details, such as through signed declarations, website form acceptance of details or in person through questioning.

Collection from third parties

Where PERFORM TRAINING (RTO 31745) collects personal information from another organisation, we:

1. Confirm whether the other organisation has provided the relevant notice above to the individual, or
2. Whether the individual was otherwise aware of these details at the time of collection, and
3. If this has not occurred, we will undertake this notice to ensure the individual is fully informed of the information collection.

9.4 Request for Records Update

Individuals or third parties may at any stage request that their records held by PERFORM TRAINING (RTO 31745) relating to their personal information be updated. The following procedure is followed on each individual request for records updates:

1. A request for records update is provided by the requester, with suitable information provided to be able to:
 - a. Identify the individual concerned,
 - b. Confirm their identity, and
 - c. Identify the specific information that they are requesting be updated on their records.

This request may be in any written form.

2. Upon receiving a request for records update, PERFORM TRAINING (RTO 31745) then:
 - a. Confirms the identity of the individual or party to whom the record relates,
 - b. Searches the records that we possess or control to assess whether the requested *personal information* is contained in those records, and
 - c. Assesses the information already on record, and the requested update, to determine whether the requested update should proceed.

Assessing Update

PERFORM TRAINING (RTO 31745) personnel assess the relevant personal information we hold, and the requested updated information, to determine which version of the information is considered accurate, up-to-date, complete, relevant and not misleading, having regard to the purpose for which it is held.

This may include checking information against other records held by us, or within government databases, in order to complete an assessment of the correct version of the information to be used.

3. Once identity and information assessment is confirmed, personal information is:
 - a. Updated, free of charge, within 14 calendar days of receipt of the original request, and
 - b. Notified to any third parties of corrections made to personal information, if this information was previously provided to these parties.
4. If the identity of the individual cannot be confirmed, or there is another valid reason why PERFORM TRAINING (RTO 31745) is unable to update the personal information, refusal to update records will be provided to the requester in writing, free of charge, within 14 calendar days.

Our notification will include the reasons for the refusal and the complaint mechanisms available to the individual.

5. Upon request by the individual whose correction request has been refused, we will also take reasonable steps to associate a 'statement' with the personal information that the individual believes it to be inaccurate, out-of-date, incomplete, irrelevant or misleading. This statement will be applied, free of charge, to all personal information relevant across PERFORM TRAINING (RTO 31745) systems within 30 calendar days of receipt of the statement request.

9.5 'Request for Records Update'

Individuals or third parties may at any stage request that their records held by PERFORM TRAINING (RTO 31745) relating to their personal information be updated. The following procedure is followed on each individual request.

9.6 Privacy Complaints

If an individual feels that PERFORM TRAINING (RTO 31745) has breached its obligations in the handling, use or disclosure of their personal information, they may raise a complaint. We encourage individuals to discuss the situation with their PERFORM TRAINING (RTO 31745) representative in the first instance, before making a complaint.

The complaints handling process is as follows:

1. The individual should make the complaint including as much detail about the issue as possible, in writing to PERFORM TRAINING (RTO 31745):

CEO – Grant Mills
admin@performtraining.com.au or 0432 969 070

2. PERFORM TRAINING (RTO 31745) will investigate the circumstances included in the complaint and respond to the individual as soon as possible (and within 30 calendar days) regarding its findings and actions following this investigation.

3. After considering this response, if the individual is still not satisfied, they may escalate their complaint directly to the Information Commissioner for investigation:

Office of the Australian Information Commissioner

www.oaic.gov.au

Phone: 1300 363 992

When investigating a complaint, the OAIC will initially attempt to conciliate the complaint, before considering the exercise of other complaint resolution powers.

4. Alternatively, if the complaint relates to a non-privacy matter, or should individuals choose to do so, a complaint may also be lodged with the ASQA complaints handling service for complaints against RTOs:

Australian Skills Quality Authority

www.asqa.gov.au

Phone: 1300 701 801

9.7 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates privacy processes to ensure effectiveness.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

10. Whistleblowing Policy

The purpose of this policy is to provide a safe and confidential process for personnel, contractors, or other stakeholders to report serious misconduct, unethical behaviour, or illegal activities within the organisation. The policy ensures that concerns can be raised without fear of retaliation and that all reports are investigated thoroughly and fairly.

This policy applies to all personnel, contractors, suppliers, students, and stakeholders of the organisation. It covers the reporting and management of issues such as:

- Fraud or financial misconduct.
- Unethical or illegal behaviour.
- Breaches of regulatory compliance or safety.
- Harassment, discrimination, or other inappropriate conduct.
- Any other conduct that could damage the organisation's integrity or reputation.

PERFORM TRAINING (RTO 31745) is committed to maintaining the highest standards of integrity and transparency in its operations. To support this, the organisation provides a whistleblower mechanism for reporting serious misconduct, ensuring that all reports are handled confidentially and without fear of retaliation. The organisation will take all reasonable steps to protect whistleblowers from adverse consequences because of making a report in good faith.

Whistleblower is any person (employee, contractor, student, or other stakeholder) who reports serious misconduct, unethical behaviour, or illegal activity within the organisation.

Serious Misconduct is any behaviour or activity that is illegal, unethical, fraudulent, or in breach of regulatory compliance, safety, or organisational policy.

Retaliation is any adverse action taken against a whistleblower, such as dismissal, demotion, harassment, or discrimination, because of making a report.

10.1 Rationale

Whistleblowing processes assure effectiveness through a comprehensive and structured framework that prioritises confidentiality, impartiality, and accountability. The clear reporting procedures, which allow whistleblowers to submit concerns in person, via email, or anonymously, ensure that individuals can raise issues without fear of retaliation. By protecting the whistleblower's identity and prohibiting retaliation, the organisation creates a safe environment that encourages reporting and fosters trust.

The inclusion of detailed investigation processes further enhances the policy's effectiveness. Every report is recorded in the **Whistleblower Register**, ensuring systematic tracking of all cases. Preliminary assessments and, where necessary, formal investigations are conducted impartially and promptly, often with the involvement of external legal or audit professionals. This ensures that reports are thoroughly reviewed and resolved with minimal bias or conflict of interest.

PERFORM TRAINING (RTO 31745)'s commitment to continuous improvement strengthens the policy's impact. All substantiated reports lead to corrective actions, which are recorded in the **Continuous Improvement Register** and analysed for trends. This not only addresses the immediate issues but also prevents recurrence by identifying root causes and implementing policy or procedural changes.

Regular auditing of the whistleblowing process and trend analysis ensures that the organisation evaluates the system's efficiency and identifies areas for refinement. These ongoing monitoring and evaluation efforts ensure that the whistleblowing mechanism remains robust, transparent, and aligned with the organisation's commitment to integrity and ethical conduct.

10.2 Whistleblower Reporting Procedures

10.2.1 Reporting Serious Misconduct

Whistleblowers can report serious misconduct in person, via email to their direct line manager or to the Chief Executive Officer.

Reports should include as much detail as possible, including:

- Description of the misconduct or illegal activity,
- Date(s) and location(s) of the incident(s),
- Names of individuals involved, and
- Any supporting evidence (e.g., emails, documents, witness statements).

10.2.2 Confidentiality

All reports will be treated confidentially, and the identity of the whistleblower will be protected to the fullest extent possible.

Only personnel directly involved in managing or investigating the report will have access to the information, and whistleblowers will not be identified without their consent unless required by law.

10.2.3 Anonymous Reporting

Whistleblowers may choose to report misconduct anonymously. However, anonymity may limit the organisation's ability to investigate thoroughly or provide feedback on the outcome of the investigation.

All anonymous reports will be treated with the same level of seriousness and confidentiality as identified reports.

10.2.4 Investigation of Reports

Upon receiving a report, information is recorded and tracked in the **Whistleblower Register**.

The Chief Executive Officer will nominate a designated investigator to conduct a preliminary assessment to determine if the report warrants a formal investigation.

If a formal investigation is required, it will be conducted promptly, thoroughly, and impartially. The investigator may involve external legal or audit professionals if necessary.

The investigation involves reviewing evidence, interviewing witnesses and gathering relevant documentation.

10.2.5 Protection from Retaliation

The organisation strictly prohibits retaliation against any whistleblower who reports misconduct in good faith.

Any form of retaliation would result in disciplinary action, which may include termination of employment.

Whistleblowers who believe they are experiencing retaliation should report it immediately to their direct line manager.

10.2.6 Outcome and Resolution

At the conclusion of the investigation, the investigator prepares a report summarising the findings and recommending any corrective actions.

The whistleblower is informed of the outcome, where appropriate, while maintaining confidentiality of any sensitive information.

Corrective actions may include disciplinary measures, policy changes, or referral to law enforcement where necessary.

10.3 Improvement Actions

PERFORM TRAINING (RTO 31745) is committed to take appropriate action in any case where a whistleblower report is substantiated. In cases where a complaint is upheld, PERFORM TRAINING (RTO 31745) endeavours to identify the root cause of the complaint and takes appropriate action to prevent the situation happening again.

All improvement actions arising from whistleblower reports are raised via an **Improvement Record**. PERFORM TRAINING (RTO 31745) maintains a **Continuous Improvement Register** for recording the receipt and management of improvement records.

PERFORM TRAINING (RTO 31745):

- Regularly analyses complaints to identify trends and any further improvements needed, and
- Audits the whistleblower complaints process on an annual basis to assess its effectiveness and improve the complaints process as needed.

Please refer to the **Quality Policy** for further information on the continuous improvement process.

10.4 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates the whistleblowing process to ensure whistleblower reports are handled objectively.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

11. Stakeholder Engagement

The purpose of this policy is to outline PERFORM TRAINING (RTO 31745)'s approach to engaging with stakeholders, with a strong focus on industry engagement, to ensure that its training and assessment services align with industry needs, regulatory requirements, and student aspirations. This policy aims to foster meaningful relationships and collaboration with all stakeholders to support continuous improvement and the delivery of quality vocational education and training.

Stakeholder is any person, group of people or organisation with an interest or investment in an organisation and who is impacted by and cares about its operations and outcomes.

11.1 Rationale

PERFORM TRAINING (RTO 31745) identifies relevant stakeholders by mapping connections to its training products and organisational goals. This may include consulting industry bodies, employers, community representatives, and students. For example, industry regulators and employers contribute to understanding current practices and workforce demands, while students and community groups offer insights into accessibility and inclusivity.

Engagement may be achieved through multiple mechanisms such as industry advisory committees, focus groups, surveys, and regular consultations. This engagement process directly informs decisions about training relevance and alignment with employer expectations, ensuring students are "job-ready."

PERFORM TRAINING (RTO 31745) designs the structure and pace of training to align with the requirements of the training product and the capabilities of diverse student cohorts. This decision is informed by industry feedback, analysis of student performance data, and consultation with trainers and assessors. The structure is reviewed to ensure it meets the industry's expectations for competency development while accommodating students' learning needs. Adjustments are made for specific cohorts, such as providing additional support for students with foundational skill gaps or offering accelerated pathways for experienced learners.

To ensure outcomes are met, the training is designed with sufficient time allocated for practical application, formative assessments, and feedback loops. Flexible delivery modes, such as online and blended learning, are also utilised to accommodate varying student circumstances and learning preferences.

PERFORM TRAINING (RTO 31745) ensures trainers and assessors possess the required skills and qualifications through recruitment and ongoing professional development processes. Industry engagement may be used to validate the skills and knowledge of trainers, ensuring they remain current with workplace practices.

Professional development activities, may include workshops, industry placements, and participation in validation activities, are conducted regularly to address any identified gaps in trainers' competencies. Feedback from students, employers, and staff is used to assess trainer effectiveness and to inform further training or resource allocation needs.

Facilities, resources, and equipment are informed by feedback from industry stakeholders, employers, trainers, and students. For example, industry representatives provide input on the types of tools and technologies currently used in workplaces, ensuring that training replicates real-world environments. Student feedback is also critical for assessing the usability and accessibility of resources, leading to improvements in learning environments.

Community representatives and trainers contribute insights into local needs, such as the demand for specific equipment or adjustments to resources to accommodate diverse learner needs. These inputs ensure that facilities and resources are not only compliant with regulatory standards but also optimised for effective and engaging learning experiences.

Work-integrated learning and placements introduce specific risks, such as workplace safety, compliance with regulations, and alignment with training outcomes. PERFORM TRAINING (RTO 31745) mitigates these risks by conducting thorough site inspections.

Ongoing monitoring of placement sites ensures that risks are managed effectively, and feedback from students and employers is used to continuously improve the quality of work-integrated learning experiences.

Relevant industry competencies, skills, and knowledge are identified through a combination of engagement with industry representatives, analysis of training package requirements, and consultation with employers. Industry advisory committees and validation processes are key mechanisms for determining what is needed to align training products with workforce expectations.

To address gaps in trainers and assessors' industry competencies, PERFORM TRAINING (RTO 31745) provides opportunities for professional development. Trainers may be placed in industry settings to update their skills or participate in collaborative projects with employers to gain firsthand experience of current practices. This ensures that trainers are well-equipped to deliver high-quality, relevant training.

By systematically engaging stakeholders, PERFORM TRAINING (RTO 31745) ensures that its training and assessment strategies are aligned with industry and community needs. Principles

Alignment with Industry Requirements

PERFORM TRAINING (RTO 31745) is committed to delivering training that aligns with current industry standards, employer expectations, and community needs by continuously engaging with stakeholders to gather insights and feedback.

Continuous Improvement

Stakeholder feedback is systematically collected, analysed, and incorporated into the design and delivery of training and assessment strategies to enhance quality outcomes.

Transparency and Collaboration

PERFORM TRAINING (RTO 31745) fosters open, transparent, and collaborative relationships with stakeholders, ensuring all engagements are meaningful and constructive.

Inclusivity and Diversity

Engagement efforts are inclusive, considering the diverse needs of stakeholders, including underrepresented groups and students with specific needs.

11.2 Engagement Advice and Feedback

PERFORM TRAINING (RTO 31745)'s training and assessment practices are developed and maintained as relevant to the needs of industry and informed by industry engagement. The organisation ensures effective engagement with industry, employer and community representatives informs the industry relevance of the training.

Advice and feedback received is used to inform changes to training and assessment strategies and practices, and to ensure training reflects current industry practice.

The organisation's approach enables graduates to enter the workplace 'job ready', with the skills and knowledge required to succeed, maximises students' opportunities for employment, advancement or further education and instils confidence (from employers, industry and students) in the integrity, currency and value of the qualifications issued by PERFORM TRAINING (RTO 31745).

Community representative in the context of VET refers to an individual or organisation that represents the interests, needs, and perspectives of a local, social, or economic community in relation to education, training, and workforce development.

- They advocate for community interests in skills development, employment opportunities, and workforce participation.
- They may not be directly linked to an industry or employer but still influence training relevance through social, economic, or regional perspectives.
- They help ensure training aligns with broader workforce needs, including disadvantaged or underrepresented groups.

Community representatives assist PERFORM TRAINING (RTO 31745) to ensure training considers not just employer and industry needs but also the social, economic, and workforce priorities of the broader community, particularly for diverse or underrepresented groups. Examples of community representatives include:

- Local Government & Regional Development Bodies – Workforce planning officers, regional skills development committees.
- Employment Services & Social Enterprises – Jobactive providers, disability employment services, transition-to-work programs.
- Indigenous & Cultural Organisations – Representatives advocating for training tailored to First Nations communities or migrant workers.
- Education & Youth Support Groups – Schools, career advisors, organisations supporting school-to-work pathways.
- Non-Profit Organisations & Advocacy Groups – Groups focused on economic inclusion, gender equity in trades, or training for disadvantaged learners.
- Community-Based Training & Workforce Support Networks – Groups that provide local skills development initiatives or mentoring programs.

Industry means the bodies that have a stake in the services provided by RTOs. These can include, but are not limited to:

- Enterprise/industry clients, e.g. employers,
- Group training organisations,
- Industry organisations,
- Industry regulators,
- Industry skills councils or similar bodies,
- Industry training advisory bodies, and
- Unions.

Industry engagement may include, but is not limited to, strategies such as:

- Partnering with local employers, regional/national businesses, relevant industry bodies and/or enterprise RTOs,
- Involving employer nominees in industry advisory committees and/or reference groups,
- Embedding personnel within enterprises,
- Networking in an ongoing way with industry networks, peak bodies and/or employers,
- Developing networks of relevant employers and industry representatives to participate in assessment validation, and
- Exchanging knowledge, personnel, and/or resources with employers, networks and industry bodies.

Industry regulator means a body responsible for regulating a licensed or regulated outcome.

Licensed or regulated outcome means compliance with eligibility requirements for an occupational licence, or any legislative requirements to hold a training product in order to carry out an activity in an industry or occupation.

Third party means any person who has an arrangement with an NVR registered training organisation to deliver services, but does not include:

- Employees of the organisation,
- Experts engaged by the organisation, or
- Government agencies and government funded agencies that refer VET students to the organisation and do not receive any payment from the organisation for doing so.

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

Training support services means services and resources designed to support and skill VET students to meet training product requirements and complete the training product in which they are enrolled.

To provide training relevant to employers and to maximise students' opportunities for employment, advancement or further education, PERFORM TRAINING (RTO 31745) engages with relevant industry

stakeholders to establish appropriate contexts, methods, resources and trainers and assessors to deliver training and to conduct assessment.

Engaging with industry stakeholders (such as employers) is critical to ensuring PERFORM TRAINING (RTO 31745)'s training and assessment is aligned to current methods, technology, products and performance expectations for the workplace tasks specified in the training package or VET accredited course.

11.3 Stakeholder Engagement Process

PERFORM TRAINING (RTO 31745) has implemented a range of strategies for industry engagement, including:

- Networking in an ongoing way with industry networks, peak bodies and/or employers,
- Exchanging knowledge, personnel, and/or resources with employers, networks and industry bodies.
- Attending WHSQ Forums
- Involving employer nominees in industry advisory committees and/or reference groups,
- Embedding personnel within enterprises,
- Developing networks of relevant employers and industry representatives to participate in assessment validation, and

PERFORM TRAINING (RTO 31745) participates actively in industry networks and partnerships to ensure the relevance and quality of their training and assessment services.

1. Identification of Stakeholders

PERFORM TRAINING (RTO 31745) identifies relevant stakeholders based on:

- The industry sectors and qualifications on its scope of registration.
- Local and regional industry needs, including emerging technologies and practices.
- Regulatory, licensing, or accreditation requirements.

2. Engagement Mechanisms

Engagement mechanisms include:

- Subscriptions
- Meetings and consultations.
- Surveys and feedback tools for students, employers, and community groups.

3. Seeking Advice and Feedback

PERFORM TRAINING (RTO 31745) may seek stakeholder advice on:

- Strategic activities & risks.
- Training delivery modes, structures, techniques and pacing.
- Foundational skill and course entry requirements.
- Licencing, accreditation and legislative requirements within the industry.
- Emerging skill needs and industry trends.
- The amount of training necessary to ensure students sufficiently develop skills to an industry standard.
- Current industry practices.
- Skills and knowledge required by VET personnel.
- Suitability of training resources and facilities.
- Work-integrated learning expectations and requirements.
- Assessment tasks, tools and materials and performance benchmarks.
- Validation of assessment tools and methods.

4. Use of Feedback

Feedback is documented, analysed, and actioned to:

- Support decision-making and organisational direction.
- Refine training and assessment strategies and practices.
- Ensure compliance with training package requirements.
- Validate the skills, knowledge, and currency of trainers and assessors.

- Confirm the facilities, resources and equipment required.

PERFORM TRAINING (RTO 31745) systematically uses the outcome of industry engagement activities in particular to ensure the industry relevance of:

- Training and assessment strategies, practices and resources, and
- The current industry skills of its trainers and assessors.

5. Monitoring and Evaluation

Engagement activities are regularly reviewed to ensure their effectiveness in capturing stakeholder input and driving continuous improvement.

11.3.1 Industry Stakeholders

Industry engagement advice and feedback informs the relevant selections of qualification, course, skill set or most relevant electives that best meets the skill and knowledge needs of industry. The mode of study and the training and assessment methods to be used in PERFORM TRAINING (RTO 31745)'s services delivery also reflects the needs of industry.

Through these industry engagement activities, industry representatives have also had input into the skills and knowledge that PERFORM TRAINING (RTO 31745) requires trainers and assessors to hold, and the resources that PERFORM TRAINING (RTO 31745) uses for training and assessment.

11.4 Stakeholder Engagement Report

Each engagement activity is documented on a **Stakeholder Engagement Report**. These reports record, for each engagement activity:

- The relevant stakeholders consulted,
- Stakeholder feedback received as relevant on various aspects of training and assessment strategies, practices, resources and the current industry skills required of trainers and assessors, and
- How stakeholder feedback received has been incorporated into the development and ongoing review of strategies.

All Stakeholder Engagement Reports are recorded on the **Stakeholder Engagement Register**.

11.5 Ongoing Engagement

PERFORM TRAINING (RTO 31745)'s stakeholder engagement is an ongoing activity, undertaken as engagement opportunities arise, as well as at strategic points in services delivery. This includes as part of preparation for extension of scope or transition of training products, and as a part of systematic monitoring and evaluation of services delivery.

This formal engagement ensures PERFORM TRAINING (RTO 31745) can confirm and maintain industry's ongoing expectations for current industry skills and knowledge of trainers and assessors.

11.6 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates stakeholder engagement processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

12. Anti-Discrimination & Bullying

The purpose of this policy is to ensure that PERFORM TRAINING (RTO 31745) provides a safe, respectful, and inclusive environment for all students, personnel, and stakeholders. This policy outlines the organisation's commitment to preventing discrimination, harassment, and bullying, and to promoting equality and respect across all aspects of its operations.

This policy applies to all students, personnel, contractors, and third party providers associated with PERFORM TRAINING (RTO 31745). It covers all activities and environments, including training delivery, workplaces, and online interactions.

The organisation does not tolerate any form of discrimination, harassment, or bullying and takes immediate and appropriate action to address such behaviours. PERFORM TRAINING (RTO 31745) will ensure compliance with anti-discrimination laws and promote a supportive environment for everyone.

PERFORM TRAINING (RTO 31745) aims to ensure all those participating in the workplace and services are treated with respect, dignity and fairness with an aim of creating an environment which promotes positive working relationships.

PERFORM TRAINING (RTO 31745) ensures that all stakeholders understand what will be regarded as bullying, how complaints of bullying can be made and how claims will be treated. This applies to all personnel, agents and clients engaging in PERFORM TRAINING (RTO 31745)'s services.

PERFORM TRAINING (RTO 31745) expectations are not limited to the workplace or working hours, and will include all work related events which includes, but is not limited to, lunches, client functions, meetings and conferences as well as social events.

PERFORM TRAINING (RTO 31745) expectations relate to all forms of communications.

12.1 Rationale

PERFORM TRAINING (RTO 31745) ensures the effectiveness of its anti-discrimination and bullying processes through comprehensive monitoring, evaluation, and continuous improvement practices. The organisation maintains clear procedures for identifying, addressing, and resolving issues related to discrimination and bullying, ensuring compliance with legal and policy requirements. Regular audits, feedback mechanisms, and performance monitoring allow PERFORM TRAINING (RTO 31745) to assess the efficiency of its processes, identify areas for improvement, and implement corrective actions where necessary. These measures, combined with staff training and clear communication, ensure that the organisation upholds a safe, respectful, and inclusive environment for all stakeholders. By fostering a culture of accountability and support, PERFORM TRAINING (RTO 31745) actively promotes fairness, respect, and dignity across all aspects of its operations.

12.2 Discrimination

Discrimination can be direct, indirect or systemic.

Direct discrimination is any action which specifically excludes a person or group of Individuals from a benefit or opportunity, or significantly reduces their chances of obtaining it, because their status or personal characteristics, irrelevant to the situation (e.g., sex, ethnic origin) are applied as a barrier. Direct discrimination has as a focus assumed differences between Individuals.

Indirect discrimination is the outcome of rules, practices and decisions which treat Individuals equally and therefore appear to be neutral, but which, in fact, perpetuate an initially unequal situation and therefore significantly reduce a person's chances of obtaining or retaining a benefit or opportunity. Rules, practices and decisions are applied to all groups alike, but it is the very assumption of a likeness that constitutes the discrimination.

Systemic discrimination is system of discrimination perpetuated by rules, practices and decisions which are realised in actions that are discriminatory and disadvantage a group of Individuals because of their status or characteristics and serve to advantage others of different status or characteristics. Direct and indirect discrimination contribute to systemic discrimination.

12.2.1 Bullying & Harassment

Bullying is repeated, unreasonable behaviour directed towards an individual or a group of individuals that creates a risk to health and safety and is unlawful. Repeated behaviour refers to the persistent nature of the behaviour and can involve a range of behaviours over time.

Unreasonable behaviour means behaviour that a reasonable person, having regard for the circumstances, would see as unreasonable, including behaviour that is victimising, humiliating intimidating or threatening. Examples of bullying may include (but are not limited to):

- A manager or supervisor using a management style that is harsh, involves shouting, constant criticism or humiliation of an individual or group of individuals in private or in front of their peers,
- An individual being treated less favourably by another individual or group of individuals, including, but not limited to, bullying or intimidation, forcing an individual to participate in an “initiation” process, the playing of practical jokes or forcing an individual to undertake demeaning tasks,
- Sniggering or gossiping behind someone’s back,
- Laughing at someone which is intended to make them feel uncomfortable or distressed,
- A manager setting unreasonable timelines or constantly changing deadlines for an individual to meet, or setting tasks that are unreasonably below or beyond a person’s skill level, and/or
- Continuously and deliberately excluding someone from workplace activities including ignoring or keeping individuals isolated from relevant communications about work issues.

In line with PERFORM TRAINING (RTO 31745)’s commitment to creating a workplace which is free from workplace health and safety risks and one which strives to create positive working relationships, all individuals are expected to observe the following minimum standards of behaviour, including:

- Being polite and courteous to others,
- Being respectful of the differences between Individuals and their circumstances,
- Ensuring they do not engage in any bullying behaviour(s) towards others in, or connected with the workplace which includes all individuals,
- Ensuring they do not assist, or encourage others in the workplace, or in connection with the workplace to engage in bullying behaviour(s) of any type,
- Adhering to the complaint procedure if they experience any bullying behaviour(s) personally,
- Reporting any bullying behaviour(s) they see happening to others in the workplace, or connected with the workplace in line with the complaint procedure, and
- Keeping information confidential if involved in any investigation of bullying.

Fair and reasonable management action taken to counsel an individual for instances of underperformance, investigating complaints made against personnel, discipline for misconduct and other work directions in line with business needs does not amount to bullying.

All individuals are expected to adhere to the standards of behaviour contained herein at all times. Any individual who is found to have breached these expectations will be disciplined accordingly, which may lead up to, and include termination of employment. If a contractor of PERFORM TRAINING (RTO 31745) is found to have breached these expectations, their contract stands to be terminated or may not be renewed in the future.

12.3 Equity & Bullying Complaints

Any individual who believes that they have been subject to actions or words that may constitute discrimination or bullying should act upon such bullying as soon as possible by following the procedure set out below. Individuals who believe they have witnessed discriminatory or bullying behaviour by another individual in the workplace are also able to make complaints.

In the first instance, the aggrieved individual should, wherever practicable and if they feel comfortable doing so, attempt to amicably resolve the matter with the individual(s) who are alleged to have engaged in bullying. When confronting the issue, the individual should clearly state the offensive behaviour experienced, explain that the behaviour is unwelcome and offensive and ask that the behaviour does not continue. The person may not be aware that their behaviour or conduct was causing offense or was unwelcome.

This is not a compulsory part of the complaint procedure, and if an individual does not wish to confront the person directly, then this is not encouraged.

Where the alleged bullying involves the individual's direct manager and it is not practical for them to directly resolve the matter, they shall immediately notify the Chief Human Resources Officer who, with the individual's approval will endeavour to investigate and resolve the matter on an informal basis in accordance with the procedure set out below.

12.3.1 Informal Complaint Procedure

An informal complaint procedure includes a range of alternatives which can be applied in a flexible manner to address different complaints in consideration of the relevant circumstances. The informal complaint procedure is intended to be used for less serious allegations of bullying and instances which generally do not warrant disciplinary action being taken. An individual who is unsure of whether or not to make a formal or informal complaint may make an informal complaint first and decide if they want to escalate the complaint to a formal complaint.

Different options for handling informal complaints may include, but are not limited to:

- PERFORM TRAINING (RTO 31745) relevant manager having a conversation with the alleged bully about the behaviour complained of, and
- PERFORM TRAINING (RTO 31745) relevant manager having a meeting with the individuals concerned in an attempt to reach a resolution.

12.3.2 Formal Complaint Procedure

Where an individual wishes to lodge a formal complaint, they will be required to do so by communicating this to the Chief Executive Officer.

PERFORM TRAINING (RTO 31745)'s complaints processes are followed. Please refer to the **Complaints Policy** for further information.

If PERFORM TRAINING (RTO 31745) feels it is appropriate in the interests of health and safety of individuals concerned, and or the efficiency of the investigation process, individuals may be requested to refrain from attending work course services for a period whilst the investigation is underway. Alternatively, individuals may be given different duties or work to perform while the investigation is being conducted. Employees who are requested to do either of these will be paid at their normal rate of pay during this period.

Whilst the investigator will endeavour to preserve the confidentiality of the complainant and the person complained of, it may be necessary to speak with other workers or Individuals involved to determine what happened and to maintain the integrity of the investigation process.

Where potentially unlawful conduct has occurred, PERFORM TRAINING (RTO 31745) will alert the appropriate authorities. Those Individuals who are involved in the complaint (including the complainant, witnesses etc.) are also under a duty to maintain confidentiality and display a commitment to uphold the integrity of the investigation process. If the complainant chooses to bring a support person with them to any meetings, they too are bound by confidentiality.

Gossiping and/or the spreading of rumours as a result of, or in connection with, a process followed under this policy will not be tolerated under any circumstances and may lead to further disciplinary action for those concerned.

12.3.3 Outcomes

The outcomes of a formal or informal complaint procedure will depend on the nature of the complaint, its severity and what is deemed appropriate in the relevant circumstances.

Where the results of an investigation procedure suggest that an individual is guilty of bullying, appropriate disciplinary procedures will be followed in line with the Discipline Policy. The disciplinary action will depend on the nature and severity of the behaviour and may include termination of employment, which may be instant dismissal where serious misconduct is deemed to have occurred.

Where the complaint involves a contractor or agent of PERFORM TRAINING (RTO 31745) and an investigation process reveals that a person has engaged in unlawful conduct or other behaviour, which is

prohibited by this policy, those concerned may face termination of their contracts immediately or will not be renewed in the future.

In addition to the remedies provided above, other action may be deemed necessary to resolve or remedy the behaviour complained of, including but not limited to:

- Providing training to individuals concerned regarding bullying,
- Requiring individuals who have breached this policy to apologise to appropriate person(s),
- Adjusting service delivery or working arrangements where appropriate,
- Providing counselling to individuals (complainant and the person complained of),
- Placing personnel on performance improvement plans to ensure improved behaviour, and/or
- Providing coaching and mentoring.

12.3.4 Appeals Procedure

If any parties involved are unhappy with the outcome, or the way the complaint was managed by PERFORM TRAINING (RTO 31745), the appeals process is available. Please refer to the **Appeals Policy** for further information.

The following external bodies can also provide further information:

Jurisdiction	Contact Details		
ACT	ACT Human Rights Commission	(02) 6205 2222	www.hrc.act.gov.au
NSW	Anti-Discrimination NSW	1800 670 812	www.antidiscrimination.nsw.gov.au
NT	Northern Territory Anti-Discrimination Commission	1800 813 846	www.adc.nt.gov.au
QLD	Queensland Human Rights Commission	1300 130 670	www.qhrc.qld.gov.au
SA	Equal Opportunity Commission SA	(08) 7322 7070	www.equalopportunity.sa.gov.au
TAS	Equal Opportunity Tasmania	1300 305 062	www.equalopportunity.tas.gov.au
VIC	Victorian Equal Opportunity and Human Rights Commission	1300 292 153	www.humanrights.vic.gov.au
WA	Equal Opportunity Commission WA	(08) 9216 3900	www.eoc.wa.gov.au
National	Australian Human Rights Commission	1300 656 419	www.humanrights.gov.au
National (Employment Matters)	Fair Work Ombudsman	13 13 94	www.fairwork.gov.au

12.4 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates student support processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

13. Access, Equity, Welfare, Wellbeing and Student Support

The purpose of this policy is to ensure that PERFORM TRAINING (RTO 31745) provides inclusive, equitable, and supportive learning environments that promote student success and wellbeing. This policy outlines the organisation's commitment to removing barriers, offering tailored support, and fostering a culture of respect and inclusivity for all students.

13.1 Rationale

PERFORM TRAINING (RTO 31745)'s approach to access, equity, welfare, wellbeing and student support ensures that all students receive equitable access to education and training, fostering an inclusive, diverse, and supportive learning environment. By proactively addressing barriers that may prevent participation, this strategy ensures that individuals from all backgrounds, including those with disabilities, culturally diverse groups, and individuals facing socio-economic challenges, have the resources and support necessary to succeed. This commitment to inclusivity aligns with best practices in vocational education and training, promoting access, fairness, and tailored assistance for students who require additional support.

The organisation acknowledges that student success is influenced by a range of factors, including wellbeing, academic support, and accessibility to services. The integration of targeted support mechanisms - such as study skills programs, counselling services, and technology support - ensures that students not only enrol but are also provided with structured guidance throughout their learning journey. This approach strengthens student retention, progression, and completion rates, ultimately contributing to a more skilled and capable workforce.

By implementing structured monitoring, evaluation, and feedback mechanisms, the organisation assesses the effectiveness of its student support strategies and make data-driven enhancements. This commitment to quality assurance ensures that students receive the highest level of educational and wellbeing support, reinforcing the organisation's dedication to fostering a learning environment that is inclusive, respectful, and responsive to diverse student needs.

13.2 Access and Equity

Access and equity means policies and approaches aimed at ensuring that VET is responsive to the individual needs of all students including those whose age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment or remote location may present a barrier to access, participation and the achievement of suitable outcomes.

Access and Equity principles include:

- Equity for all people through the fair and appropriate allocation of resources,
- Equality of opportunity for all people without discrimination,
- Access for all people to appropriate quality training and assessment services, and
- Increased opportunity for people to participate in training.

Disadvantaged groups include the following groups who traditionally have been under-represented in Vocational Education and Training:

- People with a disability,
- Aboriginals and Torres Strait Islanders,
- Women,
- People from non-English speaking backgrounds,
- People in rural and remote areas, and
- Long term unemployed.

13.3 Inclusive Learning

PERFORM TRAINING (RTO 31745) manages a learning environment that promotes and supports the diversity of students. The organisation:

- Fosters a safe and inclusive learning environment for students.
- Fosters a culturally safe learning environment for First Nations people.

PERFORM TRAINING (RTO 31745) recognises the need for affirmative measures to support First Nations people to enrol, participate in and complete training and is about:

- Acknowledging the unique experience of First Nations people in Australia,
- Recognising that First Nations peoples do not always have the same level of access to VET as non-Indigenous Australians, nor the same positive experiences, and
- Actively addressing unconscious bias, racism and discrimination, and supporting self-determination for First Nations people.

Cultural safety is about creating an environment that is safe for First Nations people. This means there is no challenge or denial of their identity and experience. A culturally safe learning environment has benefits for all students and staff alike. It creates a positive setting where people are respected and feel comfortable being themselves.

The organisation:

- Engages with local First Nations groups and communities to help identify ways they can improve,
- Engages personnel or industry experts from First Nations communities to deliver or review training and assessment,
- Ensures all personnel are culturally competent,
- Reviews learning materials and activities to ensure these are culturally safe and trauma aware.

Inclusive learning is about a fair go for everyone. Everyone has a right to learn, everyone can learn, but many people do not get fair access to learning opportunities.

Everyone learns differently

Everyone can learn. Good trainers partner with Students to empower them to achieve to their potential. PERFORM TRAINING (RTO 31745) trainers ensure students feel connected, supported and valued as individuals and as part of a community of students.

Students bring existing knowledge and skills

PERFORM TRAINING (RTO 31745) trainers ensure teaching and learning activities have contextual application and relevance. Learning is productive, meaningful and engaging, and builds on the student’s existing capabilities.

Core skills underpin all learning

The skills of oral communication, reading, writing, numeracy digital literacy and learning need special attention. PERFORM TRAINING (RTO 31745) trainers actively recognise the need for students to continually update and build core skills for new contexts and are supported to identify and action student skills gaps.

Being inclusive is everyone’s responsibility

PERFORM TRAINING (RTO 31745) trainers use a variety of training methods, encourage respectful interaction, seek feedback from Students, collaborate with specialists when they need extra help and continually update their skills.

13.3.1 Key Inclusive Learning Actions

Understand Differences in the Student Cohort

PERFORM TRAINING (RTO 31745) ensures it understands the vocational aspirations and support needs of students prior to enrolment to ensure they are enrolled in the right level course and have the right mix of supports available to help them succeed.

This includes the use of pre-enrolment reviews and guidance to students.

All PERFORM TRAINING (RTO 31745) trainers have access to information on student diversity.

Access Skills and Expertise in Addressing Difference

Introductory inclusive learning skills in embedded in PERFORM TRAINING (RTO 31745) personnel induction programs and ongoing professional development on inclusive learning is supported.

Listening to the Student

PERFORM TRAINING (RTO 31745) ensures it is collecting the perspectives of students, considering student views in the way courses are organised, and support is provided.

Help Students Choose an Appropriate Learning Pathway

PERFORM TRAINING (RTO 31745) provides students with flexible options, advice and guidance on the best pathway towards their vocational outcome and allows a diverse range of students to access the training.

All Students are provided with information and guidance on course requirements and outcomes prior to enrolment.

Develop the Core skills of Students

All PERFORM TRAINING (RTO 31745) trainers have the basic knowledge they need to identify and respond to foundation skills needs.

13.3.2 Celebrating Inclusion

PERFORM TRAINING (RTO 31745) engages in opportunities to raise awareness, celebrate & engage with diverse communities and promote inclusion.

Date	Day	Description
21 March	Harmony Day / International Day for the Elimination of Racial Discrimination www.harmony.gov.au	Celebrates Australia's cultural diversity and promotes inclusiveness, coinciding with the UN's day to eliminate racial discrimination.
17 May	International Day Against Homophobia, Biphobia, and Transphobia (IDAHOBIT) www.idahobit.org.au	Raises awareness of the discrimination faced by LGBTQIA+ individuals worldwide.
27 May – 3 June	National Reconciliation Week www.reconciliation.org.au/national-reconciliation-week	A time for Australians to learn about shared histories, cultures, and achievements, and to explore how to contribute to reconciliation with Indigenous communities.
5 June	Mabo Day www.niaa.gov.au	Commemorates Eddie Mabo's successful efforts to overturn the legal fiction of terra nullius, recognising Indigenous land rights.
4 August	National Aboriginal and Torres Strait Islander Children's Day www.snaicc.org.au	Celebrates the strengths and culture of Indigenous children.
9 August	International Day of the World's Indigenous Peoples www.un.org/en/observances/indigenous-day	Raises awareness and protects the rights of the world's Indigenous population.
26 August	Wear it Purple Day www.wearitpurple.org	Supports and celebrates LGBTQIA+ youth, promoting acceptance and awareness.
8 September	R U OK? Day www.ruok.org.au	Encourages people to connect and have conversations about mental health and wellbeing.
26 October	Intersex Awareness Day www.intersexday.org	Highlights human rights issues faced by intersex people.

Date	Day	Description
25 November	International Day for the Elimination of Violence Against Women www.un.org/en/observances/ending-violence-against-women-day	Aims to raise awareness and call for action to end violence against women and girls globally.
3 December	International Day of People with Disability www.idpwd.com.au	Promotes understanding of disability issues and mobilizes support for the dignity, rights, and well-being of persons with disabilities.

13.4 Student Support Services

PERFORM TRAINING (RTO 31745) ensures students have access to a range of support services during their course program. PERFORM TRAINING (RTO 31745):

- Determines the student's support needs during their enrolment, and
- Determines relevant support services, providing access when needed by the student.

Training support services means services and resources to support individual students to meet training product requirements and complete the training product in which they are enrolled.

PERFORM TRAINING (RTO 31745) ensures 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. This includes the training support services and wellbeing support services that are available to students and how to access them. Please refer to the **Information Provision Policy** for further information.

PERFORM TRAINING (RTO 31745) reviews prospective students' skills, ensure they have the necessary foundation skills to undertake the intended training. Please refer to the **Student Advice, Selection, Enrolment & Induction Policy** for further information.

PERFORM TRAINING (RTO 31745) ensures students have reasonable access to training support services, teachers, trainers and assessors and other staff to support their progress through their course and to address any academic issues. The organisation provides adequate and timely technology support either directly or through an external party. The terms of this service are communicated to students, so they can understand how issues will be handled if they arise. Please refer to the **Training Policy** for further information.

Please refer to the relevant **Training and Assessment Strategy** for further information on specific training support services available for each course being delivered.

Study Support

Please refer to PERFORM TRAINING (RTO 31745)'s **Study Tips Guide** for detailed study guidance and support. Students are encouraged to raise any queries and support needs at any stage with the *Student Support Team* or their relevant PERFORM TRAINING (RTO 31745) personnel they are working with in their course program.

Wellbeing Support

Cultural safety is about the experience of the individual. It is an outcome based on respectful engagement that recognises and strives to address power imbalances inherent in society. It results in an environment free of racism and discrimination, where people feel safe and able to be themselves when receiving advice and support.

Mental health is a state of wellbeing that enables you to deal with what life throws at you. It is about feeling resilient, enjoying life and being able to connect with others. Good mental health helps you:

- Cope with the normal stresses of life,

- Be productive both at work and in your private life,
- Relate well to other people, and
- Contribute to your community.

A **mental illness** is a disorder diagnosed by a medical professional that significantly interferes with a person's cognitive, emotional or social abilities. Examples include depression, anxiety, schizophrenia and eating disorders. These can all occur with varying degrees of severity.

People may also experience periods of reduced mental health, or mental ill-health during their lives. During these periods they may experience some symptoms of mental illness without receiving a diagnosis. It is important to still seek support in these times.

Suicide is defined as death caused by self-directed injurious behaviour with intent to die as result of the behaviour. Suicide is a complex issue, affected by a wide variety of factors. Although mental ill-health is often a contributing factor, not everyone who dies by suicide will have been experiencing mental ill-health.

Suicide deaths have been associated with life stressors, such as social isolation, relationship breakdown and financial hardship. Suicide has an enormous impact on families, friends and communities. It is critical people who are at risk of suicide get the support they need.

The term '**suicidal ideation**' refers to thoughts that life is not worth living, ranging in intensity from fleeting thoughts through to concrete, well thought-out plans for ending one's life, or a complete preoccupation with self-destruction. These thoughts are experienced by many young people at some point in their lives.

Wellbeing encompasses the health of the whole person – physical, mental, social and emotional. A person's wellbeing can change moment to moment, day to day, month to month and year to year. It can be influenced by what's happening in a specific moment and the actions that people take. Wellbeing may be preferred terminology when communicating with culturally and linguistically diverse audiences.

Wellbeing support services means support services and resources to assist with VET students' physical, mental, and emotional wellbeing.

PERFORM TRAINING (RTO 31745) is aware of risks to students' wellbeing and has put strategies in place to protect and uphold the safety and wellbeing of the student cohort. The organisation:

- Identifies the wellbeing needs of the student cohort, as relevant to the training content, and appropriate wellbeing support services.
- Advises the student cohort of the availability of wellbeing support services, and any organisation students can contact, or additional action students can take to support their wellbeing.
- Assists students to access these supports as appropriate (for example, by providing information about, or referring students to, external support services and resources).

The wellbeing support services required by students will vary based on several factors, including the student cohort, training mode, learning strategies, and course content. Different student groups bring diverse backgrounds, experiences, and challenges that influence the type of support they may require throughout their learning journey.

PERFORM TRAINING (RTO 31745) determines the wellbeing support needs, by reference to the training product content, of specific student target cohorts through a combination of

- pre-enrolment reviews,
- student self-disclosures,
- trainer observations,
- academic performance tracking, and
- stakeholder feedback mechanisms such as surveys and focus groups.

Regular consultation with trainers, support personnel, and stakeholders ensures that wellbeing strategies are aligned with student needs. This approach enables the RTO to proactively implement targeted support services, monitor their effectiveness, and continuously refine strategies to enhance student success and retention.

Ensuring that all staff members are informed about the RTO's wellbeing support strategies is essential to providing a proactive and responsive support system. PERFORM TRAINING (RTO 31745) personnel

receive an induction and on student wellbeing initiatives, referral pathways, and the signs that a student may require support. Trainers and assessors play a particularly critical role in identifying when students may be struggling, whether due to academic challenges, attendance issues, disengagement, or personal difficulties. Non-teaching personnel, such as administration and student support teams, must also be aware of available wellbeing services and how to refer students appropriately.

A structured referral process is in place, ensuring personnel know how to escalate concerns to the appropriate internal or external support service. This may include formalised reporting mechanisms, such as case notes or early intervention meetings, to track student support needs effectively.

Please refer to the relevant **Training and Assessment Strategy** for further information on specific wellbeing support services available for each specific target student cohort and course being delivered.

Perform Training (RTO 31745) will do what we can to support you however where we are unable to, students can refer to an external professional support service. Perform Training (RTO 31745) does not endorse or guarantee the services of any external organisations. Students should contact the providers directly to confirm service availability and suitability.

Key Referral Services Available	Contact Details
<p>Lifeline</p> <p>Lifeline provides all Australians experiencing a personal crisis with access to online, phone and face-to-face crisis support and suicide prevention services. Find out how these services can help you, a friend or loved one.</p>	<p>Phone: 13 11 14</p> <p>https://www.lifeline.org.au</p>
<p>Kids Helpline</p> <p>If you're between 5 and 25 and you're feeling depressed, worried, sad, angry or confused about things like your studies or personal relationships, Kids Helpline offers free 24 hour, 7 day telephone counselling support (anonymous if you prefer).</p>	<p>Phone: 1800 551 800</p> <p>https://kidshelpline.com.au</p>
<p>Beyond Blue</p> <p>For more than 20 years, people in Australia have placed their trust in Beyond Blue as a reliable source of mental health information, support, and hope.</p>	<p>Phone: 1300 224 636</p> <p>https://www.beyondblue.org.au/</p>
<p>Drug Info</p> <p>DrugInfo is a service provided by the Australian Drug Foundation that offers information about alcohol and other drugs and prevention of related harms</p>	<p>Phone: 1300 85 85 84</p> <p>https://adf.org.au/resources/druginfo/</p>
<p>Reading and Writing Hotline</p> <p>For the price of a local call anywhere in Australia, the Hotline can provide you with advice and a referral to one of 1200 providers of courses in adult literacy and numeracy.</p>	<p>Phone: 1300 6 555 06</p> <p>www.readingwritinghotline.edu.au</p>
<p>Centrelink</p> <p>Payments and services to support you.</p>	<p>Phone: 1800 057 111</p> <p>www.humanservices.gov.au/customer/dhs/centrelink</p>

<p>QLD Subsidised Students</p> <p>PERFORM TRAINING (RTO 31745) can also access adaptive technologies and support services for QLD student's learners with a disability through QLD department's Skills Disability Support service.</p>	<p>https://desbt.qld.gov.au/training/training-careers/support/disability/sds-learners</p>
<p>Mates in Construction</p> <p>MATES is a charity established in 2008 to reduce the high level of suicide among Australian construction workers.</p>	<p>Phone: 1800 595 212</p> <p>https://www.medicarementalhealth.gov.au/</p>
<p>Aboriginal and Torres Strait Islander Family Wellbeing Services</p> <p>A free and confidential one stop shop for Aboriginal and Torres Strait Islander families to access support to improve your social, emotional, physical and spiritual wellbeing, and help you be able to safely care for and protect your children.</p>	<p>Phone: 1300 117 095</p> <p>https://www.familywellbeingqld.org.au/</p>
<p>JobAccess</p> <p>Access advice, information and funding to support people with disability, employers and service providers.</p>	<p>Phone: 1800 464 800</p> <p>https://www.jobaccess.gov.au/</p>
<p>Alcohol and Drug Foundation</p> <p>The Alcohol and Drug Foundation (ADF) is Australia's leading organisation committed to inspiring positive change and delivering evidence-based approaches to minimise alcohol and drug harm.</p>	<p>Phone: 1800 250 015</p> <p>https://adf.org.au/</p>
<p>Reading Writing Hotline</p> <p>A free service to help adults improve their reading, writing and basic maths.</p>	<p>Phone: 1300 6 555 06</p> <p>https://readingwritinghotline.edu.au/</p>
<p>Financial Counselling Australia</p> <p>If you are experiencing financial difficulty, you can speak to a free, independent financial counsellor.</p>	<p>Phone: 1800 007 007</p> <p>https://www.financialcounsellingaustralia.org.au/</p>
<p>QLife</p> <p>QLife provides anonymous and free LGBTIQ+ peer support and referral for people in Australia wanting to talk about sexuality, gender, bodies, feelings or relationships.</p>	<p>Phone: 1800 184 527</p> <p>https://www qlife.org.au/</p>
<p>Womens line Australia</p> <p>DVConnect's Women's line is a free helpline for women and their children in Queensland who are experiencing domestic and family violence.</p>	<p>Phone: 1800 811 811</p> <p>https://www.dvconnect.org/womensline/</p>

<p>Mens Line Australia</p> <p>Men's Line Australia is a free telephone and online counselling service offering support for Australian men anywhere, anytime.</p>	<p>Phone: 1300 789 978</p> <p>http://www.mensline.org.au/</p>
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13.4.1 Providing Student Support

PERFORM TRAINING (RTO 31745) embraces the responsibility of ensuring all students are supported in acquiring the knowledge and skills sought through their training and assessment program. PERFORM TRAINING (RTO 31745) determines the support needs of individual students prior to enrolment and ensures access is provided to the support services necessary for the individual student to meet the requirements of the training product as specified in training packages or VET accredited courses.

All PERFORM TRAINING (RTO 31745) personnel are aware of available internal or external resources or are able to confidently refer students to appropriate tutoring and community support services. PERFORM TRAINING (RTO 31745) ensures support provided is reasonable and accessible.

13.4.2 Overseas Students - Student Support Services

Not applicable

13.4.3 Younger Overseas Students

Not applicable

13.4.4 SA WorkReady – Learner Support Services

Not applicable

13.5 ELICOS Counselling Personnel

Not applicable

13.6 Support for Students with Individual Needs

PERFORM TRAINING (RTO 31745) is committed to complying with Commonwealth and State legislation and policies regarding access, equity and cultural diversity. This legislation includes the *Disability Discrimination Act 1992 (Cth)* and the *Anti-Discrimination Act 1998 (Cth)*.

PERFORM TRAINING (RTO 31745) also maintains compliance with the *Disability Standards for Education 2005 (Cth)* including processes relating to:

- Enrolment,
- Participation,
- Curriculum development, accreditation and delivery,
- Student support services, and
- Elimination of harassment and victimisation.

PERFORM TRAINING (RTO 31745) strives to maximise opportunities for access, participation and outcomes for all Students within the vocational education, training and employment system.

PERFORM TRAINING (RTO 31745) undertakes to identify and, where possible, remove barriers that prevent individuals from accessing and participating in our services. PERFORM TRAINING (RTO 31745) is committed to treating all prospective and actual students on the same basis.

13.6.1 On the Same Basis

A person with a disability is able to seek admission to, or apply for enrolment in, an institution on the same basis as a prospective student without a disability if the person has opportunities and choices in admission or enrolment that are comparable with those offered to other prospective student without disabilities.

PERFORM TRAINING (RTO 31745) ensures it treats prospective students with a disability on the same basis as prospective Students without a disability as it makes any decisions about admission or enrolment on the basis that reasonable adjustments will be provided.

An adjustment is a measure or action (or a group of measures or actions) taken by PERFORM TRAINING (RTO 31745) that has the effect of assisting a student with a disability:

- In relation to an admission or enrolment — to apply for the admission or enrolment,
- In relation to a course or program — to participate in the course or program, and
- In relation to facilities or services — to use the facilities or services,

On the same basis as a student without a disability, and includes an aid, a facility, or a service that the student requires because of his or her disability.

13.6.2 Reasonable Adjustments

Reasonable adjustments include any adjustments for a VET student with a disability made by an NVR registered training organisation in a manner consistent with the *Disability Standards for Education 2005* (Cth).

Reasonable adjustment refers to any modification 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. This could include, for example:

- Ensuring that course activities are sufficiently flexible.
- Providing additional support where necessary.
- Customising resources, activities or presentation mediums.
- Offering a reasonable substitute within the context of the course where a student cannot participate.

An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected. In assessing whether a particular adjustment for a student is reasonable, PERFORM TRAINING (RTO 31745) has regard to all the relevant circumstances and interests, including the following:

- The student’s disability,
- The views of the student or the student’s associate,
- The effect of the adjustment on the student, including the effect on the student’s:
 - Ability to achieve learning outcomes, and
 - Ability to participate in courses or programs, and
 - Independence,
- The effect of the proposed adjustment on anyone else affected, including PERFORM TRAINING (RTO 31745), personnel and other students, and
- The costs and benefits of making the adjustment.

13.6.3 Student Rights and PERFORM TRAINING (RTO 31745) Responsibilities

Students’ Rights	PERFORM TRAINING (RTO 31745) Responsibilities
Enrolment	
<ul style="list-style-type: none"> • Right to seek admission and enrol on the same basis as prospective students without disability including the right to reasonable adjustments. 	<ul style="list-style-type: none"> • Take reasonable steps to ensure that the enrolment process is accessible. • Consider students with disability in the same way as students without disability when deciding to offer a place. • Consult with the prospective students or their associates about the effect of the disability on their ability to seek enrolment, and any reasonable adjustments necessary.

Participation	
<ul style="list-style-type: none"> Right to access courses and programs, use services and facilities, and have reasonable adjustments, to ensure students with disability are able to participate in education and training on the same basis as students without disability. 	<ul style="list-style-type: none"> Take reasonable steps to ensure participation. Consult with the student or their associate about the effect of the disability on their ability to participate. Make a reasonable adjustment if necessary. Repeating this process over time as necessary.
Curriculum Development, Accreditation and Delivery	
<ul style="list-style-type: none"> Right to participate in courses and relevant supplementary programs that are designed to develop their skills, knowledge and understanding, on the same basis as students without disability and to have reasonable adjustments to ensure they are able to participate in education and training. 	<ul style="list-style-type: none"> Enable students with disability to participate in learning experiences (including assessment and certification). Consult with the student or their associate. Take into consideration whether the disability affects the student's ability to participate in the learning experiences.
Student Support Services	
<ul style="list-style-type: none"> Right to access student support services provided by education institutions, on the same basis as Students without disability. Students with disability have the right to specialised services needed to participate in the educational activities they are enrolled in. 	<ul style="list-style-type: none"> Ensure that students with disability are able to use general support services. Ensure that students have access to specialised support services. Facilitate the provision of specialised support services.

Students' Rights	PERFORM TRAINING (RTO 31745) Responsibilities
Harassment & Victimisation	
<ul style="list-style-type: none"> Right to education and training in an environment that is free from discrimination caused by harassment and victimisation on the basis of their disability. 	<ul style="list-style-type: none"> Implement strategies to prevent harassment or victimisation. Take reasonable steps to ensure that personnel and students are informed about their obligation not to harass or victimise Students with disability. Take appropriate action if harassment or victimisation occurs. Ensure complaint mechanisms are available to Students.

13.6.4 Process for Considering Adjustments

PERFORM TRAINING (RTO 31745) provides equitable access to all required educational and support services, so that no student is disadvantaged regardless of their mode of study or location. Where there may be limitations regarding access to these resources, PERFORM TRAINING (RTO 31745) provides clear advice in pre-enrolment information so all clients can make an informed choice about which RTO and course of study best meets their needs.

PERFORM TRAINING (RTO 31745) embraces the responsibility of ensuring that all personnel acquire the knowledge and skills to relate to Students without direct or indirect discrimination. All personnel are aware of

and know how to use available PERFORM TRAINING (RTO 31745) or external resources or be able to confidently refer Students to appropriate tutoring and community support services.

All personnel continue to expand their knowledge or access and equity issues through induction processes when joining PERFORM TRAINING (RTO 31745), and in structured professional development on a regular basis (at least annually) in access and equity issues and resources.

PERFORM TRAINING (RTO 31745) personnel have access to a range of access and equity materials designed to assist students in undertaking and completing courses and qualifications.

In assessing whether an adjustment to the course of the course or program in which the student is enrolled, or proposes to be enrolled, is reasonable, PERFORM TRAINING (RTO 31745) is entitled to maintain the academic requirements of the course or program, and other requirements or components that are inherent in or essential to its nature.

13.6.5 Consulting the Student

Before PERFORM TRAINING (RTO 31745) makes an adjustment for the student, the student or their associate is consulted about:

- Whether the adjustment is reasonable, and
- The extent to which the adjustment would achieve the aims in relation to the student, and
- Whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student.

13.6.6 Deciding on an Adjustment to be Made

In deciding whether to make a particular reasonable adjustment for a student, PERFORM TRAINING (RTO 31745):

- Assesses whether there is any other reasonable adjustment that would be less disruptive and intrusive and no less beneficial for the student, and
- Assesses whether the adjustment may need to be changed over the period of a student's education or training.

A detailed assessment, which might include an independent expert assessment, may be required in order to determine what adjustments are necessary for a student. The type and extent of the adjustments may vary depending on the individual requirements of the student and other relevant circumstances. Multiple adjustments may be required and may include multiple activities.

13.6.7 Assessing Reasonable Adjustments

In assessing whether a particular adjustment is reasonable for the student with a disability, PERFORM TRAINING (RTO 31745) takes into account:

- The nature of the student's disability,
- The information provided by, or on behalf of, the student about how the disability affects the student's ability to participate,
- Views of the student, or an associate of the student, about whether a proposed adjustment is reasonable and will enable the student with a disability to access and participate in education and training opportunities on the same basis as students without disabilities,
- Information provided by, or on behalf of, the student about his or her preferred adjustments,
- The effect of the proposed adjustment on the student, including the student's ability to participate in courses or programmes and achieve learning outcomes,
- The effect of the proposed adjustment on anyone else affected, including PERFORM TRAINING (RTO 31745) operations, personnel and other students, and
- The costs and benefits of making the adjustment.

In making a reasonable adjustment, PERFORM TRAINING (RTO 31745) ensures that the integrity of the course or program and assessment requirements and processes are maintained.

PERFORM TRAINING (RTO 31745) acts upon information about an adjustment in a timely way that optimises the student's participation in education or training.

In meeting its obligations to provide reasonable adjustments, PERFORM TRAINING (RTO 31745) may provide an alternative adjustment to the student's preferred form of adjustment, if the alternative is effective in achieving the desired purpose.

13.6.8 Unjustifiable Hardship

Once a reasonable adjustment has been determined, PERFORM TRAINING (RTO 31745) adjustment may consider if the adjustment would impose unjustifiable hardship on its operations.

In determining what constitutes unjustifiable hardship, all relevant circumstances of the particular case are taken into account including:

- The nature of the benefit or detriment likely to accrue or be suffered by any persons concerned, and
- The effect of the disability of a person concerned, and
- The financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.

In determining whether unjustifiable hardship applies, PERFORM TRAINING (RTO 31745):

- Takes into account information about the nature of the student's disability, his or her preferred adjustment, any adjustments that have been provided previously and any recommended or alternative adjustments. This information may be provided by the student, an associate of the student or independent experts (or a combination of those persons),
- Ensures that timely information is available to the student, or an associate of the student about the processes for determining whether the proposed adjustment would cause unjustifiable hardship, and
- Ensures that these processes maintain the dignity, respect, privacy and confidentiality of the student and the associates of the student, consistent with the rights of the rest of the community.

Where a claim of unjustifiable hardship is made, PERFORM TRAINING (RTO 31745) has taken into account all the financial and other resources that are reasonably available for the purpose of making any necessary adjustments for the student, and the impact of those adjustments on its capacity to provide education of quality to all students while remaining financially viable.

PERFORM TRAINING (RTO 31745) considers all costs and benefits both direct and indirect that are likely to result, the student and any associates of the student, and any other persons in the learning or wider community, including:

- Costs associated with additional personnel, the provision of special resources or modification of the curriculum,
- Costs resulting from the student's participation in the learning environment, including any adverse impact on learning and social outcomes for the student, other students and trainers, and
- Benefits deriving from the student's participation in the learning environment, including positive learning and social outcomes for the student, other students and trainers, and any financial incentives, such as subsidies or grants, available to PERFORM TRAINING (RTO 31745) as a result of the student's participation.

Where PERFORM TRAINING (RTO 31745) decides to rely on unjustifiable hardship, it ensures that a notice stating the decision and the reasons for the decision is given to the student, or an associate of the student, as soon as practicable after the decision is made.

13.6.9 Implementing Reasonable Adjustments

PERFORM TRAINING (RTO 31745) takes reasonable steps to ensure that any adjustment required to be made is made within a reasonable time. Whether the time is reasonable depends, in particular, on whether and when the student, or his or her associate, has provided:

- In a timely way, any relevant information in the possession of the student or associate about how the disability affects the student in relation to education or training, and
- The student's or the associate's opinion about the matters.

Where reasonable adjustments are implemented, a detailed Training Plan (or specific Access Plan in some situations) including timetables, notes regarding the required adjustments, and any related communications regarding the adjustments is maintained in the student's file.

Reasonable Adjustments	
Student has difficulty with	Example reasonable adjustments
Concentration	<ul style="list-style-type: none"> • Breaking the assessment into appropriate components that can be undertaken separately, • Providing rest breaks during lengthy assessment sessions, • Providing a separate assessment venue if the student is distracted by others' movements or noise, • Providing additional time, • Providing alternative assessment methods, such as recording devices for oral testing, or telephone assessments, and • Allowing the student to provide evidence of having completed the assessment task at another venue, for example, an employer could verify satisfactory demonstration of competence.
Expressing knowledge in writing	<ul style="list-style-type: none"> • Allowing oral assessment, • Providing a digital recorder, scribe, • Providing a sign language interpreter, and • Providing additional time.
Spelling and/or grammar	<ul style="list-style-type: none"> • Allowing oral assessment, • Providing a digital recorder, scribe, • Providing a sign language interpreter, • Providing additional time, • Providing a computer with a generic spelling and grammar checker, dictionary and thesaurus (such as those included in Microsoft® Word) or specialised literacy software (such as Spell Master or Read and Write Gold), • Providing models and practical examples for the student to demonstrate what they mean, and • Providing alternative assessment methods, such as recorded interviews, slide presentations, photographic essays or models.
Numbers and numerical concepts	<ul style="list-style-type: none"> • Allowing additional time, • Allowing the student to use a calculator, and • Providing other assistive technology, such as a talking calculator.
Maintaining writing posture for any length of time, or writing quickly	<ul style="list-style-type: none"> • Providing a digital recorder or similar, • Allowing oral assessment, • Providing a personal computer (if using a keyboard is more comfortable than writing), • Allowing rest breaks, • Providing a scribe, • Providing other assistive technology or equipment, and • Allowing additional time.
Reading standard-sized	<ul style="list-style-type: none"> • Providing technology such as magnifying devices to enlarge print, or screen readers, • Providing Braille examination papers (with tactile diagrams, maps etc),

Reasonable Adjustments	
Student has difficulty with	Example reasonable adjustments
Print or handwriting	<ul style="list-style-type: none"> • Providing specialised writing pens, • Providing oral assessment or recorded questions, • Providing a reader, • Allowing additional time, • Providing models, graphics or practical examples to illustrate questions, and • Providing heavily lined paper.
Physical tasks	<ul style="list-style-type: none"> • Allowing alternative methods of competence demonstration, such as oral assessment or third party evidence, • Providing assistive technology or equipment, and • Allowing additional time.
Certain physical environments	<ul style="list-style-type: none"> • Providing appropriate lighting and eliminating glare (for students with low vision or epilepsy), • Providing suitable furniture, • Providing adequate space for equipment and support personnel, • Providing access to PowerPoints for equipment, and • Using a separate venue to eliminate distractions by others (and by others using equipment/support personnel).

13.7 Student Code of Conduct

This Student Code of Conduct establishes the behavioural expectations for all students at PERFORM TRAINING (RTO 31745). It promotes a respectful, professional, and safe learning environment while ensuring compliance with academic and industry standards.

This Code of Conduct applies to all PERFORM TRAINING (RTO 31745) students across all modes of study (face-to-face, online, workplace-based). It governs behaviour during training, assessments, work placements, and interactions with PERFORM TRAINING (RTO 31745) personnel, trainers, assessors, fellow students, and external stakeholders.

13.7.1 Student Responsibilities

General Behaviour & Respect

Students are expected to:

- Treat fellow students and PERFORM TRAINING (RTO 31745) personnel with respect, fairness, and courtesy.
- Follow any reasonable direction given by PERFORM TRAINING (RTO 31745) personnel, including trainers and assessors.
- Engage in training sessions professionally, avoiding disruptive behaviour.
- Use appropriate language and refrain from excessive or offensive swearing.
- Respect the rights, opinions, and privacy of others.
- Maintain a cooperative and inclusive learning environment.

Academic Integrity

Students must:

- Complete assessments honestly, demonstrating their own knowledge and skills.
- Refrain from plagiarism, collusion, or cheating in any assessment activity.

- Follow all academic integrity guidelines, including referencing sources appropriately.
- Submit assessments by the due date or seek approval for an extension.
- Acknowledge and follow PERFORM TRAINING (RTO 31745)'s policies regarding the ethical use of Generative AI tools.

Attendance & Participation

Students are required to:

- Be punctual and attend all scheduled training sessions and assessments.
- Participate actively in all learning activities.
- Refrain from using mobile phones during workshops and training sessions unless approved by the trainer for learning purposes.
- Notify PERFORM TRAINING (RTO 31745) if unable to attend due to illness or other valid reasons.

Work Health & Safety (WHS) Responsibilities

Students must:

- Observe all normal safety practices, including wearing approved clothing and protective equipment where required.
- Follow all WHS policies and procedures.
- Avoid behaviours that may endanger themselves or others.
- Report any hazards, injuries, or unsafe practices to PERFORM TRAINING (RTO 31745) personnel immediately.
- Refrain from smoking in PERFORM TRAINING (RTO 31745) buildings and designated non-smoking areas.

Use of PERFORM TRAINING (RTO 31745) Property & Resources

Students are expected to:

- Treat all PERFORM TRAINING (RTO 31745) facilities, materials, and equipment with care.
- Return PERFORM TRAINING (RTO 31745) equipment and materials on time.
- Avoid damaging, stealing, modifying, or misusing any property, including electronic records.
- Follow ICT policies when using PERFORM TRAINING (RTO 31745) digital platforms and resources.

Work Placement & Industry Engagement

For students undertaking work placements, they must:

- Adhere to the workplace policies and procedures of the host organisation.
- Represent PERFORM TRAINING (RTO 31745) professionally in all work placement activities.
- Follow all industry-specific WHS requirements and wear appropriate safety attire.
- Respect workplace confidentiality and employer expectations.

Behavioural Misconduct

PERFORM TRAINING (RTO 31745) students must not:

- Harass, bully, intimidate, or discriminate against fellow students or PERFORM TRAINING (RTO 31745) personnel.
- Engage in any behaviour that offends, embarrasses, or threatens others.
- Be under the influence of alcohol or drugs while engaged in learning activities.
- Engage in unlawful or unethical behaviour that could damage the reputation of PERFORM TRAINING (RTO 31745).

Student Support & Complaints Process

PERFORM TRAINING (RTO 31745) is committed to supporting students through:

- Learning support and academic guidance.
- WHS and student wellbeing resources.
- Clear procedures for raising complaints and appeals, outlined in the PERFORM TRAINING (RTO 31745) **Complaints Policy** and **Appeals Policy**.

13.8 Discipline

PERFORM TRAINING (RTO 31745) is committed to the principle of ensuring that every student has the right to participate in training programs, free of inappropriate behaviour that may impair the learning processes, or the wellbeing of individuals.

13.8.1 Breaches & Misconduct

Breach of discipline means any conduct that impairs the reasonable freedom of other persons to pursue their learning or work or is in breach of the PERFORM TRAINING (RTO 31745)'s expectations.

A student commits a breach of discipline if she/he:

- Assaults a person on the premises of the PERFORM TRAINING (RTO 31745) training site or nominated facility,
- Unlawfully removes, damages or uses any property of another person or the PERFORM TRAINING (RTO 31745),
- Obstructs personnel of PERFORM TRAINING (RTO 31745) in the performance of their duties,
- Obstructs the teaching training of a group or an assessment activity,
- Commits or engages in any dishonest or unfair act in relation to an assessment activity, such as plagiarism or cheating,
- Wilfully disobeys or disregards any lawful order or direction given by a member of personnel,
- Enters part of the PERFORM TRAINING (RTO 31745) 's premises when directed not to do so by a member of personnel,
- Fails to leave part of the PERFORM TRAINING (RTO 31745) 's premises when directed to do so by a member of personnel,
- Fails to return PERFORM TRAINING (RTO 31745) property or pay replacement costs when instructed to do so,
- Fails to pay financial commitments to PERFORM TRAINING (RTO 31745),
- Enters part of the PERFORM TRAINING (RTO 31745)'s premises whilst under the influence of alcohol or a drug,
- Engages in any unlawful activity on the PERFORM TRAINING (RTO 31745) 's premises such as using, possessing or supplying any prohibited drug, substance or weapon,
- Discriminates against a person on the grounds of the person's age, race, sex, sexuality, gender, marital status, physical or intellectual disability, background or religion,
- Incites hatred towards, serious contempt for, or severe ridicule of, a person or group of persons on the grounds of the person's age, race, sex, homosexuality, transgender, marital status, physical or intellectual disability or religion of the person or members of the group, or
- Commits any other act which could reasonably be considered to be in breach of PERFORM TRAINING (RTO 31745) expectations.

13.8.2 Addressing Breaches

PERFORM TRAINING (RTO 31745) personnel and students have an interest and a responsibility to prevent minor behavioural problems from becoming larger ones. Any individual who believes that a breach of discipline has occurred should report the breach of discipline to PERFORM TRAINING (RTO 31745) without delay.

1. All cases of breach of discipline committed by an PERFORM TRAINING (RTO 31745) representative must be reported to the *Chief Executive Officer*.
2. In the case of a student breach, the breach must be reported to PERFORM TRAINING (RTO 31745)'s *Chief Executive Officer* in writing with the following information:
 - Student name and program,
 - Description of the breach of discipline,
 - Damage or inconvenience caused by the breach,
 - Level of cooperation given by the student,
 - Witnesses to the breach, and
 - Evidence available to support the claim of a breach.
3. If appropriate, the student can be ordered off the PERFORM TRAINING (RTO 31745)'s premises for the remainder of the day on which the breach takes place. Circumstances where it may be appropriate

to exclude the student from the PERFORM TRAINING (RTO 31745)'s premises include serious cases of breach of discipline such as violence, abusive behaviour, discrimination, vandalism or wilful disobedience of a personnel direction.

In situations of greater urgency, such as cheating or violence, an oral report may be made to PERFORM TRAINING (RTO 31745)'s *Chief Executive Officer* in the first instance, followed by the written report as soon as practicable thereafter.

4. Within two working days of the report, the *Chief Executive Officer* will speak to the student concerned, in the presence of the relevant member of personnel if possible and if not then in the presence of a Third party chosen by the *Chief Executive Officer*.

The student may also have a representative present to act as a witness to the discussion. Where appropriate, the students are cautioned and advised of the possible consequences and the grounds for such report. Confidentiality of all meetings is maintained.

5. PERFORM TRAINING (RTO 31745)'s *Chief Executive Officer* may apply any of the following penalties where satisfied a breach of discipline has been committed and the penalty matches the seriousness of the breach:
 - A verbal or written reprimand,
 - A requirement to attend counselling at a specified time and place,
 - Payment of compensation by student for damages or loss of resources,
 - Restitution of property removed or damaged,
 - Use of specified equipment only in accordance with certain conditions (for a set period),
 - Termination of enrolment, or
 - Exclusion from PERFORM TRAINING (RTO 31745).

Attempts are to be made to solve behavioural problems of students through discussion and mediation before the provision of more formal procedures is invoked.

At all stages students are provided the opportunity to express their concerns before any decisions are made. All decisions are reviewable using PERFORM TRAINING (RTO 31745)'s *Appeals* arrangements.

6. Any penalty imposed is communicated to the student in writing within five days of the meeting. The student is also advised of the right to appeal the penalty under PERFORM TRAINING (RTO 31745) *Appeals* arrangements.

13.9 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates student support processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

14. Information Provision

The purpose of this policy is to ensure PERFORM TRAINING (RTO 31745) provides clear, accurate, and accessible information to prospective and current students, stakeholders, and the public. This policy aligns with the *Standards for RTOs* and *Australian Consumer Law* to promote transparency and support informed decision-making.

The organisation ensures students have access to clear and accurate information including to make informed decisions concerning the organisation the relevant training product, and students are made aware of any changes that may affect them, and that students are treated fairly and are properly informed, protected, and supported.

14.1 Rationale

PERFORM TRAINING (RTO 31745) is committed to ensuring that prospective students receive clear, accurate, and timely information prior to enrolment, enabling them to make well-informed decisions about their training options. This policy aligns with regulatory requirements, including the *Standards for RTOs*, *Australian Consumer Law*, ensuring compliance and transparency in all student communications. By providing detailed course information, including entry requirements, fees, training support services, and assessment expectations, PERFORM TRAINING (RTO 31745) ensures that students understand their obligations, rights, and the suitability of their chosen training program.

To uphold these standards, PERFORM TRAINING (RTO 31745) implements a structured approach to information dissemination through multiple channels, such as the RTO website, Course Guides, and direct consultation with student support personnel. The organisation prioritises accessibility and equity, making reasonable adjustments to ensure that information is available to diverse student cohorts, including those requiring additional learning support. The pre-enrolment process is designed to assess individual needs, allowing PERFORM TRAINING (RTO 31745) to provide tailored guidance on course selection, study commitments, and available support services. This approach promotes ethical and responsible recruitment practices while protecting students from misleading or unclear enrolment expectations.

PERFORM TRAINING (RTO 31745) ensures that any changes to course details, fees, duration, or third party arrangements are promptly communicated to students. A quality assurance framework is in place to regularly review and update all pre-enrolment materials, ensuring they remain current, compliant, and reflective of industry standards.

14.2 Services Information

To ensure accessibility and transparency, PERFORM TRAINING (RTO 31745) communicates this information through multiple channels, including the RTO's website, marketing materials, course guides, and direct consultation with student support personnel. Prior to enrolment, students are provided with a formal information package and are encouraged to participate in an information session or consultation with an RTO representative. This process ensures that all students are fully aware of their rights, obligations, and available support services before commencing their training.

PERFORM TRAINING (RTO 31745):

- Ensures information provision for all course services is accurate and conforms to the planned training and assessment described in PERFORM TRAINING (RTO 31745)'s training and assessment strategies.
- Has fair, policies and procedures relating to course enrolment, fees and refunds.
- Ensures all information is visible and accessible to all students
- Tailors communications to meet the needs of specific student target cohorts and those who are vulnerable or require special assistance.

The organisation **does not** guarantee, verbally or in writing, that:

- A student will successfully complete a training product on its scope of registration,
- A training product can be completed in a manner which does not meet the requirements of the *Standards for RTOs*, or
- A student will obtain a particular employment outcome where this is outside the control of the RTO.

Client means a learner, student, enterprise or organisation that uses or purchases the services provided by an RTO.

I have cut and past this into the course guide to ensure that all topics are covered

Prior to enrolment, PERFORM TRAINING (RTO 31745) provides clear, accurate, complete and timely information to prospective clients on each specific course via the **Course Guide**, designed to enable them to make informed decisions, including information about the following:

- Training product code and title,
- Currency information, eg training product has been superseded or removed from a training package,
- Duration,
- Mode(s) of delivery
- Training delivery location
- Work Placement and/or assessment requirements (if applicable), including:
 - the number of hours required,
 - when placement will occur,
 - who organises placement, and
 - how placement will ensure that assessment methods are met.
- Commencement dates
- Scheduling
- Training product requirements, including:
 - assessment requirements, or
 - whether any licencing or occupational licence requirements apply,
- Details of any third party arrangements that apply to the delivery of the training,
- The training support services and wellbeing support services that are available and how to access
- Any limitations regarding access to training support services and resources,
- Fees and costs payable by the student, including:
 - payment terms and conditions,
 - refund policies, and
 - the availability of any relevant government training entitlements and subsidy arrangements,
- Student's obligations or liabilities, including:
 - any obligations relating to work placements, materials, equipment or IT, costs,
 - any costs and processes associated with withdrawing from training,
 - any costs and processes associated with obtaining a Student Identifier, and
 - any requirements for VET students to undertake work placements,
- How the Trainer and assessor will contact students during the course, and Expected response times for answering queries and assessment turnaround times,
- Which parts of the course apply to each unit of competency, where one to one mapping between units of competency, clustered units/topics
- That PERFORM TRAINING (RTO 31745) is responsible for the quality of the training and assessment during all course services in compliance with the *VET Quality Framework* and the *Standards for RTOs*, and
- That PERFORM TRAINING (RTO 31745) is responsible for the issuance of AQF certification documentation the student is entitled to as course services are undertaken.

Course Guides may be available on the PERFORM TRAINING (RTO 31745) website, provided via email and also via hard copy on request.

14.2.1 Course Resources

Training and Assessment resources will be provided.

14.2.2 Enrolment Termination

All applicants are advised that, if a student's behaviour, progress or engagement doesn't meet the standards set by PERFORM TRAINING (RTO 31745), the organisation may elect to terminate their enrolment. At all stages students are provided the opportunity to express their concerns before any decisions are made. All decisions are reviewable using PERFORM TRAINING (RTO 31745)'s **Appeals** arrangements.

14.3 Third party Arrangements

Not applicable however

PERFORM TRAINING (RTO 31745) makes clear where services are being delivered by a third party on the RTO's behalf, including distinguishing where:

- A third party is recruiting prospective students on the RTO's behalf,
- A third party is delivering training and assessment on the RTO's behalf, and
- Another RTO is delivering training and assessment on behalf of the RTO.

14.4 Consumer Rights

PERFORM TRAINING (RTO 31745) informs prospective clients about their rights as a consumer in accordance with relevant state and territory laws. This includes information on cooling-off periods where relevant. Please refer to the **Consumer Protection Policy** for further information.

PERFORM TRAINING (RTO 31745) informs prospective clients about its complaints and appeals processes that may be relevant for course services and other business activities.

14.4.1 Course Changes, Cancellation or Provider Closure

PERFORM TRAINING (RTO 31745) is committed to providing timely and transparent communication to students regarding any changes that may impact their training experience. PERFORM TRAINING (RTO 31745) notifies clients as soon as practical after any change occurs that may affect the course services being provided. This includes changes of significant impact including:

- Contact details for the RTO,
- Course details, cost or duration,
- Changes to the training product they are enrolled in (e.g. superseded units, transition arrangements),
- Services offered (including support services),
- Ownership of the RTO,
- Changes to third party arrangements, and
- Unexpected events impacting delivery.

All service changes are communicated through appropriate channels, including direct email notifications, updates on the RTO website, Learning Management System (LMS) announcements, and where necessary, formal meetings or webinars.

Where changes significantly affect a student's enrolment or learning pathway, PERFORM TRAINING (RTO 31745) provides personalised support, including guidance on alternative options, transition arrangements, and any applicable student rights. This ensures that students are well-informed and can make necessary adjustments to their study plans with minimal disruption.

In the event of course cancellation or provider closure, PERFORM TRAINING (RTO 31745) is committed to acting ethically and meeting its responsibilities to all affected students and has implemented fair, clearly understandable policies and procedures relating to course cancellation and tuition protection. In the event of a course cancellation or provider closure, the organisation:

- Informs all affected students about all arrangements,
- Makes available to each student an accurate and complete record of their progress towards each competency in their course, including the issuance of any relevant AQF certification documentation, and
- Deals with or resolves any matter that arises during, or that relates to, the period of course or provider operations.

14.5 Fee Information

Prior to enrolment, before any fees are required to be paid, PERFORM TRAINING (RTO 31745) provides written information to prospective students about the agreed training to be provided, the amount of any fees to be paid by the student, and the student's obligations. This information is provided via the **Course Fees Agreement**.

The organisation:

- Makes all reasonable efforts to ensure students are aware of their responsibilities, obligations, and rights concerning their course and financial arrangements, including any loan arrangements, and that they understand what they are agreeing to.
- Makes all reasonable efforts to seek relevant information from students that could impact their ability to pay their fees using any government funding, subsidy or loan arrangement, such as having accessed support for the same course with another provider.

Please refer to the **Fees, Charges and Refunds Policy** for further information.

14.6 Overseas Students Engagement Prior to Enrolment

Not applicable

14.6.1 Supplementary Courses Exempt from the ESOS Act

Not applicable

14.7 NSW Smart & Skilled Student Information

Not applicable

14.8 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) has established robust quality assurance mechanisms to regularly review, update, and validate all pre-enrolment and course-related information.

All student information, including marketing materials, course guides, website content, **Student Handbook**, and third party communications, undergoes a formal review process to ensure compliance with current training package requirements, regulatory standards, and organisational policies. Regular audits, feedback mechanisms, and compliance checks are conducted to verify that information is up-to-date and clearly presented.

PERFORM TRAINING (RTO 31745) monitors and evaluates marketing and student recruitment processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

15. Fees, Charges & Refunds

The purpose of this policy is to outline PERFORM TRAINING (RTO 31745)'s approach to the management of fees, charges, and refunds. This policy ensures transparency, fairness, and compliance with the *Standards for RTOs* and *Australian Consumer Law*.

This policy applies to all prospective and current students, as well as personnel involved in the administration of fees, charges, and refunds for courses delivered by PERFORM TRAINING (RTO 31745). It includes payment types, schedules, and refund processes for courses on the organisation's Scope of Registration.

PERFORM TRAINING (RTO 31745) is committed to providing clear and accurate information about fees, charges, and refund conditions to students and stakeholders. The organisation will maintain a fair and transparent process for managing payments and refunds while complying with regulatory and legal requirements.

15.1 Rationale

Ensuring transparency and fairness in financial arrangements is fundamental to fostering trust and accessibility in education and training. Clear communication of costs, payment structures, and refund processes allows students to make informed financial decisions before committing to a course. By outlining structured payment options, eligibility for funding or subsidies, and provisions for refunds, financial arrangements remain equitable and compliant with regulatory requirements. This approach not only supports consumer rights but also aligns with ethical business practices in vocational education.

A structured financial approach also enhances organisational efficiency by reducing disputes, ensuring timely payments, and maintaining compliance with legal and funding body requirements. Providing flexibility, such as instalment plans or financial hardship provisions, improves accessibility for a diverse student cohort while maintaining financial sustainability. Additionally, setting clear policies for refunds and withdrawals ensures that students are treated fairly in circumstances where course participation changes, reinforcing accountability and student confidence in the organisation.

15.2 Fees and Charges

Prior to enrolment, PERFORM TRAINING (RTO 31745) notifies clients of a range of fee information. This fee information includes:

- All fees payable to PERFORM TRAINING (RTO 31745), describing costs involved with the course,
- How and when fees must be paid,
- How to request a refund,
- The conditions under which a refund would be provided, and
- The student's rights as a consumer, including but not limited to any statutory cooling-off period, if one applies.

PERFORM TRAINING (RTO 31745) has implemented enrolment and charging arrangements that reflect the extent of the students' engagement with, and progression through, their course.

PERFORM TRAINING (RTO 31745) publishes all fees and charges. PERFORM TRAINING (RTO 31745) details its fees and charges and may include, but not limited to:

- Compulsory fees,
- Additional charges or co-contributions,
- Application process for exemptions and concessions,
- Methods of collection, and
- Refund information.

Not applicable - Where a student is being enrolled under any loan or delayed payment arrangement, the terms of the arrangement are clearly stated, including:

- Any debt that may be incurred,
- When repayment is required,
- Under what conditions, and
- Any associated fees, indexation or interest.

This information forms part of the Course Fees Agreement. Information provided to clients is consistent with PERFORM TRAINING (RTO 31745) course services arrangements. PERFORM TRAINING (RTO 31745) ensures all fees and charges related to the provision of training services are outlined to all parties prior to enrolment. Information provided is clear, accurate and sufficient to enable an informed choice.

PERFORM TRAINING (RTO 31745) fees are designed to minimise the impact of fees and charges, through flexible payment plans, dependent on service type. PERFORM TRAINING (RTO 31745) is committed to cost efficiency for Recognition of Prior Learning (RPL) applications and will at all times seek to complete RPL applications at the same cost or lower than normal course delivery costs.

15.2.1 Course Tuition Fees

Fees are published and available on the PERFORM TRAINING (RTO 31745) website. Published fees information includes fee rates for each training product, including full fee for service, subsidised, concession and exemption fee rates for each course and relevant government jurisdiction.

PERFORM TRAINING (RTO 31745) charges students (and/or their employer or school) the mandatory or at least the minimum course tuition fee in accordance with the relevant specific jurisdictional training initiative requirements.

15.2.2 Student Support Services Fees

If any specific student support options available attract an additional cost, PERFORM TRAINING (RTO 31745) makes this clear in pre-enrolment information and as a part of the Course Fees Agreement. Similarly, if there are limitations to the support PERFORM TRAINING (RTO 31745) is able to provide to particular student cohorts, these limitations are also made clear in information provided to potential Students.

PERFORM TRAINING (RTO 31745) ensures support provided is reasonable and accessible, with information on these items is included in the PERFORM TRAINING (RTO 31745)'s **Student Handbook**.

15.2.3 Incidental Expenses Resource Other Fees

Services Not Incurring Fees

PERFORM TRAINING (RTO 31745) does not charge students separate fees for goods and services that are considered an RTO's responsibility.

For example, PERFORM TRAINING (RTO 31745) does not charge fees for costs associated with goods and services such as enrolment, records archiving, the purchase or depreciation of equipment or general infrastructure, IT support, and access to general learning and personal support services such as mentoring, study skills programs and career guidance. Separate fees may not be charged for negotiating training plans or determining employers' capacity to train.

Embedded Qualifications

In some cases, a qualification may include all the units of competency required to complete a lower-level qualification, an 'embedded' qualification. The student may wish to be issued with a testamur for the lower-level qualification in addition to the higher one they enrolled in.

In this case the student has paid the fee for the higher-level qualification. PERFORM TRAINING (RTO 31745) does not charge an administrative fee to produce the additional testamur.

Co-enrolments

PERFORM TRAINING (RTO 31745) charges a fee for each government subsidised course that a student enrolls in, as relevant to the relevant government contractual requirements.

Repeated Assessment

Students are able to attempt assessment to complete a unit of competency on three (3) occasions within their initial course fee. PERFORM TRAINING (RTO 31745) does not levy additional fees for these attempts.

Exception: The course TLILIC003 Licence to Operate a Forklift Truck has an approved National Assessment Instrument WHSQ mandatory assessment. Reassessment for this course is charged at \$250 per attempt however the RTO can waive this fee with CEO approval.

15.2.4 Withdrawal without Penalty / Census Days

A withdrawal without penalty day or census day is a date by which a student's enrolment in the course or part of the course can be cancelled without the student incurring tuition fees for the course or part of the course.

- This is determined by the start date of the relevant course.
- If a student changes their mind, believes they do not meet the requirements of the course or the RTO believes they do not meet the requirements of the course a full refund will be granted.

Flexible Enrolments

- This is determined by the start date of the relevant course.

15.3 Notifications and Guarantee

PERFORM TRAINING (RTO 31745) guarantees that no additional charges will be imposed during the period covered by the Course Fees Agreement.

Fees are typically paid in one instalment. Any instalment requests are to be approved by the CEO.

15.4 Fee Protection

Prepaid fee means any fee relating to the delivery of services paid to an NVR registered training organisation by, or on behalf of an individual prior to the services to which the fee relates being delivered by the organisation.

Not more than \$1,500 - PERFORM TRAINING (RTO 31745) does not collect more than \$1,500 in prepaid fees (fees in advance) from students at any time for any course service. As such, no further fee protection arrangements are required. The requirements that apply to prepaid fees include all fees that a student is required to pay, including enrolment fees, tuition fees, materials fees and any other fee component that is a mandatory payment for the course.

15.4.1 Skills Tasmania - Statement of Rights

PERFORM TRAINING (RTO 31745) ensures that a printed **Statement of Rights** is provided to each learner at enrolment and on request.

15.5 Fee Records

All course services fees, relevant invoices and receipts for each student course enrolment are recorded and maintained in the student management system and/or Xero/MYOB/Consolid8. This system acts as the official accounts receivables system for PERFORM TRAINING (RTO 31745) and is maintained as the official and auditable records for all fees, charges and refunds.

15.6 Government Loan, Funding, Subsidy & Support Entitlements

Not Applicable

15.7 Student Loans – Fee & Loan Arrangements

Not Applicable

15.8 Fee Concessions and Exemptions

Fee concessions and exemptions apply to a range of publicly funded vocational education and training course services that may be provided by PERFORM TRAINING (RTO 31745) across jurisdictions.

PERFORM TRAINING (RTO 31745) collects, records and retains all evidence relating to fee transactions. Where a fee concession, waiver, exemption or refund is granted, PERFORM TRAINING (RTO 31745) retains all supporting evidence relating to the decision for each student.

PERFORM TRAINING (RTO 31745) has a formal process in place to support the assessment of student eligibility for waiving any remaining fees and charges, after concessions have been applied. PERFORM TRAINING (RTO 31745) only permits a fee concession or exemption for a student where evidence supporting the eligibility for concession or exemption is obtained from the student prior to the finalisation of enrolment process.

Fee concession and exemption arrangements do vary depending on the jurisdiction and government support program available. Please refer to the following table for fee concession and exemption information relevant.

15.8.1 Evidence of Eligibility

Eligibility for a fee exemption or concession is assessed at enrolment and cannot be adjusted after enrolment. Eligibility evidence is retained on each student's course file.

Where the evidence, provided by the student, is a copy of the original, the copy must be an 'original copy' certified by a person who is on the list of approved witnesses who can verify documents. A list of approved witnesses is available at the Commonwealth Attorney General's Department website at:

www.ag.gov.au/Publications/Pages/Statutorydeclarationsignatorylist.aspx.

15.9 Payment of Fees

Enrolment is not considered complete until statutory and RTO enrolment-based fees and charges are paid, deferred payment arrangements have been made, or fees and charges have been waived.

On enrolment, Students must take up one of the following payment options:

- Pay the full amount of fees and charges,
- Present information to invoice an employer for the student's fees and charges,
- Pay the fee by instalment (CEO approval), or
- Make application on the grounds of severe financial hardship for fees and charges to be waived for courses below diploma level.

Students who fail to take up one of the above options are not enrolled. Apprentices and trainees are treated the same as other students and are legally liable to pay fees.

Third party Fee Arrangements

PERFORM TRAINING (RTO 31745) Third party representatives do not collect fees on behalf of PERFORM TRAINING (RTO 31745).

15.9.1 Payment Instalments

Not Applicable - Students are given a minimum of eight weeks from the commencement of the unit to finalise payment when paying by instalment.

Where approval has been given for a student to pay by instalment, PERFORM TRAINING (RTO 31745) is responsible for the collection of outstanding fees and charges. Fair and adequate recovery procedures are in place to manage the collection and recovery of monies.

Students who have fallen behind in their payments are not enrolled in additional units unless appropriate arrangements, agreed to by both the student and present a signed authority from an employer to invoice that employer for the student's fees and charges, have been put in place to pay the amount outstanding.

15.9.2 Recovery of Outstanding Student Fees

PERFORM TRAINING (RTO 31745) collects all fees to be paid by the student by the time they complete their subsidised training. PERFORM TRAINING (RTO 31745) retains student fees that it collects.

PERFORM TRAINING (RTO 31745) has a robust process for the recovery of outstanding fees from a student, involving:

- Multiple fee statement reminders progressively via email and phone contact,
- Suspension of enrolment due to non-payment of fees, and
- Lodgement of fees for collection in cases of extended non-payment.

The failure by a student to pay a fee owing is considered to be a breach of discipline and can lead to penalties being imposed on the student under Discipline arrangements.

One of the penalties that may be considered is the delay in release of results or testamur(s) as relevant to the student until all fees are recovered, depending on the contractual requirements in each jurisdiction. For significant student debts, formal debt collection actions may also be undertaken.

15.10 Refunds

From time to time a refund may be required for specific student cases. Refund information and arrangements are made available to clients prior to enrolment through:

- PERFORM TRAINING (RTO 31745)'s **Student Handbook**,
- PERFORM TRAINING (RTO 31745) website, and
- As a part of the *Course Fees Agreement*.

PERFORM TRAINING (RTO 31745) has publicly published on its website and makes students aware of this Refund policy before enrolment.

15.10.1 Enrolment Fees

Enrolment fees paid for any course service cover administrative components of service provision and are often mandatory fees in the cases of publicly funded course services. In these cases, enrolment fees are non-refundable once the course service has commenced.

Course fees are outlined in each respective course page on the Perform Training (RTO 31745) website. Course fees are subject to change at any time.

Payment of course fees can be made to Perform Training (RTO 31745) via Direct Deposit, Credit Card, Purchase Order or cash.

Perform Training (RTO 31745) will only collect a maximum of \$1,500 in prepaid fees per course when the payment is made by the student, or from someone on behalf of the student.

PERFORM TRAINING (RTO 31745)'s general refund arrangements for all course services, including the provision of refunds to employers/industry for additional charges paid beyond the student and government contributions, are as follows:

Refund Arrangements	
PERFORM TRAINING (RTO 31745) is unable to commence the course for which the original enrolment and payment has been made.	<ul style="list-style-type: none"> • Full refund of all fees levied or placement in an appropriate alternate course, as per the clients' preference.
Student withdrawal before course commencement	<ul style="list-style-type: none"> • Full refund of course tuition fees paid.
Recognition of Prior Learning and/or Credit Transfer has been granted.	Pro-rata refund paid based on a calculation of the number of units that have received RPL or CT results and the fees paid to date.
PERFORM TRAINING (RTO 31745) is unable to continue to deliver the course as agreed.	<ul style="list-style-type: none"> • Full refund of course tuition fees paid.
Student withdrawal after unit commencement.	No refund payable (Unless CEO approval)

The same refund arrangements as outlined above apply to the provision of refunds to employers/industry for any additional charges that had been paid beyond the student and government contributions.

- Please note that some courses may require you to purchase additional resources needed for completion. For example, if you are completing a white card course in our virtual Zoom classroom (Connected Real Time Delivery), you will be required to access your own PPE for the practical assessment.
- If you complete the White Card course face to face, we provide the PPE for you.

15.10.2 Refunds Due to Non-Provision of Services

All fees levied are refunded in full if PERFORM TRAINING (RTO 31745) is unable to commence the course service as agreed.

15.10.3 Refunds Due to Request Hardship Application

Students may have extenuating circumstances that prevent them from attending scheduled course dates that may include but are not limited to illness, family or personal matters, or other reasons that are out of the ordinary.

Where delivery has commenced, course fees have been paid and an employer or Student believes a special circumstance refund is warranted, the client may apply for a refund by writing to the CEO:

All clients have the right to appeal a refund decision made by PERFORM TRAINING (RTO 31745). Please refer to the **Complaints Policy** for further information.

15.10.4 Third party Refunds

If course services fees have been paid to PERFORM TRAINING (RTO 31745) by a third party, any refunds payable will be remitted to that third party.

15.11 Acquittals

PERFORM TRAINING (RTO 31745) maintains financial records such that it is able to provide to state and territory governments, on request, a statement that all funding received via any jurisdictional funding contract or agreement was expended for the purposes of, and in accordance with, the terms of that agreement.

15.12 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates financial management processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

16. Student Advice, Selection, Enrolment & Induction

The purpose of this policy is to ensure that PERFORM TRAINING (RTO 31745) provides clear, accurate, and accessible advice to prospective students, enabling them to make informed decisions about course enrolment. The policy also outlines the principles and processes for selecting students based on their needs, career goals, and the requirements of the chosen course.

16.1 Rationale

By implementing a structured **Pre-enrolment Review**, prospective students are guided towards training products that align with their skills, competencies, and career aspirations. This method safeguards both the learner's investment in education and the integrity of PERFORM TRAINING (RTO 31745) by ensuring that students have the necessary foundation skills and prerequisites to successfully complete their chosen course. Additionally, providing clear pathways and referral options where training is deemed unsuitable demonstrates a commitment to student success.

16.2 Student Entry Procedure

On application for enrolment, PERFORM TRAINING (RTO 31745) ensures that all individuals are able to seek admission to a course program on the same basis. Where students have particular needs, these are discussed in open consultation with the student, and where appropriate, reasonable adjustments will be made in order to facilitate the individual's enrolment.

Prospective students apply for enrolment into one or more Training Product(s).

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

PERFORM TRAINING (RTO 31745) provides quality course services, including training and assessment that is suitable and appropriate for each individual.

Foundation skills refers to fundamental skills a person needs to participate in education and training, the workplace and the community. They are a combination of Language, Literacy, Numeracy and Digital Capability (LLND) skills along with employability and learning skills.

Foundation skills include:

- Learning,
- Reading,
- Writing,
- Oral,
- Numeracy,
- Digital Literacy

PERFORM TRAINING (RTO 31745) undertakes a pre-enrolment review process with every applicant to be aware of:

- Their foundation skills levels,
- Whether the applicant may require support to improve their foundation skills levels,
- Understanding the skills and experiences of the applicant, and how these may impact on their course progress, and
- Conditions that may require adjustment of training and assessment methods, such as flexibility with timing, reasonable adjustments or the use of alternate technologies and resources.

PERFORM TRAINING (RTO 31745) reviews the applicant's situation against the minimum competencies needed to successfully complete the course and identify possible reasonable adjustments.

Suitable means the training and assessment meets the individual's needs, links to likely job and/or participation outcomes and minimises duplication of the individual's existing competencies.

Appropriate means the training and assessment is delivered to regulatory and industry standards, uses delivery modes and durations optimised for the individual's needs and includes reasonable support to facilitate the individual's participation and attainment.

PERFORM TRAINING (RTO 31745) has implemented this student entry procedure to ensure that students are confirmed to be academically suited to undertake the particular course they wish to study.

To ensure individuals are academically suited, PERFORM TRAINING (RTO 31745)'s student application and enrolment processes include the requirements that:

1. PERFORM TRAINING (RTO 31745) reasonably believes that each individual applicant is academically suited to undertake the course.

PERFORM TRAINING (RTO 31745) focuses on supporting individuals to understand how their options may affect their future and, ultimately, helping them to choose the right training. This includes being prepared to suggest, in some instances, that none of its offerings are right for an individual. Where this is the case, PERFORM TRAINING (RTO 31745) refers prospective students to relevant government websites in their jurisdiction as a good place to start to determine more suitable course options.

Jurisdiction	Course Gateways
Australian Government	Australian Training Directory https://www.myskills.gov.au/
Australian Capital Territory	Skills ACT https://www.skills.act.gov.au/
New South Wales	Smart & Skilled https://smartandskilled.nsw.gov.au
Northern Territory	VET NT http://www.vet.nt.gov.au/
Queensland	QLD Skills Gateway http://www.skillsgateway.training.qld.gov.au
South Australia	Skills Gateway http://www.skills.sa.gov.au
Tasmania	Skills Tasmania http://www.skills.tas.gov.au/learners
Victoria	Victorian Skills Gateway http://www.education.vic.gov.au/victorianskillsgateway
Western Australia	Jobs & Skills https://www.jobsandskills.wa.gov.au

16.2.1 Enrolling Students Under School-leaving Age

PERFORM TRAINING (RTO 31745) has a range of responsibilities when enrolling a student under seventeen (17) years of age.

Typically, all children and young people aged under seventeen (17) years are legally required to be at school unless they've been granted an 'exemption' from school attendance.

Depending on the student's circumstances and state or territory of operations, exemptions are granted by a school principal or the relevant department of education and training.

Please also refer to our Child Safety and Wellbeing Policy for further information on supporting students under the age of eighteen (18) years.

16.3 Enrolment Information Collection

All prospective students must complete and provide relevant enrolment information and personal data as a part of their enrolment application. This includes relevant *AVETMISS* data collection information and relevant student identifiers including the USI.

Prospective students have the option of commencing their enrolment information process online, by completing an online application for enrolment for their initial course of interest. This online application once received forms the basis of the initial enrolment information.

For prospective students that do not start the application for enrolment process online, a hard-copy **Application for Enrolment Form** is completed.

In either case, once provided, the application information provided is used by PERFORM TRAINING (RTO 31745) representatives as a component of the Pre-Enrolment Review, as it provides significant information on the student's background, prior skills and qualifications, current employment status and any specific individual needs.

Disclosure of Individual Needs

Disclosure of a disability or ongoing ill health, including mental ill health, is each individual's choice and is not a requirement for participation in a training product. However, applicants are encouraged to share all relevant information about the impact of any disability or other support need early in their engagement with PERFORM TRAINING (RTO 31745) to assist the assessment of applications and for student support purposes.

16.4 Pre-Enrolment Review

PERFORM TRAINING (RTO 31745) conducts a **Pre-Enrolment Review** of current competencies including foundation skills.

Applicants are not encouraged to undertake training where there is not a reasonable prospect of completion.

The Pre-Enrolment Review is undertaken by PERFORM TRAINING (RTO 31745) personnel who provide impartial advice and translate an individual's ideas about their future into tangible and suitable choices.

The **Pre-Enrolment Review** process encompasses:

- Student identification confirmation,
- Course information & requirements,
- Identifying individual needs and any support services needed, including:
 - Existing educational attainment, capabilities, aspirations and interests, individual needs and foundation skills,
 - Confirmation of entry requirements and admission requirements met,
 - Consultation regarding any specific support needs,
- Previous competencies, credit transfer application (if relevant) and RPL application (if relevant),
- Employer engagement (if relevant),
- Government support eligibility (if relevant), and
- Final planning, course confirmation and enrolment decision.

Each of these components is outlined below.

16.4.1 Student Identification Requirements

A number of PERFORM TRAINING (RTO 31745) products require identification to be confirmed and verified identification evidence to be retained on file on admission to any nationally recognised course program. This may include:

- Evidence of student identity (for example, photo identification),
- Evidence of student eligibility to participate (for example, age, citizenship), and
- Evidence of entry requirements and admission requirements being met (for example, previous qualifications/study).

16.4.2 Course Information

During the Pre-Enrolment Review process, general and course specific information, including the relevant **Course Guide** is explained and student queries answered. This includes:

- Explanation of course content, competency standards, timelines and stakeholders,
- Outline of entry requirements and admission requirements,
- Duration of course and the delivery mode of course,
- Identification of specific resource requirements for the course,
- Explanation of assessment procedures relevant to course,
- PERFORM TRAINING (RTO 31745)'s procedures and processes, and
- Fees, charges and refunds information.

Please refer to the **Information Provision Policy** for further information.

16.4.3 Identifying Individual Needs

Entry and Admission Requirements

PERFORM TRAINING (RTO 31745):

- Reviews prospective student's skills to ensure they have the necessary language, literacy, numeracy and digital proficiency, and other foundation skills as relevant, to undertake the intended training product.
- Informs prospective students about the extent of support services available (including the limits of PERFORM TRAINING (RTO 31745)'s ability to respond to individual needs) to allow prospective students opportunity to decide if the organisation is able to meet their needs.
- Ensures all applicants have the resources to access the required online environments, such as a computer and appropriate internet access, where relevant.
- Provides advice to prospective students about the training product(s) appropriate to meeting their needs, taking into account each individual's needs and any support services needed.

Please refer to the relevant **Training and Assessment Strategy** for specific information on foundation skills requirements.

Academic Suitability – Foundation Skills

Where a course has specific academic suitability admission requirements, as part of the Pre-Enrolment Review students are required to have the foundation skills required to complete the course.

PERFORM TRAINING (RTO 31745)'s Foundation Skills are:

- Aligned to the *Australian Core Skills Framework (ACSF)*, *Digital Capability Skills Framework (DLSF)* and the *Core Skills for Work Developmental Framework (CS4W)*, as relevant.
- Aligned to the specific requirements of the training product, delivery modes and other contextual factors.

If the student is unable to complete the Foundation Skills satisfactorily, the relevant PERFORM TRAINING (RTO 31745) representative will make recommendations on required actions that may include:

- Refusal to process the individual's application for enrolment, on the basis that the applicant has not met the entry requirements or admission requirements to support their successful completion of the course, or
- The required strategies and actions to be taken to assist the individual to be able to complete the course, if this option is possible under course admission requirements.

Provision of Support Services

PERFORM TRAINING (RTO 31745) provides a range of educational, training support services and wellbeing support services to students, to enable them to meet the training product requirements and progress through / complete the training product in which they are enrolled.

Consultation with Individuals Living with a Disability

There may be times and situations in which a student may require '*reasonable adjustment*' of the training and assessment methods implemented by PERFORM TRAINING (RTO 31745) to meet their specific

individual needs. PERFORM TRAINING (RTO 31745) has formal consultation arrangements in place to determine and support these needs that occurs during the Pre-enrolment Review process.

Please refer to the **Access, Equity, Welfare, Wellbeing and Student Support Policy** for further information.

16.5 Credit Transfer

As a component of the Pre-Enrolment Review process, PERFORM TRAINING (RTO 31745) ensures students who have previously completed an equivalent training product are supported to have their training recognised.

Credit transfer means the process of recognising and awarding credit for prior successful completion of an equivalent unit of competency or module.

Students are offered opportunities to seek credit transfer and are made aware of the organisation's policies for this. Please refer to the **Information Provision Policy** for further information.

Decisions related to credit transfer are:

- Based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript (unless prevented by licensing or regulatory requirements of the training product), and
- Documented and decided in a way that is fair, transparent, consistent amongst VET students, and maintains the integrity of the training product.

PERFORM TRAINING (RTO 31745) is not obliged however to issue a qualification or statement of attainment that is achieved wholly through recognition of units and/or modules completed at another RTO.

In all cases, verified copies of the relevant documentation evidence is retained in the student's file.

16.5.1 Document Verification Procedure

When verifying documentation, PERFORM TRAINING (RTO 31745) personnel are required to implement the following procedures:

Identity Documents

1. Sight the original Identification document.
2. Take a copy of the original Identification document.

AQF Certification Documentation

1. Receive a copy of the AQF certification documentation being used,
2. Confirm the authenticity of the document by contacting and confirming authenticity with the relevant issuing registered training organisation,

VET Transcripts

Authentication to be conducted by a representative that has USI Organisation Portal access.

1. Ensure the student has given PERFORM TRAINING (RTO 31745) permission to see their transcript online.
2. Access the student's VET transcript (via the USI Organisation Portal) and take a copy of transcript.
3. Verify the VET Transcript (if needed):

16.6 Recognition of Prior Learning

Recognition of Prior Learning (RPL) means an assessment process that involves assessment of an individual's relevant prior learning and experience (including skills and knowledge obtained through formal and informal learning) to determine the extent to which the individual meets requirements specified in the training product.

Students with prior skills, knowledge and competencies are supported to seek RPL to progress through the training product.

Students are offered opportunities to seek recognition of prior learning and are made aware of the RTO's policies for this. Please refer to the **Information Provision Policy** for further information.

RPL is based on evidence of prior skills, learning and/or experience, and is conducted in accordance with PERFORM TRAINING (RTO 31745)'s assessment system. Please refer to the **Assessment Policy** for further information.

PERFORM TRAINING (RTO 31745) decisions about RPL are robust, fair, consistent and transparent, maintain the integrity of the training product, and are documented.

Where RPL is not Appropriate

It is recognised that enabling recognition of prior learning might not be appropriate or practical in all circumstances. For example, it may not be an efficient use of a student's time or PERFORM TRAINING (RTO 31745) resources to undertake assessment of prior competencies for short, low-cost courses. However, in this case, PERFORM TRAINING (RTO 31745) is transparent with students about the policies for RPL and is able to justify why recognition of prior learning is not appropriate where it is not made available.

RPL Process

The processes used to assess RPL applications may take several forms, but generally require participation in exactly the same or modified versions of the assessment a student would be required to complete as part of the full course. The assessment approach may incorporate:

- Assessment based on a portfolio of evidence,
- Direct observation of demonstration of skill or competence,
- Reflective papers, journals or portfolios that relate past learning to the learning or competency outcomes of the current course or qualification,
- Provision of examples of the student's work drawn from the workplace, social, community or other setting in which the student applies their learning, skill or competence,
- Testimonials of learning, skill or competence, and
- Combinations of any of the above.

PERFORM TRAINING (RTO 31745) ensures that trainers and assessors remain current in their continuing professional development and in their knowledge and understanding of issues related to recognition.

As a component of the Pre-Enrolment Review process, PERFORM TRAINING (RTO 31745) implements an RPL process to ensure that:

- The uptake of RPL is encouraged and RPL processes are reviewed to streamline the RPL application process,
- Where possible, the student is able to complete the qualification in less time,
- RPL information is provided to applicants prior to enrolment, and students prior to commencement of formal training delivery in a course program,
- RPL processes offered provide adequate information, support and opportunities for students to engage in the RPL process,
- RPL decisions are made prior to the commencement of the course, subject or unit for which the RPL is being claimed, and
- RPL assessment processes and procedures meet the same delivery and quality assurance requirements as all other assessment arrangements.

To achieve RPL, students must:

- Apply for RPL,
- Provide appropriate RPL evidence (including documents, demonstrations and interviews as may be relevant), and
- Have this evidence assessed as meeting all of the requirements of the entire Unit of Competency.

Where students have gaps, or require additional mentoring and support, RPL is not applicable. In these cases, *learning* is occurring, and a '*Competent*' result is achieved on completion of assessment.

RPL Applications

It is mandatory that students wishing to achieve RPL with PERFORM TRAINING (RTO 31745) complete a **Credit Transfer RPL Application Form** and provide this form with their evidence submission for assessment. This application form ensures:

- The Application for RPL is recorded effectively,
- The start date for each Unit of Competency is correctly identified, and
- The appropriate declarations of authenticity of prior work are recorded.

Start Dates

The official start date for a Unit of Competency through RPL is determined (by NCVET) as the date that the student submitted their evidence portfolio for assessment.

16.7 Employer Engagement

As a component of the Pre-Enrolment Review process, PERFORM TRAINING (RTO 31745) ensures that employers or other parties who contribute to each student's course services and outcome are informed and engaged in the training and assessment on the development, delivery and monitoring of training and assessment. This may include course services involving work placements, employer sponsored courses and apprenticeship or traineeship arrangements.

16.8 Government Loan, Subsidy Support Eligibility Assessment

Not Applicable

16.9 Finalising the Pre-Enrolment Review

As a Pre-Enrolment Review is conducted, PERFORM TRAINING (RTO 31745) representatives complete the **Pre-Enrolment Review Record** to confirm that all components of the process are completed effectively.

As all Pre-Enrolment Review activities above are completed, the PERFORM TRAINING (RTO 31745) representative clearly documents:

- Details of which of the key learning objective(s) the proposed course aligns with as follows:
 - enable the individual to obtain the required skills to make them job-ready,
 - assist the individual to undertake further education, and/or
 - promote/enable access to training for a disadvantaged individual, and
- How the proposed course aligns with the stated key learning objective(s), and
- The rationale for how the selected course is being both suitable for the individual, and the most suitable course option for the individual, and
- The overall Pre-Enrolment Review decision.

16.10 Confirmation of Enrolment

A student's enrolment application into a course program is accepted and enrolment confirmed once:

- Pre-enrolment has been completed and accepted,
- Student identity has been confirmed,

16.10.1 Non-Acceptance of Enrolment Application

Should the prospective student not be accepted into the course program they have applied for, the individual will be provided with formal notice of this non-acceptance:

In writing,

- With reasons provided for this non-acceptance,
- With any alternate options or actions recommended by PERFORM TRAINING (RTO 31745), and
- With relevant information on how the prospective student may raise a complaint or seek to have the decision reviewed.

16.11 Induction

PERFORM TRAINING (RTO 31745) induction sessions with students may be individual or in groups, and include:

- Further explanation of course content, competency standards, timelines and stakeholders,
- Provision of initial course resources, information or activities.

PERFORM TRAINING (RTO 31745) personnel conducting the induction process are responsible to ensure all paperwork is completed.

16.12 Training Plans

PERFORM TRAINING (RTO 31745) provides students in the LMS course information on training and assessment.

16.12.1 Amendments to the Training Plan

PERFORM TRAINING (RTO 31745) updates the Training Plan according to any changes mutually agreed throughout the course services. PERFORM TRAINING (RTO 31745) monitors each student's progress in satisfying the requirements of the qualification, in line with the Training Plan.

16.13 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates application, student enrolment and induction processes to ensure performance is effective and outcomes are met.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

17. Complaints

The purpose of this policy is to ensure that all complaints raised by students, personnel, and other stakeholders are handled in a fair, transparent, and consistent manner. The policy aims to promote a culture of integrity and continuous improvement.

This policy applies to all complaints received from students, personnel, industry partners, and other stakeholders regarding the services, operations, or conduct of the organisation. This policy and processes implemented are aligned to requirements outlined in ISO 10002:2018 Quality management – Customer satisfaction – Guidelines for complaints handling in organisations.

The organisation is committed to providing a safe, supportive, and quality environment for all stakeholders. All complaints will be managed professionally, confidentially, and in accordance with the principles of natural justice, ensuring that complainants and respondents are treated fairly and respectfully.

17.1 Rationale

PERFORM TRAINING (RTO 31745)'s complaints management system is designed to reflect the principles of fairness, timeliness, and effectiveness. Complaints are handled by unbiased personnel to ensure impartiality, and complainants are given the opportunity to present their case without fear of repercussions. A triage system is in place to prioritise complaints based on urgency and complexity, ensuring timely responses. Acknowledgements of receipt and updates on progress are provided regularly to maintain transparency. All complaints are resolved with procedural fairness, respecting the rights of all parties involved. Clear guidelines, training for personnel, and accountability measures, such as tracking complaints in the **Complaints Register**, ensure consistency and professionalism.

The outcomes of complaints are systematically analysed to identify trends, root causes, and opportunities for improvement. Substantiated complaints result in corrective actions that are documented in the **Continuous Improvement Register**, and relevant policies, procedures, or practices are updated accordingly. PERFORM TRAINING (RTO 31745) conducts regular audits of the complaints handling process to assess its effectiveness and make adjustments as needed. Feedback from complaints is also used to inform strategic planning, risk management, and resource allocation, contributing to a culture of continuous improvement.

17.2 Guiding Principles

PERFORM TRAINING (RTO 31745)'s complaints process and appeals process (refer **Appeals Policy**) reflects the fourteen (14) guiding principles as outlined in ISO 10002:2018.

Commitment	The organisation is actively committed to defining and implementing a complaints-handling process.
Capacity	Sufficient resources are made available for and committed to complaints handling and are managed effectively and efficiently.
Transparency	The complaints-handling process is communicated to customers, personnel and other relevant interested parties. Individual complainants are provided with adequate information about the handling of their complaint.
Accessibility	The complaints-handling process is easily accessible to all complainants. Information is made available on the details of making and resolving complaints. The complaints-handling process and supporting information is easy to understand and use. The information is in clear language. Information and assistance in making a complaint is made available, in whatever languages or formats that services are offered or provided in, including alternative formats, such as large print, Braille, or audiotape where requested, so that no complainants are disadvantaged.
Responsiveness	The organisation addresses the needs and expectations of customers with respect to complaints handling.

Objectivity	Each complaint is addressed in an equitable, objective and unbiased manner through the complaints-handling process. Please refer to the principles of objectivity below for further information.
Charges	Access to the complaints-handling process is free of charge to the complainant.
Information integrity	The organisation ensures that the information about its complaints handling is accurate and not misleading, and that data collected are relevant, correct, complete, meaningful and useful.
Confidentiality	Personally identifiable information concerning the complainant is available where needed, but only for the purposes of addressing the complaint within the organisation and is actively protected from disclosure, unless the customer or complainant expressly consents to its disclosure or disclosure is required by law.
Customer-focused approach	The organisation adopts a customer-focused approach with respect to handling complaints and is open to feedback.
Accountability	The organisation has established and maintains accountability for, and reporting on, the decisions and actions with respect to complaints handling.
Improvement	Increased effectiveness and efficiency of the complaints-handling process is a permanent objective of the organisation.
Competence	Organisation personnel have the personal attributes, skills, training, education and experience necessary to handle complaints.
Timeliness	Complaints are handled as expeditiously as feasible given the nature of the complaint and of the process used.

PERFORM TRAINING (RTO 31745) complaints process is free, and easily available, to manage and respond to allegations involving the conduct of:

- PERFORM TRAINING (RTO 31745), its trainers, assessors or other personnel, or
- A PERFORM TRAINING (RTO 31745) contracted third party providing services of PERFORM TRAINING (RTO 31745), including the third party representatives' trainers, assessors or other personnel, or
- A student of PERFORM TRAINING (RTO 31745).

17.2.1 Objectivity

PERFORM TRAINING (RTO 31745) is committed to the principles for objectivity in the complaints-handling process.

Openness	Well publicised, accessible, and understood by those involved in a complaint. The process is clear and well publicised so that both personnel and complainants can follow.
Impartiality	Avoiding any bias in dealing with the complainant, the person complained against, or the organisation. The process is designed to protect the person complained against from any biased treatment. Emphasis is placed on solving the problem and not on assigning blame. If a complaint is made about personnel, the investigation is carried out independently.
Confidentiality	The process is designed to protect the complainant's and customer's identity, as far as is reasonably possible. This aspect is very important to avoid deterring possible complaints from people who might be afraid that giving details could lead to inconvenience or discrimination.

Accessibility	The organisation allow the complainant access to the complaints-handling process at any reasonable point or time. Information about the complaints process is readily available in clear language and in formats accessible to all complainants. When a complaint affects different supply chain participants, a plan to coordinate a joint response is made. The process allows any information arising from the complaints to be known by any suppliers of the organisation that are concerned by the complaint so that they are able to make improvements.
Completeness	Finding out the relevant facts, talking to people from both sides involved in the complaint to establish a common ground, and verifying explanations, whenever possible.
Equitability	Giving equal treatment to all people.
Sensitivity	Each case is considered on its merits, paying due care to individual differences, and needs and expectations.

Objectivity for Personnel

Complaints-handling procedures ensure that those complained against are treated objectively. This includes:

- Informing them immediately and completely on any complaint about their performance.
- Giving them the opportunity to explain the circumstances and allowing them appropriate support.
- Keeping them informed of the progress in the investigation of the complaint and the result.

It is vital that those against whom a complaint has been made are given full details of the complaint before they are interviewed. However, confidentiality should be observed.

PERFORM TRAINING (RTO 31745) personnel are reassured that they are supported by the process. Personnel are encouraged to learn from the complaints-handling experience and to develop a better understanding of the complainant perspectives.

The complaints-handling process ensures confidentiality in the case of complaints against personnel. The details of such complaints are known only by those directly concerned.

17.3 Complaints Process Approach

PERFORM TRAINING (RTO 31745) is open to receiving feedback and complaints and ensures information about how to provide feedback and make complaints is publicly available and easily accessible, including via the PERFORM TRAINING (RTO 31745) the website.

The organisation takes a best practice approach that:

- Fostering a receptive, blame-free culture that is open to feedback and improvement.
- Ensures there is no detriment to people who complain.
- Makes it easy and accessible for people to provide feedback and make complaints.

Students are supported to provide feedback and make complaints. Allowing students to easily engage with the personnel of PERFORM TRAINING (RTO 31745) about any concerns they have can stop minor issues becoming larger. There are a range of avenues through which complaints can be made. This includes in person made directly to PERFORM TRAINING (RTO 31745) representatives, via phone or in writing, including via email or PERFORM TRAINING (RTO 31745) website.

The organisation actively seeks to remove any barriers to making complaints and any fear of repercussions to the complainant.

Complaints are handled impartially, with respect for all parties involved, reflecting procedural fairness and natural justice.

PERFORM TRAINING (RTO 31745) personnel are well trained and supported to manage complaints, acknowledging promptly and providing timely responses.

Complaints are resolved without unnecessary delay. PERFORM TRAINING (RTO 31745)s recognises that some complaints may require more urgent attention than others, and that some complaints may take longer

to resolve than others. PERFORM TRAINING (RTO 31745)'s process includes triaging complaints where needed.

The organisation communicates transparently with stakeholders about the expected timeframes for acknowledging, resolving and communicating the outcomes of complaints. In any situation where timeframes are not being met (because the complaint is taking longer to resolve than anticipated) PERFORM TRAINING (RTO 31745) maintains regular contact with the complainant including to explain any delays.

All complaints are handled by an unbiased person.

PERFORM TRAINING (RTO 31745) ensures the privacy of complainants, and the confidentiality of information included in a complaint.

Reflecting the principles of natural justice and procedural fairness, both the complainant(s) and the subject(s) of each complaint are given an opportunity to be heard and to provide relevant information before a decision is made.

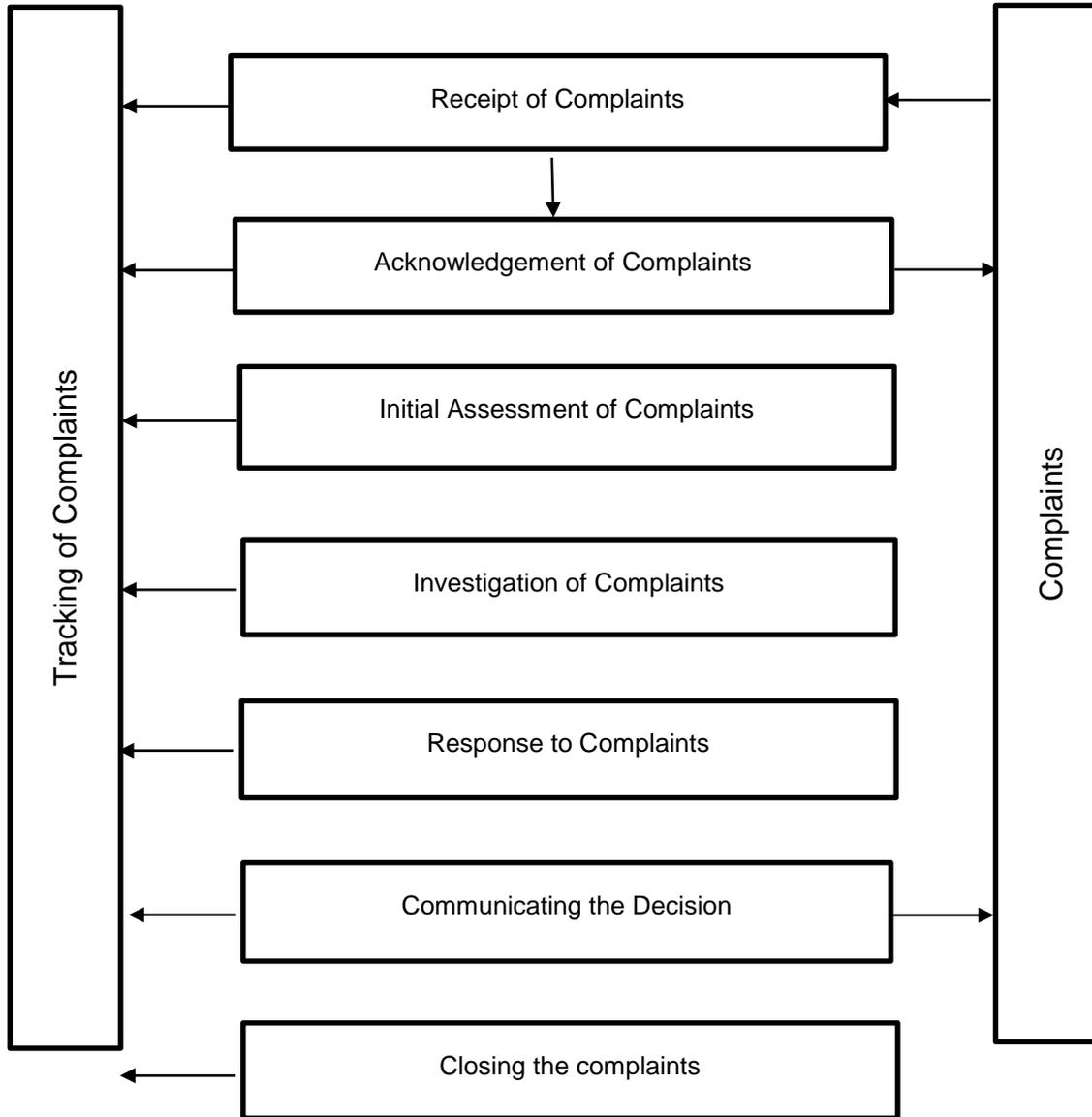
The PERFORM TRAINING (RTO 31745) Chief Executive Officer has overall responsibility for managing complaints and communicating their value to the organisation. PERFORM TRAINING (RTO 31745) ensures:

- Personnel at all levels understand and comply with complaints management policies and procedures,
- Personnel have received appropriate guidance, training and support to handle complaints,
- Students are directed to the complaints process and supported to lodge complaints when they experience a problem or have an issue, and
- Personnel performance is monitored to ensure complaints are handled properly and appropriate remedies are provided.

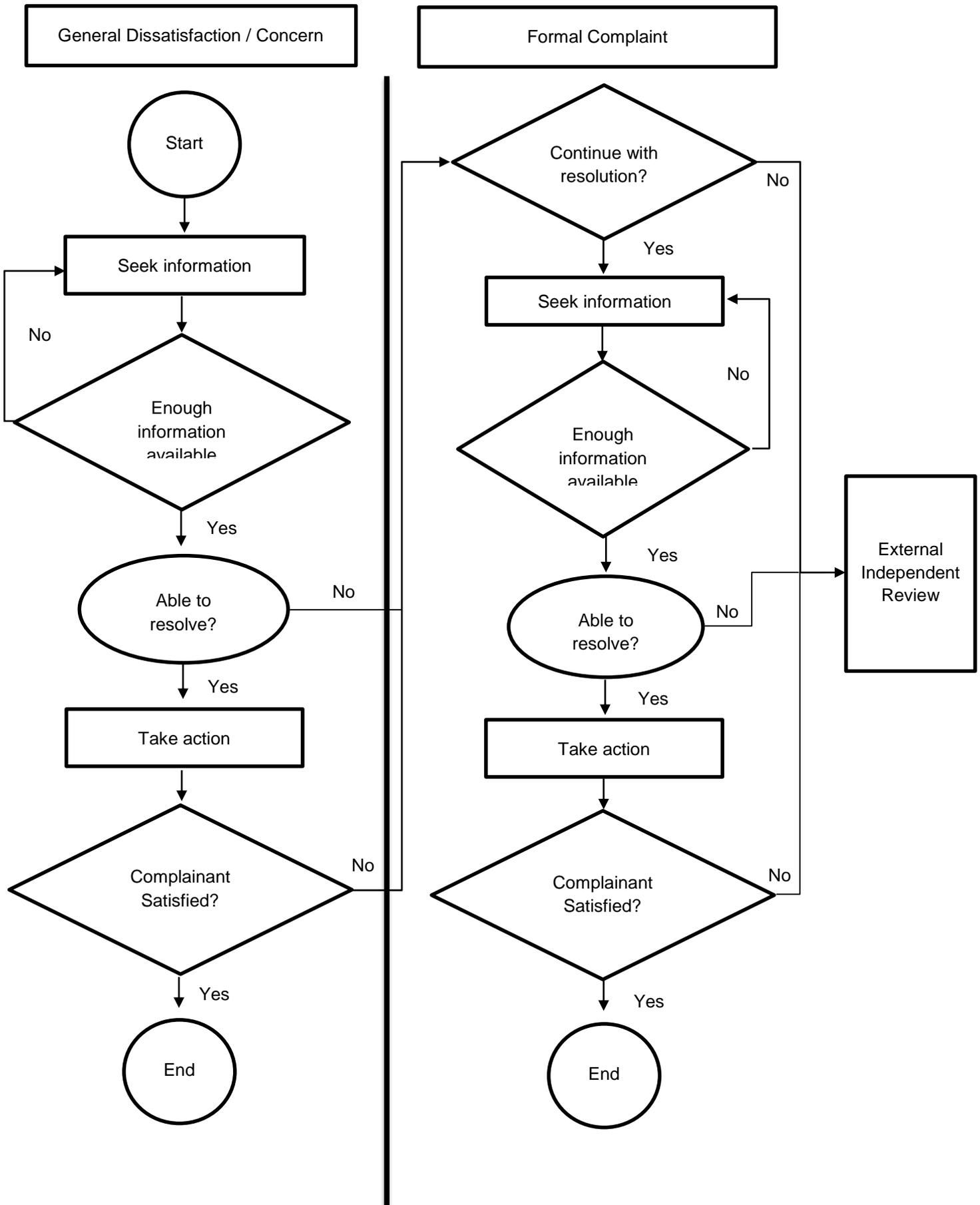
PERFORM TRAINING (RTO 31745) maintains a student complainant's enrolment during any complaint process.

17.4 Complaint, Grievance and Dispute Resolution Procedure

17.4.1 Complaints Handling Flowchart



17.4.2 Escalation Flowchart



The following complaints handling framework has therefore been implemented for any stakeholder raising a complaint or issue. This procedure applies to all complaints, including those about:

- Academic matters from students,
- Non-academic matters from students, and
- Non-academic matters from persons seeking to enrol with the PERFORM TRAINING (RTO 31745) in a VET course or unit of study.

No fees are applicable or levied to the student or other complainant for any stage of the complaints process.

1. In the first instance the complainant should discuss the matter with the personnel member or responsible person concerned. Where this is not considered appropriate then the complainant is encouraged to discuss the matter with PERFORM TRAINING (RTO 31745) management.

If the complainant is satisfied with the outcome of the discussion, it would mean that the matter is resolved.

2. Any stakeholder may submit a formal complaint to PERFORM TRAINING (RTO 31745). Complaints information captured includes:
 - Submission date of complaint,
 - Name of complainant,
 - Nature of complaint,
 - Date of the event / activity which lead to the complaint,
 - The products and services or related organisation practices complained about,
 - A description of the complaint and relevant supporting data,
 - Any other relevant information or attachments (if applicable),
 - The requested remedy,
 - Immediate action taken (if any), and
 - The due date for a response.

All stages of the complaints process are documented. All complaints are immediately recorded in the PERFORM TRAINING (RTO 31745) **Complaints Register**.

3. PERFORM TRAINING (RTO 31745) commences processing of complaints as soon as practicable and within two (2) business days of a complaint being made and finalises the outcome as soon as practicable, preferably on the first contact if the complaint is straightforward. Complaints are assessed on a risk-based approach to assign them priority, considering items such as severity, safety implication, complexity, impact, and the need and possibility of immediate action. Personnel are alert in particular to the needs of students who are vulnerable or require special assistance.

Simple complaints may be easily addressed by the personnel who has received the complaint.

Serious complaints are immediately reported to the PERFORM TRAINING (RTO 31745) Chief Executive Officer, who may allocate alternate or additional resourcing to the investigation and processing of the complaint.

4. PERFORM TRAINING (RTO 31745) acknowledges receipt of complaints in writing immediately, as soon as practicable, and:
 - Arranges a suitable time if needed to discuss the complaint,
 - Advises complainants of expected timeframes, and
 - Gives complainants the contact details of the allocated contact person they can speak to about their complaint.
5. The PERFORM TRAINING (RTO 31745) CEO investigates complaints or refers matters to appropriate PERFORM TRAINING (RTO 31745) personnel for investigation. In either case, investigations are expected to be resolved, and decisions made on the complaint as soon as practicable and within twenty (20) working days of the complaint being received in writing.

Complainants are given an opportunity to formally present their case at no cost and be accompanied and assisted by a support person at any relevant meetings.

An up-to-date status is made available to the complainant upon request and at regular intervals. Decisions and outcomes of all complaints are merit-based decisions that consider all available evidence. PERFORM TRAINING (RTO 31745) ensures complaints are considered with an open mind and without bias arising from any past issues with the complainant.

Issues raised in complaints are analysed to determine cause(s) and the root cause evident.

6. Complainants are advised on the outcome of complaints in writing, including detailed reason(s) for the outcome, explanations for decisions and remedies where appropriate.

The organisation ensures appropriate responses to complaints are provided promptly, addressing the needs and expectations of complainants while aligning with organisational policies and legal obligations.

Responses are designed to resolve the complaint effectively and prevent recurrence where applicable.

Types of Responses

Depending on the nature and severity of the complaint, the organisation's responses may include, but are not limited to:

- Issuing refunds where justified.
- Providing replacements for faulty or unsatisfactory products/services.
- Conducting repairs or rework to address service/product issues.
- Offering substitute products or services.
- Delivering technical assistance to resolve specific concerns.
- Sharing information to clarify the issue and its resolution.
- Making referrals to relevant personnel, departments, or external parties.
- Providing financial assistance where appropriate.
- Offering other assistance as deemed necessary.
- Awarding compensation for damages or inconvenience caused.
- Issuing an apology to acknowledge the organisation's responsibility.
- Offering a goodwill gift or token as a gesture of sincerity.
- Implementing changes to products, services, processes, policies, or procedures based on the complaint.

Implementation Considerations

The organisation will take into account the following when deciding on and implementing responses:

- Addressing all aspects of the complaint comprehensively to ensure resolution.
- Conducting follow-ups where appropriate to confirm complainant satisfaction and resolution effectiveness.
- Determining if it is suitable to extend remedies to others who might have been similarly affected but did not file formal complaints.
- Ensuring the level of authority required for approving various types of responses.
- Ensuring the dissemination of information about the response to relevant personnel for proper action and future prevention.

Response Authorisations		
Response Type	Approval Level Required	Notes
Refunds (up to \$500)	Supervisor or Manager	Refunds exceeding \$500 require Chief Executive Officer approval.
Replacement of Products	Manager	Ensure replacement aligns with warranty or return policies.

Response Authorisations		
Response Type	Approval Level Required	Notes
Repair/Rework	Technical Team Lead	Repairs/rework beyond \$1,000 require written approval from the Chief Executive Officer.
Substitutes	Supervisor	Substitutes must be of equal or greater value than the original product/service.
Technical Assistance	All personnel	No additional approval required for standard technical assistance requests.
Information Requests	All personnel	Information shared must comply with privacy and confidentiality policies.
Referral to External Parties	All personnel	Ensure referral agreements are in place before providing details to external parties.
Financial Assistance	Supervisor or Manager	Any assistance above \$500 requires Chief Executive Officer approval.
Other Assistance	Supervisor or Manager	Assistance must align with organisational policy and available resources.
Compensation	Chief Executive Officer	Compensation claims exceeding \$2,000 require Board approval.
Apology	All personnel	Standard apologies can be issued, escalations require Supervisor approval.
Goodwill Gift or Token	Supervisor or Manager	Gifts exceeding \$100 in value require Chief Executive Officer approval.
Policy/Process Changes	Chief Executive Officer	Significant changes require consultation and formal approval by the governing body.

All approvals must be recorded in the **Complaints Register**, including the name and role of the approver.

If an approver is unavailable, the request should be escalated to the next level of authority.

This procedure ensures all responses are effectively authorised, documented, communicated effectively to the complainant, and aligned with the overall complaints-handling framework.

With this notification, all complainants receive information on how they can progress their complaint if still unhappy.

If a complainant is not satisfied with the outcome, they may appeal the decision.

Please refer to the **Appeals Policy** for further information.

PERFORM TRAINING (RTO 31745) securely maintain records of all details of the complaints process and retains evidence of all documentation relevant. Each complaint and its outcome is recorded via the **Complaints Register**. This register is located at: Dropbox

17.4.3 Complaints Processing Delays

If at any stage PERFORM TRAINING (RTO 31745) considers more than twenty (20) working days are required to process and finalise a complaint, PERFORM TRAINING (RTO 31745):

- Informs the complainant in writing, including reasons why more time is required, and
- Regularly updates the complainant on the progress of the matter.

PERFORM TRAINING (RTO 31745) retains records of all complaints and grievances for a period of at least ten (10) years, allowing parties to the complaint or grievance appropriate access to these records.

17.5 Complaints Key Contacts

If a complainant is not satisfied with the resolution of a complaint, they may seek further assistance from the following additional parties as relevant:

Organisation	Details
Australia Skills & Quality Authority (ASQA)	1300 701 801 www.asqa.gov.au
Overseas Students Ombudsman (OSO)	1300 362 072 www.ombudsman.gov.au
Skills ACT	www.act.gov.au/skills/home
NSW Department of Education & Training	https://www.nsw.gov.au/education-and-training/vocational
NT Department of Education and Training	https://education.nt.gov.au
QLD Department of Trade, Employment and Training	https://DTET.qld.gov.au
Skills South Australia	https://mytraining.skills.sa.gov.au
Skills Tasmania	www.skills.tas.gov.au
Victorian Department of Education & Training	www.skills.vic.gov.au
WA Department of Training and Workforce Development	https://www.wa.gov.au/organisation/departments-and-agencies/departments-and-agencies/department-of-training-and-workforce-development

17.6 Improvement Actions

PERFORM TRAINING (RTO 31745) is committed to take appropriate action in any case where a complaint is substantiated. In cases where a complaint is upheld, PERFORM TRAINING (RTO 31745) endeavours to identify the root cause of the complaint and takes appropriate action to prevent the situation happening again.

All improvement actions arising from complaints are raised via an **Improvement Record**. PERFORM TRAINING (RTO 31745) maintains a **Continuous Improvement Register** for recording the receipt and management of improvement records.

PERFORM TRAINING (RTO 31745):

- Regularly analyses complaints to identify trends and any further improvements needed,
- Audits the complaints process on an annual basis to assess its effectiveness and improve the complaints process as needed.

Please refer to the **Quality Policy** for further information on the continuous improvement process.

17.7 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates the complaints handling process to ensure complaints are handled objectively.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

18. Appeals

The purpose of this policy is to ensure that all appeals raised by students, personnel, or other stakeholders regarding decisions made by the organisation are managed fairly, transparently, and consistently. The appeals process is designed to uphold the principles of natural justice and ensure that all parties are treated equitably.

This policy applies to all appeals relating to decisions made by the organisation, including but not limited to:

- Application outcomes.
- Assessment outcomes.
- Disciplinary actions.
- Complaints resolution outcomes.

This policy and processes implemented are aligned to requirements outlined in *ISO 10002:2018 Quality management – Customer satisfaction – Guidelines for complaints handling in organisations*.

18.1 Rationale

PERFORM TRAINING (RTO 31745)'s appeals management system is designed to uphold fairness, timeliness, and effectiveness through a structured and impartial process. Appeals are handled by unbiased personnel who are independent of the original decision being reviewed. The process ensures that appellants have an opportunity to formally present their case and are supported by clear communication and transparent timelines. Appeals are acknowledged promptly, and stakeholders are regularly updated on the progress of their appeals. Decisions are merit-based, considering all available evidence, and the process adheres to the principles of natural justice and procedural fairness. Additionally, all appeals are documented in the **Appeals Register** to maintain accountability and consistency.

PERFORM TRAINING (RTO 31745) systematically analyses appeals outcomes to identify trends, root causes, and areas for improvement. Substantiated appeals are documented in the **Continuous Improvement Register**, and corrective actions are implemented to prevent recurrence. Outcomes of appeals inform policy and procedural updates, ensuring alignment with best practices and stakeholder expectations. Regular audits of the appeals process are conducted to assess its effectiveness and identify further opportunities for refinement. Feedback from appeals also informs resource allocation, risk management, and strategic planning, contributing to the organisation's culture of continuous improvement.

18.2 Approach

PERFORM TRAINING (RTO 31745)'s appeals process reflects the fourteen (14) guiding principles as outlined in ISO 10002:2018 (refer **Complaints Policy**).

PERFORM TRAINING (RTO 31745) is committed to providing a fair and transparent appeals process that allows individuals to seek a review of decisions that directly affect them. All appeals are managed in a timely, impartial, and confidential manner.

PERFORM TRAINING (RTO 31745)'s appeals process reflects the following key expectations:

- Right to appeal. All stakeholders have the right to lodge an appeal if they believe a decision was unfair or incorrect.
- Accessibility. The appeals process is easily accessible and user-friendly.
- Transparency and procedural fairness. Appeals are handled impartially, with a clear process and open communication at all stages.
- Timeliness. Appeals are acknowledged and resolved promptly, with clear timeframes communicated to all parties.
- Continuous improvement. Outcomes of appeals inform continuous improvement within the organisation.

Stakeholders are informed about avenues for appeal with information about how to make an appeal publicly available and easily accessible, including via the PERFORM TRAINING (RTO 31745) website.

Grievances or issues not pertaining to decisions made by the organisation should be referred to PERFORM TRAINING (RTO 31745)'s complaints process.

18.2.1 Grounds for an Appeal

Appeals may be considered valid and accepted for review under the following grounds:

- Procedural fairness or irregularity. Where it is believed that the original decision was made without following established procedures or policies, resulting in an unfair or biased outcome.
- New evidence. When new, relevant evidence becomes available that was not considered during the original decision-making process, and this evidence has the potential to affect the outcome.
- Incorrect or unjust application of policies or standards. If it is believed that the policies, procedures, or standards were incorrectly applied or interpreted, leading to an unjust decision.
- Bias or conflict of interest. If there is evidence of bias, discrimination, or a conflict of interest by the person(s) involved in making the original decision.
- Assessment outcome disputes. When a student believes that an assessment decision was unfair, inconsistent with assessment criteria, or not conducted in accordance with the organisation's assessment policies and standards.
- Severity of outcome or penalty. If the appellant believes the outcome or penalty applied was disproportionate, harsh, or unreasonable in relation to the situation.

These grounds ensure that appeals are raised on legitimate and substantive bases, supporting the organisation's commitment to fairness, transparency, and continuous improvement.

PERFORM TRAINING (RTO 31745)'s appeals process is free <<or low cost if fees are levied>>, easily accessible and facilitates requests for a review of decisions, including assessment decisions, made by PERFORM TRAINING (RTO 31745) or a third party representative providing services on PERFORM TRAINING (RTO 31745)'s behalf.

The appeals process follows the principles of natural justice and procedural fairness by allowing anyone subject to a decision by PERFORM TRAINING (RTO 31745), or anyone who has allegations made against them, to tell their side of the story before a decision is made.

PERFORM TRAINING (RTO 31745) maintains a student appellant's enrolment during any appeal process.

PERFORM TRAINING (RTO 31745)'s process ensures that the decision-maker is independent of the decision being reviewed (for example, an assessor does not consider or decide an appeal against an assessment decision they made).

18.3 Appeal and Dispute Resolution Procedure

1. Before making a formal appeal, individuals are encouraged to discuss the matter with the relevant PERFORM TRAINING (RTO 31745) personnel in an effort to reach a shared understanding of the matter and agreement.

If a stakeholder is still unhappy, they may lodge a formal appeal in writing to PERFORM TRAINING (RTO 31745) Chief Executive Officer.

2. Any stakeholder may submit a formal appeal to PERFORM TRAINING (RTO 31745) about a decision. Appeals information captured includes:

- Submission date of appeal,
- Name of appellant,
- Nature of appeal,
- Date of the event / activity which lead to the appeal,
- The products and services or related organisation practices relevant,
- A description of the appeal and relevant supporting data,
- Any other relevant information or attachments (if applicable),
- The requested remedy,
- Immediate action taken (if any), and
- The due date for a response.

All stages of the appeals process are documented. Appeals may be lodged via various channels including in-person via PERFORM TRAINING (RTO 31745) personnel, via telephone and via email.

All appeals are immediately recorded in the PERFORM TRAINING (RTO 31745) **Appeals Register**.

3. PERFORM TRAINING (RTO 31745) commences processing of appeals as soon as practicable and within five (5) business days of an appeal being made and finalises the outcome as soon as practicable.

Appeals are allocated to the PERFORM TRAINING (RTO 31745) Chief Executive Officer, who may allocate alternate or additional resourcing to the investigation and processing of the appeal.

4. PERFORM TRAINING (RTO 31745) acknowledges receipt of appeals in writing immediately, as soon as practical, and:
 - Arranges a suitable time if needed to discuss the appeal,
 - Advises appellants of expected timeframes, and
 - Gives appellants the contact details of the allocated contact person they can speak to about their appeal.

An up-to-date status is made available to the appellant upon request and at regular intervals.

5. Appeal investigations are expected to be resolved, and decisions made on the appeal as soon as practical and within twenty (20) working days of the appeal being received in writing.

Appellants are given an opportunity to formally present their case at no cost and be accompanied and assisted by a support person at any relevant meetings.

Decisions and outcomes of all appeals are merit-based decisions that consider all available evidence. PERFORM TRAINING (RTO 31745) ensures appeals are considered with an open mind and without bias arising from any past issues with the appellant.

Issues raised in appeals are analysed to determine cause(s) and the root cause evident.

6. Appellants are advised of the outcome of the appeal in writing, including detailed reasons for the outcome. With this notification, appellants also receive information on how they can progress their appeal if still unhappy.
7. If an appellant, on receiving written advice on the initial appeal, is still unhappy they may escalate the appeal to the PERFORM TRAINING (RTO 31745) Chief Executive Officer for independent external review. Escalated appeals are to include the following information:
 - Submission date of appeal,
 - Name of appellant,
 - Nature of appeal,
 - Reasons why the appellant is not satisfied with the outcome of the original appeal, and
 - Any other relevant information or attachments (if applicable).

8. PERFORM TRAINING (RTO 31745) Chief Executive Officer acknowledges receipt of escalated appeals in writing as soon as possible and within five (5) working days of receipt of the appeal.

The Chief Executive Officer refers the matter to an external dispute resolution process (to be referred at time of appeal).

PERFORM TRAINING (RTO 31745) gives due consideration to any recommendations arising from the external review within ten (10) working days of the receipt of the recommendations, including implementing the decision(s) or recommendation(s) and/or taking the preventive or corrective action(s) required by the decision and advises the appellant of that action in writing.

Investigations are expected to be resolved, and decisions made on the appeal as soon as practical and within twenty (20) working days of the escalated appeal being received in writing.

Appellants are advised on the outcome of appeals in writing, including detailed reason(s) for the outcome, explanations for decisions and remedies where appropriate.

PERFORM TRAINING (RTO 31745) securely maintain records of all details of the appeals process and retains evidence of all documentation relevant. Each appeal and its outcome is recorded via the **Appeals Register**. This register is located at: Dropbox

18.3.1 Appeals Processing Delays

If at any stage PERFORM TRAINING (RTO 31745) considers more than twenty (20) working days are required to process and finalise an appeal, PERFORM TRAINING (RTO 31745):

- Informs the appellant in writing, including reasons why more time is required, and
- Regularly updates the appellant on the progress of the matter.

PERFORM TRAINING (RTO 31745) retains records of all appeals for a period of at least ten (10) years, allowing parties to the appeal access to these records.

18.4 Improvement Actions

PERFORM TRAINING (RTO 31745) is committed to take appropriate action in any case where an appeal is upheld. In cases where a appeal is upheld, PERFORM TRAINING (RTO 31745) endeavours to identify the root cause of the matter that was appealed and takes appropriate action to prevent the situation happening again.

All improvement actions arising from appeals are raised via an **Improvement Record**. PERFORM TRAINING (RTO 31745) maintains a **Continuous Improvement Register** for recording the receipt and management of improvement records.

PERFORM TRAINING (RTO 31745):

- Regularly analyses appeals to identify trends and any further improvements needed,
- Audits the appeals process on an annual basis to assess its effectiveness and improve the appeals process as needed.

Please refer to the **Quality Policy** for further information on the continuous improvement process.

18.5 Monitoring and Evaluation

PERFORM TRAINING (RTO 31745) monitors and evaluates the appeals process to ensure appeals are handled objectively.

A process of performance monitoring, evaluation, and reporting has been established and implemented.

The organisation continually improves the effectiveness and efficiency of processes. Process performance and outcomes are regularly audited to identify and remove causes of existing and potential problems, as well as to uncover any opportunities for improvement.

Please refer to the **Quality Policy** for further information on the monitoring and evaluation process.

19. Website Terms of Use

Perform Training (RTO 31745) has a Website Terms of Use policy which is designed to:

- Protect the business interests, specifically copyright, intellectual property and reputation; and
- Manage user activity.

The principles which underpin this policy are, Perform Training (RTO 31745) has:

- An obligation to adhere to relevant legislation and regulations; and
- A responsibility to set out the rules to all visitors to this website and individuals, organisations or other bodies students who want to use the website for the purposes of gathering information, training and assessment and other services.

Note: 'Terms of Use' could also be called 'Terms of Service' or 'Terms and Conditions'.

1. Consent

The website - www.performtraining.com.au – belongs to Perform Training (RTO 31745). These terms of use apply to all visitors to this website and individuals, organisations or other bodies who access the website for the purposes of information, training and assessment and other services.

Navigation on the website and enrolment in any training product or other service through this website implies the acceptance of the Terms of Use outlined in this policy, without limitation or qualification.

Upon reading these Terms of Use visitors to this website and individuals, organisations or other bodies who access the website for the purposes of information, training and assessment and other services must immediately cease using this website if they do not agree to them.

2. Variations

Perform Training (RTO 31745) Pty Ltd reserves the right to change these Terms of Use without prior notice.

Perform Training (RTO 31745) may, at any time and at our discretion, vary these Terms of Use by publishing the varied Terms of Use on the Perform Training (RTO 31745) Website as per the Perform Training (RTO 31745) Changes to Agreed Services Policy & Procedures.

3. License to use and Disclaimer

Perform Training (RTO 31745) only grants a non-exclusive, royalty-free, revocable, non-transferable licence to use the Perform Training (RTO 31745) website in accordance with these Terms of Use. All other uses are prohibited without prior written consent from Perform Training (RTO 31745).

All visitors to the Perform Training (RTO 31745) website and individuals, organisations or other bodies who access the website for the purposes of information, training and assessment and other services:

- Do so at their own risk, and
- Understand that while every effort is made to keep this website up and running smoothly Perform Training (RTO 31745) cannot guarantee that access will be uninterrupted.

The information contained in this website is for general information purposes only. The information is provided by Perform Training (RTO 31745) and while all efforts will be made to keep the information up to date and correct, Perform Training (RTO 31745) make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, suitability or availability with respect to the website or the information, products, services, or related graphics contained on the website for any purpose. Any reliance you place on such information is therefore strictly at your own risk.

In no event will Perform Training (RTO 31745) be liable for any loss or damage including without limitation, indirect or consequential loss or damage, or any loss or damage whatsoever arising from loss of data or profits arising out of, or in connection with, the use of this website.

Every effort is made to keep the website up and running smoothly. However, Perform Training (RTO 31745) takes no responsibility for, and will not be liable for, the website being temporarily unavailable due to technical issues beyond our control.

In circumstances where the website may be temporarily unavailable or despite the efforts by Perform Training (RTO 31745), information may be out of date, rectification action will be taken as soon as possible following identification.

4. Exclusion of competitors

Individuals, organisations or other bodies are prohibited from using the Perform Training (RTO 31745) website in any way that competes with the business and operations of Perform Training (RTO 31745).

5. Personal use only - No commercial use

The information, services and training products available from the Perform Training (RTO 31745) website are for personal non-commercial use only.

Individuals, organisations or other bodies may not sell or resell any of the information services training products and services obtained from Perform Training (RTO 31745).

6. Protection of personal data

Perform Training (RTO 31745) respects the privacy of personal data provide to it and is committed to protecting personal information.

By providing personal information to Perform Training (RTO 31745) all visitors to this website and individuals, organisations or other bodies who access the website for the purposes of training and assessment consent to its collection, use, storage and disclosure in accordance with the Perform Training (RTO 31745) Privacy Policy.

Management of the information provided to Perform Training (RTO 31745) is as per the Perform Training (RTO 31745) Student Records and Data Management Policy.

7. Payment methods

Perform Training (RTO 31745) offers payments via Direct Deposit, Credit Card, Purchase order or cash to ensure purchases of training, assessment and other services can be undertaken with total security and convenience.

8. Prohibited conduct

An individual, organisation or other body must not do or attempt to do anything: that is unlawful; prohibited by any laws applicable to the Perform Training (RTO 31745) website, which Perform Training (RTO 31745) would consider inappropriate; or which might bring Perform Training (RTO 31745) or the Perform Training (RTO 31745) website into disrepute, including (without limitation):

Anything that would constitute a breach of an individual's privacy (including uploading private or personal information without an individual's consent) or any other legal rights

Using the Perform Training (RTO 31745) website to defame, harass, threaten, menace or offend any person
Interfering with any user using the Perform Training (RTO 31745) website

Tampering with or modifying the Perform Training (RTO 31745) website, knowingly transmitting viruses or other disabling features, or damaging or interfering with the Perform Training (RTO 31745) website, including (without limitation) using trojan horses, viruses or piracy or programming routines that may damage or interfere with the Perform Training (RTO 31745) website

Using the Perform Training (RTO 31745) website to send unsolicited email messages; or Facilitating or assisting a third party to do any of the above acts.

9. Account information

Each individual, organisation or other body which registers for and is issued a Perform Training (RTO 31745) user account for the provision of training, assessment and other services must provide true, accurate and up-to-date information, supported by appropriate evidence of identity.

Each individual, organisation or other body which registers for and is issued a Perform Training (RTO 31745) user account for the provision of training, assessment and other services is responsible for ensuring the personal information they have provided is up to date. If and when, user account information changes Perform Training (RTO 31745) must be notified as soon as possible.

10. Password Security

Each individual, organisation or other body which registers for and is issued a Perform Training (RTO 31745) user account for the provision of training, assessment and other services is responsible for:

- The security and protection of the password, and
- Maintaining the confidentiality of the account and password and
- Taking all reasonable measures to prevent unauthorised access to the account, and
- All activities that occur under the account or password.

Each individual, organisation or other body which registers for and is issued a Perform Training (RTO 31745) user account who has reason to believe that their password has become known to somebody else or is likely to be used in any way that is unauthorised by Perform Training (RTO 31745) they should contact Perform Training (RTO 31745) immediately.

If an individual, organisation or other body which registers for and is issued a Perform Training (RTO 31745) user account forgets their password Perform Training (RTO 31745) will reset the password on request. The new password will be sent to the email address, which the individual, organisation or other body specified when they registered.

11. Authenticity of training and assessment activities

As Perform Training (RTO 31745) does not allow user accounts to be shared by users, any individual, organisation or other body which accesses the Perform Training (RTO 31745) website to undertake training and assessment agrees to the following conditions:

- They will not allow another other individual, organisation or other body to undertake training and assessment activities on their behalf, that is the work submitted must be their own, and
- They will not make the Perform Training (RTO 31745) resources, tools and products for training and assessment public, that is information must not be shared with an individual, organisation or other body which does not have their own Perform Training (RTO 31745) user account, and
- They will not present the work - including photos of work undertaken for the purpose of the development of a Skills Profile - of another individual, organisation or other body as their own, and
- They confirm that all assessment activities which appear under their name are their own work and
- They will not post inappropriate documentation, including photos.

Activities such as those noted above will be investigated if identified by Perform Training (RTO 31745). The investigation will be as per the provisions of the Perform Training (RTO 31745) Complaints and Appeals Policy and Procedures.

Evidence of undertaking any of the above activities could result in suspension of the individual's, organisations or other body's access to their Perform Training (RTO 31745) user account, and/or depending on the circumstances, termination of enrolment with Perform Training (RTO 31745) as per Section 17 of the Perform Training (RTO 31745) Student Handbook.

12. Intellectual property rights

Unless otherwise indicated, Perform Training (RTO 31745) owns or licences all rights, title and interest (including intellectual property rights) in the Perform Training (RTO 31745) website and all the content.

An individual, organisation or other body must not: Copy or use, in whole or in part, any website content

Reproduce, retransmit, distribute, disseminate, sell, publish, broadcast or circulate any content to any third party; or

Breach any intellectual property rights connected with the Perform Training (RTO 31745) website or content including (without limitation) altering or modifying any of the content, causing any of the content to be framed or embedded in another website or platform, or creating derivative works from the content.

Students accessing the website for the purposes of training and assessment activities retains the intellectual property rights to their own work created within and/or uploaded to a Perform Training (RTO 31745) electronic student management system.

13. Termination of user account

Completion of an account user’s training and assessment activities with Perform Training (RTO 31745) (or cessation for other reasons) will result in the de-activation of access to the associated user account.

Access to a user account can be reactivated at a later time if determined appropriate by Perform Training (RTO 31745), for example commencing further training.

14. Disputes

In the event of a dispute arising from or in connection to this Terms of Use the matter will be managed as per the Perform Training (RTO 31745) Complaints and Appeals Policy.

15. Contact information

The contact person for matters relating to this policy is Perform Training (RTO 31745) Social Media and Web Site Administrator at marketing@performtraining.com.au

RESPONSIBLE OFFICER MATRIX

To ensure it is clear where responsibility for the actioning of activities identified in this policy rests the matrix positions with responsibility are identified in the table below.

Activity	Position	Timeline
Accountability for adherence to the principles which underpin this policy	CEO	Aligned to ASQA Annual RTO Declaration
Implementation of policy	CEO	Annual internal review
Ongoing review of policy to ensure relevance and alignment with administrative and educational delivery framework within the organisation	CEO	Annual internal review
Implementation of procedures	All staff	Annual Performance Review

Version	Change Summary	Date	Approved by:
01AUG2025	<p>Annual review of all policies with changes to reflect RTO systems to align with 2025 RTO Standards</p> <p>Contextualised to PERFORM TRAINING (RTO 31745)</p> <p>Added Website Terms of Use Policy</p>	01AUG2025	CEO
03MAR2026	<p>Addition of vilification including antisemitism policy for staff and students:</p> <p>Diversity, Inclusion and Wellbeing</p> <p>Do you have published or readily available policy or code of conduct, for either staff or students, dealing with vilification including antisemitism?</p>	03MAR2026	CEO

PERFORM TRAINING (RTO 31745)

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