2026

CORE TRAINING GROUP

Student Handbook

CORE TRAINING GROUP | 8 Burton St, CAnnington WA 6107

AUSTRALIAN VETERAN OWNED BUSINESS

Student Handbook

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Issued to:	**Core Training Group**
Copy No:	**00**

Proprietary Statement

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This manual is issued by our Quality Manager with the approval of the Managing Director and is reviewed annually or shorter period (when necessary)

P. Wunderlich

P. Wunderlich

Managing Director

15 February 2026

Student Handbook

RTO INFORMATION:

Registered Training Organisation (RTO) Details:

RTO Name: Core Training Group Pty Ltd

Provider Code: 52634

Address: 8 Burton St, Cannington, WA 6107

Postal Address: PO Box 441, Forrestfield, WA 6058

Telephone: (08) 6336 8080 and

Email: admin@coresecurity.wa.edu.au

Website: https://coresecurity.wa.edu.au

Core Training Group Pty Ltd, also trading as Core Security Training, is approved by the Training Accreditation Council (TAC) of Western Australia (RTO#52634) Authority to award AQF qualifications and statements of attainment in the following courses in accordance with its scope of registration listed below.

Course Name	Course Code
Diploma of Security and Risk Management	CPP50619
Diploma of Work Health and Safety	BSB51319
Diploma of Leadership and Management	BSB50420
Diploma of Government Investigations	PSP50416
Diploma of Government Security	PSP50316
Certificate IV in Security Management	CPP40719
Certificate IV in Security Risk Analysis	CPP41519
Certificate IV in Leadership and Management	BSB40520
Certificate IV in Work Health and Safety	BSB41419
Certificate IV in Government Investigations	PSP40416
Certificate IV in Government Security	PSP40316
Certificate IV in Aviation (Supervision)	AVI40122
Certificate III in Investigative Services	CPP30619
Certificate III in Security Operations	CPP31318
Certificate III in Close Protection Operations	CPP31418
Certificate III in Work Health and Safety	BSB30719
Certificate II in Medical Service First Response	HLT21020
Certificate II in Transport Security Protection	AVI20325
Certificate II in Security Operations	CPP20218
Occupational First Aid Skill Set	HLTSS00068
Prepare to work safely in the construction	CPCWHS1001
Provide responsible service of alcohol	SITHFAB021
Workplace Health and Safety Representative	LGIRS

** subject to pre-requisites/conditions

Student Handbook

Part I – Preliminary Induction Procedure for Students

Core Training Group (Core) reserves the right to change, add to or modify any of the provisions of this Handbook.

Introduction

On behalf of Core and your colleagues, we welcome you and wish you every success during your course with us. We believe that each and every student contributes to our growth and success. We hope that you will take pride in being a student and graduate of a Core Program.

We foresee that this course will expose you to a variety of experiences and challenges. The course will provide a mix of theory and practical training. We will also offer you an opportunity to build your confidence and motivation with a view to preparing you for a competitive market.

This Student Handbook describes some of our expectations of our students and outlines our policies and procedures. We ask all students to carefully review and familiarise themselves with this Handbook. It will answer many of your questions concerning your time with us.

Upon enrolling, you have rights and responsibilities, most of which are outlined in this handbook. You are naturally welcome to ask us for further information if you have questions that are not covered, so please speak with your program coordinator.

The quality of your experience with Core depends largely on your motivation and commitment.

We hope that your experience will be challenging, enjoyable and rewarding.

Yours faithfully,

P. Wunderlich

Peter Wunderlich
Managing Director.
Core Training Group

Student Handbook

Student Acknowledgement for Student Handbook

Please make sure you read and understand all parts of this Student Handbook. If there is any aspect with which you are unsure, please contact Core for clarification.

After you have finished reading this Handbook, please complete either the section below and return this page to the RTO or acknowledge receipt on aXcelerate.

I understand that this Student Handbook describes important information about the policies and procedures of Core and that I have received an electronic copy via aXcelerate or Student USB and will ensure that I will read those applicable to me carefully and refer to them during my course.

I acknowledge that I should consult with the Core responsible person regarding any questions I may have regarding this Student Handbook.

I appreciate that the information described in this Student Handbook is subject to change from time to time and that those changes will be communicated to students by inter office memos.

I have received this Student Handbook and I understand that it is my responsibility to read and comply with the policies and procedures contained in it and with all revisions that may be made to it. I understand that my compliance with the policies and procedures in this Student Handbook is an essential term of my course.

I have also informed or expressed any special requirements that I may need to assist me with completing my training and that support partners have been identified and agreed as suitable for me to assist in my learning.

I, _____ (print full name), have received a copy of the Core Training Group Student Handbook. I acknowledge it is my responsibility to read, understand and follow the terms and conditions it sets out. I understand this does not cancel my rights as applicable according to state and/or federal law.

Student name: _____

Student signature: _____

Date: _____

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Part II – General Information

1 OUR COMPANY AND ITS BUSINESS

1.1 Core Training Group (Core) is a Western Australian based and privately owned company that has been operating since 2013. We rebranded within this time to better align with our target market and take on a more appropriate name to reflect who we are.

1.2 Our success has developed a reputation with clients for delivering an overall holistic approach to the provision of training solutions and business services.

1.3 Our core capabilities are:

- Nationally Accredited Training (NAT);
- Auditing and technical writing in accordance with International Standards.

2 PURPOSE STATEMENT

2.1 Our Purpose Statement is our WHY and provides the foundation for our core values, vision and mission. It clearly defines who we are as a business and where we expect to be in the future.

2.2 Our intention is to inspire and lead within our working scope and to set high standards for similar businesses to mimic.

2.3 Our Purpose:

Working with Community and our Clients, to transform lives through inspired learning, and valued based services.

2.4 Our Core Values are:

- **Community** – to invest in and participate in community programs through meaningful engagement, personal funding and affiliated business partners.
- **Perseverance** – to remain dedicated and committed to achieving our purpose without regard to discouragement, opposition or previous failure.
- **Accountability** – to set clear expectations, assume ownership and take responsibility for our actions; problem solve issues to achieve success and learn from our mistakes.

2.5 Our Values and Purpose provide the direction in which we choose to travel as an organisation and our Code of Business Conduct is the roadmap to getting there.

2.6 Our Values and Business Code of Conduct ensures that we hold ourselves accountable; and how we do business to a high standard. The Code sets requirements for business conduct and serves as a foundation for our organisational policies, procedures and guidelines, providing guidance on expected behaviours. We believe that our actions, words and behaviours do matter and as a community partner.

2.7 Core Training Group's reputation is earned; by the way we conduct ourselves; what we say, and what we do; the training we deliver; the services we provide; and the way we act and treat others.

2.8 To conduct our business with integrity in a lawful and responsible manner, we have to be alert to situations that pose questions of right and wrong. We need to have a good understanding of our Core Values and the laws that are pertinent to the work that we do and the decisions that we make. Most importantly, we must use good judgment in deciding what course of action is most appropriate.

2.9 As an organisation we endeavour to mimic Aristotle's three categories of ethos:

- Phronesis by practicing prudence and wisdom;

Student Handbook

- Arete by practicing excellence and practical virtue; and
- Eunoia by cultivating goodwill towards the community and our clients.

2.10 We look forward to seeing you be an integral part of our team and journey.

3 QUALITY POLICY

3.1 The purpose of this policy is to assure our customers that we have a commitment to meeting quality standards by providing products and services which meet or exceed our customers' expectations.

3.2 Our quality system is based on the requirements of the ISO 9001:2015 Quality Management Systems, the Australian Qualifications Framework (AQF) and the Standards for Registered Training Organisations (RTO) 2025, and any other relevant Commonwealth or State Legislation or regulatory requirements for the operation of the RTO.

3.3 Our quality objectives as an RTO are to:

- Provide quality training and assessment services;
- Ensure continuous improvement; and
- To comply with the relevant Federal and State Legislative and Regulatory requirements for the operation of a Registered Training Organisation.

3.4 To implement this policy, we shall focus on the needs of our business with particular reference to our customers' requirements and statutory obligations. Our Quality Management System (QMS) will provide mechanisms for detecting system shortfalls and for stimulating continuous improvements.

3.5 Our internal policies describe the mechanisms by which these improvements are achieved and how compliance to requirements is achieved.

3.6 Core have defined responsibility and authority to:

- Ensure that Core complies with the *Standards for Registered Training Organisations 2025* in all of its training and assessment activities, including those undertaken by other persons or bodies on its behalf;
- Ensure that Core provides for examination of documentation and reasonable access to all areas, records (including internal audit reports) and staff as required by the registering body for the purposes of audit;
- Maintain a current scope of registration and ensure that Core delivers the most current and up to date training products.
- Ensure that the scope of registration remains up to date at all times by applying for extension to scope in a timely manner any training package or competency which has become revised, superseded. or expired.
- Ensure that the RTO complies with its financial management policies;
- Monitor and report on compliance with its financial management policies and procedures, for review and as a basis for improvement; and

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4 LEGISLATION

4.1 As an RTO, Core is required to adhere to legislation designed to uphold the integrity of nationally recognised qualifications. This includes:

- National Vocational Education and Training Regulator Act 2011, and
- Standards for Registered Training Organisations (RTOs) 2025.

4.2 Additionally, Core abides by a range of other legal requirements at a State and Commonwealth level including, but not limited to:

- Anti-discrimination,
- Apprenticeships and Traineeships,
- Children and Young People,
- Copyright,
- Corporations,
- Employment and Workplace Relations,
- Equal Opportunity,
- Fair Work (including harassment and bullying),
- Privacy and Personal Information Protection,
- Student Identifiers,
- Taxation, and
- Workplace Health and Safety.

4.3 Core is dedicated to following the provisions in the VET Quality Framework.

4.4 More information about these regulations and legal frameworks can be found at:

- www.comlaw.gov.au which is the Australian Government website for Commonwealth Law, and
- www.asqa.gov.au which is the website for the regulator of Australia's vocational education and training (VET) sector.

5 CODE OF PRACTICE

5.1 As a Registered Training Organisation, Core has agreed to operate within the Principles and Standards for RTOs 2025. This includes a commitment to recognise the training qualifications issued by other Registered Training Organisations.

5.2 Core will meet all legislative requirements of State and Federal Government. In particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards will be met at all times. Legislation which specifically impacts on the role of our learners is addressed during training. The relevant Acts include but are not limited to:

- Work Health and Safety Act 2020;
- Violence and aggression at work Code of Practice 2024;
- Equal Opportunity Act 1984;
- Workplace Relations Act 1996; and
- The Privacy Act 1988.

6 AUDIT PROCESSES

6.1 Core participates and complies in monitoring and audit processes required by the Training Accreditation Council (TAC). This includes random compliance audits, audit following complaint and audit for the purposes of re-registration. Core's framework for quality is based on our QMS, which aligns with ISO9001 standards.

7 MANAGEMENT AND ADMINISTRATION

7.1 Core has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the organisation's sound financial position and safeguards trainee and student fees until used for training and assessment. We have a Refund Policy, which is fair and equitable. Trainee and student records are managed securely and confidentially and are available for trainee and student review on request.

8 FINANCIAL MANAGEMENT

8.1 The RTO must provide the following fee information to each client:

- The total amount of all fees including course fees, administration fees, materials fees and any other charges;
- Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- The nature of the guarantee given by the RTO to complete the training and/or assessment once the student has commenced study in their chosen qualification or course;
- The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment; and
- The organisation's refund policy.

8.2 The RTO does not require students to either directly or through a third party, a prospective or current learner to prepay fees in excess of a total of $1500 (being the threshold prepaid fee amount).

8.3 All course fees paid will be held in a holding account to ensure reimbursement of fees can be managed, until training is completed. This fee payment system protects the learner from the possible loss of fees and will encourage sound financial management from RTOs; and

8.4 The RTO shall hold all paid fees in a bank operating within Australia for no less than the full amount of funds paid to the RTO which are pre-payments from students (or future students) for tuition to be provided by the RTO to those students.

8.5 Where training and assessment is employer funded at no cost to the learner, a pre-approved Purchase Order (PO) has been provided to CORE and will be claimed on conclusion of the training and assessment facilitation. There is no requirement for learners to provide any fees.

9 MARKETING AND ADVERTISING

9.1 Core markets vocational education and training products and services with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organisation or training product. All advertising will be conducted in accordance with the provisions of the Standards for RTO's 2025.

10 TRAINING AND ASSESSMENT STANDARDS

10.1 Core will ensure that it employs personnel with appropriate qualifications and experience to deliver the required training and to facilitate the assessment relevant to the training products offered. Assessment will meet the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the learning environment is conducive to the success of trainees

11 OTHER POLICIES AND PROCEDURES

11.1 The following Policies and Procedures underpin the RTO's operations. Please contact our administration department for more information:

- Access and Equity Policy,
- Appeals Policy,
- Assessments Policy and Procedure,
- Complaints Policy and Procedure,
- Marketing Policy,
- Policy for Student Conduct,
- Pricing Policy,
- Privacy Policy,
- Refund Policy and Procedure, and
- Workplace Health and Safety Policy.

12 PRIVACY

12.1 Core is committed to maintaining the privacy and confidentiality of its RTO personnel and participant records. The RTO complies with the Privacy Act 1988 including the 13 Australian Privacy Principles (APPs) as outlined in the Privacy Amendment (Enhancing Privacy Protection) Act 2012.

12.2 The RTO has developed an APP Privacy Policy which provides an overall framework for our privacy practices, and has implemented them using a Privacy Impact Assessment Tool.

12.3 The RTO manages personal information in an open and transparent way and is required to collect your personal information for the purposes of course administration, statistical analysis, government reporting regulations and the evaluation of our training programs.

12.4 The RTO confirms all individuals have a right to request access to their personal information held and to request its correction at any time. In order to request access to personal records, individual students are to make contact with RTO staff.

12.5 Your information may be collected by any means, including hard copy, electronic or verbal means and where practicable, collect your information directly from you.

12.6 The RTO will use your information to manage and administer all aspects of your progression through your chosen course of study and your personal information will not be used for any other purpose except as required or authorised by you. Your information may be used to inform you about other training products or offers that the RTO provides. If you require any further information please contact RTO staff.

12.7 As part of the enrolment process, the RTO collects data for the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). This ensures a nationally consistent standard for the collection and analysis of vocational education and training information throughout Australia. Registered Training Organisation need to collect information about who their

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students are, where they study and what they study. This information is stored in aXcelerate, which is our AVETMISS compliant Student Management System.

12.8 If an individual feels that the RTO may have breached one of the APPs or a binding registered APP Privacy Complaints Procedure contact RTO staff for further information and processes.

13 COURSE MATERIAL / INTELLECTUAL PROPERTY

13.1 By engaging the RTO, the Purchaser and any associated entity, recognises and acknowledges the intellectual property in courseware as belonging to the RTO. Course content; resources and material may not be copied, altered, sold or given to another third party or used by any party other than the original without the written consent of RTO management. All relevant course material and resources will be supplied (depending on the course type or delivery method) in one of the following ways:

- Online;
- Via mail prior to course commencement or;
- On site upon arrival at course commencement; or
- Once a trainee either;
  - ✓ Accesses online course material or,
  - ✓ Mailed course material and payment has been received the enrolment period will be deemed as having commenced.

14 ENROLMENT

14.1 The enrolment process may vary depending on the type of qualification you intend to study. A copy of this Student Handbook is available for you to read and understand on our website and provided on your student USB drive / online training profile.

14.2 An enrolment form must be completed, together with any required observations and/or self-assessment regarding special circumstances and/or training needs. Information on the fees and charges relating to your proposed course of study is provided on our website, the payment terms and methods will be used for that enrolment.

14.3 Once all enrolment forms have been completed, you will be enrolled into the qualification and a trainer and assessor assigned to help you through the course. Note that enrolment is not confirmed until fees have been paid as agreed. Your enrolment is valid for up to 12 months or for the duration of the enrolled course. Within this period, you are required to complete all course work; assignments and assessment as detailed in the course outline.

14.4 Conditions of enrolment:

- The student is expected to attend all classes, undertake all tests and examinations during a program, and abide by all rules and regulations of the RTO that are in force at any time,
- The contract or agreement between the applicant and the RTO is governed by the laws of the Commonwealth of Australia and the State of Western Australia,
- The RTO may, by written notice, vary the conditions of enrolment as may be necessary to comply with any law, regulation or amendment thereof, of the Commonwealth of Australia or the State of Western Australia, and
- In the event of circumstances requiring urgent medical care and where it is not possible to contact the parent/guardian, the RTO is authorised as a matter of urgency to seek and provide appropriate medical care.

14.5 Deferral of enrolment:

- If a student wishes to defer or transfer their original course booking date within five (5) business days of course commencement, an alternative date will be provided for an additional booking/transfer fee of $100, on top of the initial course deposit amount towards the full course fees.
- An agreed deferral may only occur once and must be utilised within 2 months of the original booking. If a second transfer of date is requested, the original deposit and the previous additional booking/transfer fee of $100 will then be forfeited and a new booking deposit will be required.
- Your course fees will be held in a holding account to ensure reimbursement of fees can be managed until training is completed. Core Security Training endorses this fee payment system as it protects the learner from the possible loss of fees and will encourage sound financial management from RTOs.

14.6 All applicants for enrolment are required to satisfy and meet all pre-requisite requirements, such as qualification and/or experience, where detailed in the relevant syllabus or Training Package, prior to acceptance for admission to courses. For international students, this includes the desired level of English Language, Literacy and Numeracy (LLN) skills as determined by International English Language Testing System.

14.7 The RTO also reserves the right to refuse enrolment where a reasonable doubt exists that a potential applicant will not be able to successfully complete a course being offered having due regard to the assessment/performance criteria and conditions as set out in the relevant syllabus or Training Package. Where some doubt exists as to the applicant's ability to commence a course, they will be offered counselling including opportunities for other avenues of study or possible bridging programs to develop entry level competencies.

14.8 All potential course participants are encouraged to check the competencies and/or performance outcomes of courses to ensure they understand the performance requirements prior to enrolment. The RTO will provide assistance in clarifying the suitability of the course to the learner's skill development requirements.

15 ENTRY REQUIREMENTS

15.1 For a learner to undertake study with this RTO, the following prerequisites are required before a learner can be enrolled or issued with a Statement of Attainment or a Qualification.

- Must live in and have a Western Australian residential address;
- Must have a verified Unique Student Identifier (USI) number;
- Have the right to work in Australia;
- Applicants must demonstrate the basic language, literacy, numeracy and digital skills required at this level. A LLND assessment may be conducted at pre-enrolment to assess whether the applicant requires LLN support for this training;
- Minimum age requirement to complete this course is 18 years; and
- 100 points of identification.

15.2 There may be UoC within this Qualification that have its own set of pre-requisites to complete which are not listed here.

15.3 To successfully commence and complete this program, students must possess the necessary language, literacy, numeracy and Digital (LLND) skills required to interpret and apply the relevant information effectively.

15.4 Upon receiving an enrolment application, each learner will undergo an assessment of their foundational skills, including language, literacy, numeracy (LLN), and digital capability, to ensure they are adequately prepared for the program. This assessment may be conducted through a written task, verbal interview, or online screening tool, depending on the course level and delivery mode.

15.5 The outcomes of this assessment are used to:

- Confirm the learner's suitability for the qualification,
- Identify any additional support that may be required to successfully participate,
- Inform any adjustments to training or assessment strategies to meet individual needs,
- Identify any specific LLND needs that students may have,
- Provide suitable educational and support services tailored to the student's individual needs, and
- Ensure that students are equipped with the necessary skills to engage with and complete the learning and assessment activities within the program.

15.6 This process ensures that the RTO evaluates and responds to learner needs prior to training commencement. All assessment outcomes and support arrangements are recorded in aXcelerate LMS to maintain consistency and transparency.

15.7 If a student's LLND assessment indicates that additional support is required, the RTO will offer appropriate resources and assistance to help the student meet the demands of the program.

16 ADDITIONAL ENTRY REQUIREMENTS

16.1 To ensure suitability and preparedness for the program, the following additional entry requirements should be met:

16.2 Students should demonstrate an orientation towards working in this industry, showing a genuine interest and commitment to pursuing a career in the relevant field.

16.3 Students must possess the ability to implement discretionary judgment and make decisions under supervision, essential for practical application and real-world scenarios encountered during the program.

16.4 Where a qualification requires that students be required to complete mandatory practical experience, the RTO may assist in finding suitable placements or opportunities to source a suitable working environment where they can apply practical skills and/or gain relevant employment experience. The RTO will provide confirmation prior to enrolment into the program.

16.5 Depending on the program and industry standards, students may be required to meet certain industry-specific requirements, including but not limited to:

16.6 Undergoing occupational assessments, screenings, and vaccinations as required by the industry or specific workplace settings.

16.7 Applying for a Working with Children Check, particularly for programs involving young students.

16.8 Undertaking a National Police Check to ensure eligibility for employment in certain regulated environments or roles.

16.9 Where applicable, hold a valid background check (Job Ready) or a holder of an aviation security identification card (ASIC) or maritime security card (MSIC), or any other Government regulated check.

16.10 Please contact the RTO to confirm any pre-requisites that are required for entry to the course in which you are interested. Entry requirements may relate to things such as:

- Previous workplace experience;
- Previous completion of another qualification that is specified as a pre-requisite for a course;
- Levels of language, literacy and numeracy skills appropriate for successful completion of the coursework and also, for effective performance in the workplace in the specific job-role;
- Access to a relevant workplace and job-role where the required competencies can be learned and practiced;
- Access to a computer that has appropriate software and capacity to access learning and assessment materials;
- Access to an internet connection with sufficient capacity to download course materials (e.g. broadband connection); and
- Access to course specific materials such as personal protective equipment (PPE) or other tools of trade.

17 UNIQUE STUDENT IDENTIFIER (USI)

17.1 A USI is required by all Australians undertaking nationally recognised training. It allows students to link to a secure online record of all qualifications gained regardless of the provider. This system was implemented by the Australian Government in 2015, so it will show student achievements from 1 January 2015 onwards.

17.2 As an RTO, we cannot issue Certificates or Statements of Attainment without a USI. Therefore, it is mandatory that all students supply their USI upon enrolment.

17.3 If you do not have a USI, please visit https://www.usi.gov.au/students/get-a-usi for more information, and instructions on how to apply.

18 LEARNER SUPPORT

18.1 Core is committed to the success of our students, which is why we offer a comprehensive range of support services, referrals and networks designed to enhance student engagement and motivation throughout their learning journey.

18.2 The RTO is committed to ensuring prospective learners receive accurate, timely, and accessible information to make informed decisions about their training options. The following measures are in place:

- Provision of clear and accessible information:
  - ✓ Prior to enrolment, learners are provided with comprehensive course information through multiple channels, including the RTO's website, digital brochures, and direct communication with support staff.
  - ✓ This includes details on course structure, duration, delivery mode (online, blended, or face-to-face), assessment methods, support services, and any entry or equipment requirements.
- Pre-enrolment guidance and consultation:
  - ✓ Learners have the opportunity to speak with a qualified staff member (trainer or student support team) to discuss their learning needs, career goals, and course suitability.
  - ✓ For online enrolments, students who enrol and pay in full to commence immediately are proactively contacted by a trainer or assessor to confirm course

appropriateness, ensure the enrolment process is complete, and answer any questions prior to course access.

- Pre-enrolment materials:
  - ✓ Learners are provided with digital access to a Pre-Enrolment Information Pack, which outlines course content, learning outcomes, expectations regarding contact days or attendance, technology requirements (for online learners), and assessment formats. This ensures full transparency about the learning journey before commitment.
- Informed decision-making:
  - ✓ All pre-enrolment materials are written in plain language, accessible formats, and aligned with the course's intended outcomes. This enables students to assess the alignment between the training product and their individual learning needs, ensuring they are well-prepared and fully informed prior to enrolment.

19 NEEDS ANALYSIS

19.1 A need's analysis will be conducted prior to enrolment and include will the following four areas:

- Main reason for undertaking the course;
- What the learner hopes to accomplish by undertaking the course;
- Identify the best way the learner likes to learn; and
- Support requirements.

19.2 The RTO will refer those students who require particular assistance to the relevant services:

- Statewide Services Directory, Department of Education (https://www.education.wa.edu.au/education-support-centres-and-schools)

20 HOW THE LEARNING NEEDS OF GROUPS OR INDIVIDUAL STUDENTS WILL BE MET

20.1 The RTO has developed a training and assessment plan for this qualification; where applicable, these are consulted with and completed by all learners prior to enrolment or at commencement of the course to identify any individual needs, resource requirements, delivery unit schedule and support options for learners. Learners may also undertake a Pre-Assessment Review to identify whether they already have the skills and knowledge to apply for any RPL.

20.2 Students are asked to identify their individual needs, but are sometimes reluctant to do so. Therefore, at enrolment learners may be required to undertake a Learner Needs Analysis to ensure that the training delivered is suitable to their training needs and at the right level. The RTO's personnel also monitor the progress of all students and their readiness for assessment as they progress through their course.

20.3 Delivery materials and methods may be adapted for the special needs of clients. Some examples may include enlarging print materials for vision requirements, provision of Information and Communication Technology (ICT) equipment and support, or using individual delivery methods.

20.4 The RTO recognises the importance of clear communication for student success. While interpreter services are not provided as part of our training delivery, learners identified as requiring additional English language support will be referred to appropriate external programs or community-based English language courses prior to or alongside their enrolment.

20.5 This ensures that learners are equipped to fully engage with training and assessment in English, in alignment with the language demands of the qualification and the vocational context.

20.6 Trainers may recommend local TAFE courses, AMEP (Adult Migrant English Program), or other community language providers to support learner readiness.

20.7 The RTO offers access to a range of learner support services tailored to individual student needs. Where appropriate, this may include referral to external Language, Literacy, Numeracy and Digital (LLND) support programs to assist learners in developing the foundational skills necessary to engage successfully with their training and assessment. Support referrals are made based on the outcomes of the pre-enrolment assessment and ongoing trainer observations throughout the course

20.8 Qualified and current, competent Trainers and Assessors with learning support experience will assist each student to achieve identified gaps in competency by one or a combination of the following methods:

- Provision of learning resources,
- Suggested literature review activities, and
- Allocation of additional training sessions.

20.9 Where applicable Trainers and Assessors will embrace the following strategies to address a variety of individual learning requirements including visual, auditory and kinaesthetic learning styles:

- Talk about the content and introduce specialist vocabulary prior to reading the text;
- Model the reading of the text for clients with poor reading skills, particularly in the early part of the course;
- When reading the text, point out some of the grammatical constructs used frequently in the resource;
- Each chapter includes learning material that is supported by activities throughout the text. The activities illustrate and consolidate learning points;
- Activities have been designed to meet the unit of competency requirements; and
- During role-plays, trainers will model appropriate language, questioning and listening skills prior to setting the activity for students. The role-plays provide the opportunity for students to practice key communication skills which are intrinsic to performing well in the workplace. For some learning groups it might be worthwhile substituting role-plays for written activities to increase the opportunity to practise verbal skills.

20.10 The RTO supports the five (5) principles of pedagogy:

- Motivation – by the trainer and assessor developing a good relationship with the learner, understanding the learner's current world view, interests and experience, and framing the learning to be achieved in a way that makes sense to the learner;
- Exposition – by the trainer and assessors' performance combined with good subject knowledge, good preparation and good supporting training aids;
- Direction of activity – by the trainer and assessor supporting the learner through directed and practical activities (by doing). Well-designed learning activities, delivery selection and sequencing, repetition and variation;
- Criticism – through constructive criticism during feedback and acknowledging that there are times when criticism may be withheld, to be replaced by progression management or an expectation that the student will work it out for themselves; and
- Inviting imitation – by role modelling, fostering a peer culture in which learning is valued, developing good relationships with students and good discipline, where rival, negative peer role models are challenged early.

20.11 The RTO is committed to ensuring that training opportunities are offered to all people on an equal and fair basis. Policies and procedures are available to assist and manage the learner support needs from enrolment to completion of training and these may include, but not limited to:

- Language, Literacy and Numeracy (LLN) support;
- Mentoring;
- Disability support;
- Information Technology (IT);
- Personal counselling;
- Study support (this may include but is not limited to mentoring, one on one training, retraining after an NYC assessment, etc.);
- Learning and assessment programs contextualised to the workplace; and
- Career guidance (resume review, CV workshops & interviewing technique workshops)

20.12 All learners who meet our entry requirements for specific programs will be accepted into the RTO.

20.13 Any issues or questions regarding access and equity can be directed to RTO Management.

21 IDENTIFYING SPECIAL NEEDS

21.1 Learners participating in training may have special needs. Where these needs are identified through the enrolment process the trainer will explore the options available to them to support the learner through the training program. Learners with special needs may include those with language, literacy and/or numeracy problems, disabilities, anxiety and inexperienced or older learners.

22 LANGUAGE, LITERACY, NUMERACY AND DIGITAL REQUIREMENTS

22.1 To successfully undertake this course, learners are expected to have Language, Literacy, Numeracy, and Digital (LLND) skills equivalent to at least Year 10 level. These foundational skills are essential for safe and competent performance in vocational training and workplace tasks.

22.2 Specifically, learners must demonstrate the ability to:

- Develop written notes, records, and basic reports using appropriate formats;
- Communicate clearly and effectively with a range of stakeholders, including trainers, peers, and workplace personnel;
- Use workplace and learning equipment competently and safely;
- Complete tasks and respond to contingencies with minimal supervision;
- Identify, assess, and manage basic safety risks in line with training package expectations; and
- Engage in digital learning, including accessing and completing learning and assessment activities via the aXcelerate Learning Management System (LMS) using a computer or tablet with internet access.

22.3 These requirements ensure learners can participate meaningfully in both online and in-person training components and meet the competency standards for assessment. Learners identified as needing support in any LLND area will be offered guidance or referral to appropriate external services.

22.4 Prospective learners undertaking this Qualification or specific UoC require LLN skills relevant to the context of their role, within the industry and more information and support can be found within the RTO's policies and procedures.

22.5 Applicants must demonstrate suitable LLND skills which are assessed when applying for enrolment.

22.6 Applicants who are identified as having LLND deficits, may be required to undertake LLN training with this RTO or be referred to a third-party RTO for specialist assistance prior to the start of study date or further commencement for the Qualification or individual UoC.

22.7 Further detailed information can be obtained also from the "Australian Core Skills Framework" (ACSF) website. The ACSF can be used to map the core skills requirements of any education and training course or unit in order to clarify and articulate core skills expectations, priorities and gaps.

22.8 The tool provides a common language that can be used to describe aspects of each core skill that are part of a workplace task and in assigning levels of complexity of a required core skill.

22.9 An LLND assessment is aligned with the Australian Core Skills Framework (ACSF) and the Digital Capability Framework which outlines the expected outcomes of foundation skills at various levels.

23 LEARNING AND STUDY SUPPORT

23.1 Core will ensure that student learner and study support is provided through:

- Access to study skills programs and support to develop effective learning techniques.
- Provision of Language, Literacy, Numeracy, and Digital (LLND) skills programs or referrals to these services.
- Additional learning resources, including readings, exercises, practice tests, and online tutorial support.
- Flexible delivery options, including one-on-one time with trainers and assessors, to cater to individual learning needs.
- Access to Information and Communications Technology (ICT) support, specialised technical assistance, and resources.
- Use of assistive technology, equipment, and other resources to support students with disabilities or special learning requirements.
- Availability of learning materials in alternative formats (e.g., large print) to enhance accessibility.
- Contextualised learning and assessment programs tailored to specific workplace environments.

24 REASONABLE ADJUSTMENT

24.1 A legislative and regulatory framework underpins the delivery of vocational education and training across Australia. Within this framework, Core is committed to ensuring that students with recognised disabilities can access and participate in education and training on the same basis as students without disabilities.

24.2 While adjustments can be made to training and assessment procedures, the learning environment, training delivery, learning resources, and/or assessment tasks to accommodate the needs of a student, it is essential that the integrity of the unit of competency and/or qualification is maintained.

24.3 Students must still meet the competency standards expected by employers and training providers. Therefore, making reasonable adjustments involves identifying what changes can be reasonably implemented within the learning environment without compromising the required standards.

24.4 An adjustment is considered reasonable if it:

- Accommodates the student's needs while considering factors such as:
  - ✓ The views and preferences of the student.

- ✓ The potential impact of the adjustment on the student and others.
- ✓ The costs and benefits of implementing the adjustment.

24.5 Adjustments must:

- Be discussed and agreed upon by the student.
- Provide a genuine benefit to the student.
- Maintain the competency standards required for the qualification.
- Be practical and reasonable to expect in a workplace setting.

24.6 Adjustments are not required if they would:

- Cause the RTO unjustifiable hardship.
- Harm or disadvantage other students.

24.7 Adjustments are negotiated between the student, trainer/assessor, and employers (if applicable) throughout the training term. All agreed adjustments are documented in the student's individual training plan to ensure they are implemented effectively and consistently.

24.8 The RTO has an assessment process that incorporates inclusive practice and reasonable adjustments procedures when considered in the context of the legislative responsibilities of trainers and assessors.

24.9 Individual practice covers areas such as:

- Taking into account a learners LLND requirements;
- Flexible assessment sessions to allow for such things as fatigue or administering medication;
- Equity checks, and revision where necessary of proposed assessment methods and tools;
- Considering a learners age and gender;
- Considering cultural beliefs, traditional practices and religious observances; and
- Reasonable adjustment, where required.

24.10 Reasonable adjustment will be negotiated with any individual prior to the training course attendance and covers areas such as:

- Personal support services,
- Assistive technology or special equipment, and
- The format of assessment materials e.g. electronic or verbal or video assessment

24.11 The RTO is aware that at times learners may be refused to attend training based on the industry physical requirements and expectations. This may be where a person who is unable to stand, sit or drive for long periods of time, who may have physical disabilities that limits their response capability or may have particular hearing or sight issues. Where this occurs, a full explanation will be provided based on the individual case and referrals will be made to the applicant for their further information.

25 LANGUAGE, LITERACY, NUMERACY AND DIGITAL SKILLS ADJUSTMENTS

25.1 Language, literacy, numeracy, and digital skills (LLND) refer to the abilities required to speak, listen, read, and write in English, understand and apply mathematical concepts, and effectively use digital tools and technologies. These foundational skills are crucial for success in both training and employment.

25.2 Before the commencement of training in each unit, the LLND requirements specific to that unit will be reviewed. If a student is identified as being at risk of not meeting the required LLND level for successful completion, they will be consulted, and a range of support options will be discussed and tailored to their needs.

25.3 Support options may include:

- Access to support tools: Utilising resources available in the Student Management System to aid in LLND development.
- Extra assistance from trainer/assessor: Providing additional guidance and support tailored to the student's needs.
- Specialised LLND support: Engaging an LLND specialist to work in consultation with the trainer, offering targeted assistance to help the student meet the required LLND standards.
- Workplace or personal support: Arranging extra assistance from the student's workplace supervisor or a suitable relative, if appropriate.
- Mentorship and industry support: Implementing a mentorship program with industry partners to provide additional support and context for learning.

25.4 Students are encouraged to self-identify any LLND barriers when completing their enrolment application. Additionally, an initial assessment of LLND requirements for the units of competency will be conducted, with feedback provided to students. Throughout the training term, ongoing support will be negotiated between the student, trainer/assessor, and employers as necessary. These adjustments and support strategies will be documented in the student's individual training plan.

26 ADJUSTMENT OF THE PHYSICAL ENVIRONMENT

26.1 In most situations, the student with a disability will be able to tell the RTO what they need to be able to study. If necessary, the RTO should also seek advice from disability areas within government departments or organisations that represent or provide services to people with a disability.

26.2 Adjustments may include:

- Modifying educational premises. For example, making ramps, modifying toilets and ensuring that classes are in rooms accessible to the person with a disability;
- Modifying or providing equipment. For example, lowering lab benches, enlarging computer screens, providing specific computer software or an audio loop system;
- Changing assessment procedures. For example, allowing for alternative examination methods such as oral exams, or allowing additional time for someone else to write an exam for a person with a disability; and
- Changing course delivery. For example, providing study notes or research materials in different formats or providing a sign language interpreter for a deaf person.

26.3 Where the RTO is unable to provide adjustment to the physical environment due to building restrictions, the RTO shall inform the applicant prior to course commencement and refuse training services accordingly.

27 PHYSICAL REQUIREMENTS FOR TRAINING

27.1 Participation in this course may involve a range of physical activities typical of vocational training and workplace environments. Learners should be capable of performing tasks that may include sitting or standing for extended periods, bending, lifting or carrying light to moderate loads, and safely moving through training or simulated workplace settings.

27.2 While reasonable adjustments can be made where appropriate, learners must be able to meet the physical demands of training and assessment tasks to demonstrate competency in line with industry expectations.

27.3 Students undertaking a course must have the physical capacity to safely participate in practical activities.

27.4 While reasonable adjustment may be provided where appropriate, students must be physically capable of completing the mandatory practical assessment requirements, without placing themselves or others at risk.

27.5 Where a learner has a physical limitation or disability, reasonable adjustments may be considered, provided they do not compromise the integrity of the assessment or the inherent requirements of the job role.

28 FLEXIBLE DELIVERY AND ASSESSMENT

28.1 Core is committed to providing inclusive, accessible, and flexible training solutions that meet the diverse needs of our learners. We understand that each learner's journey is different, and we aim to remove barriers to participation by offering a range of flexible delivery and assessment options. These include:

28.2 Adjusted schedules:

- We accommodate individual student needs by adjusting training and assessment schedules when necessary, ensuring fairness and equity for all learners.
  - ✓ Learners may negotiate modified timelines or due dates without compromising learning outcomes, enabling those with work, family, or other commitments to complete their studies in a reasonable timeframe.
- Customised delivery methods:
  - ✓ Our trainers can customize delivery methods and assessment processes to suit diverse learning styles and personal circumstances.
  - ✓ This might involve providing materials in alternative formats (visual, auditory, or practical) and offering different modes of assessment (such as written tasks, oral presentations, or practical demonstrations) so that each student can best demonstrate their competence.
- Online learning via aXcelerate LMS:
  - ✓ We utilise the aXcelerate Learning Management System (LMS) to facilitate structured yet flexible online learning plans.
  - ✓ Course content is delivered through guided online modules with clear sequencing and prerequisite rules, creating an intuitive path to competency while allowing self-paced progression where appropriate.
  - ✓ The LMS provides a clear, visual track of each learner's progress and enables students to celebrate milestones in their learning. Trainers also leverage the

platform to monitor learner performance and engagement in real time, identifying any issues early and following up with support as needed.

- Face-to-face contact days:
  - ✓ To support key assessments and skill demonstrations, we schedule face-to-face contact days (or classroom sessions) at designated points in the course.
  - ✓ These sessions are used for critical assessment activities like practical observations, presentations, or group work that benefit from real-time interaction and supervision.
  - ✓ Learners may attend contact days in person or virtually via secure video conferencing (e.g. Zoom or MS Teams), as our LMS supports virtual classroom integration.
  - ✓ Attendance and participation are recorded in aXcelerate, and online sessions can be recorded and made available for later review. This ensures that all students, including those who join remotely or need to revisit the material, can fully engage with the training and assessment process.
- Continuous digital support:
  - ✓ Throughout the course, trainers monitor engagement through aXcelerate's digital tools, including progress dashboards and reports.
  - ✓ We track which assessments are completed, in progress, or overdue to ensure timely progress for each learner.
  - ✓ When a student falls behind or requires assistance, our team promptly provides individualised support or reasonable adjustments, helping learners stay on track and complete their training successfully.

28.3 Importantly, our flexible approach is implemented without compromising assessment integrity or compliance. All assessments undergo rigorous design and pre-delivery review to remain aligned with the principles of fairness, flexibility, validity, and reliability as outlined in the Standards for RTOs 2025.

28.4 We ensure the evidence collected is valid and sufficient to demonstrate the required competencies, and that it is authentic to each student. By maintaining strict quality control and using aXcelerate to document training plans, assessments, and any adjustments, we uphold compliance with all regulatory requirements while delivering a learner-centred, flexible training experience.

29 EQUIPMENT AND RESOURCES

29.1 Core is dedicated to delivering high-quality training supported by ensuring access to appropriate equipment, facilities, and learning resources. We ensure that all learners have the tools they need to develop practical skills and theoretical knowledge in alignment with industry standards and training package requirements.

- Provision of specialised equipment, resources, and programs in multiple formats to increase access for students with disabilities and other students in line with access and equity principles.
- Ensuring that learning environments and resources are accessible and inclusive for all students.

29.2 Our training facilities are equipped with reasonably up-to-date equipment and technology that replicate real workplace conditions. This includes industry-relevant equipment for simulated environments, computer access for online learning and research, and specialised resources for

specific qualifications. These resources are regularly maintained, upgraded, and reviewed to ensure they remain compliant, safe, and effective for learning.

29.3 Learners are also provided with structured training materials such as learner guides, assessment workbooks, instructional videos, and reference materials tailored to each unit of competency. Where applicable, access to digital platforms and online learning environments is included to support flexible and blended delivery modes.

29.4 In workplace-based training, Core works collaboratively with employers to verify that suitable resources and equipment are available on-site. We conduct checks to confirm that the training environment meets both safety and learning requirements, ensuring learners can successfully complete practical assessments in real-world settings.

29.5 By providing fit-for-purpose equipment and quality learning resources, Core ensures that learners are well-prepared for the demands of their industry and confident in their ability to apply their skills in the workplace.

30 DIGITAL INTEGRATION OF AXCELERATE LMS FOR DIGITAL DELIVERY AND COMPLIANCE

30.1 The RTO utilises aXcelerate's Learning Plans to achieve this. Learning Plans allow us to organise course content into sequenced modules with set dates and prerequisite rules, guiding students through a clear learning pathway.

30.2 This provides a visual roadmap of progress, so learners always know where they are up to in their course and how much is left, keeping them motivated and on track.

30.3 By controlling the order and pacing of content, the RTO ensures an intuitive, step-by-step journey allowing for a well-structured and engaging training delivery.

30.4 Each student's Learning Plan is accessible via the aXcelerate learner portal, enabling them to view upcoming units, assessment due dates, and prerequisites – thereby supporting structured progression and successful outcome.

30.5 aXcelerate LMS provides tools to integrate work-based learning and industry engagement into the course. For programs that include workplace training or internships, the system's Work-Based Learning module enables digital tracking of on-the-job training and two-way communication with host employers/supervisors.

30.6 This ensures that industry feedback and real-workplace observations are captured in the LMS, allowing the RTO to demonstrate that training is informed by industry input. All workplace activities and supervisor comments are recorded as part of the student's learning evidence, reinforcing that our training and assessment remain industry-relevant and compliant.

30.7 aXcelerate's online assessment capabilities ensure that assessment practices are robust, valid and compliant. The platform includes an intuitive assessment authoring tool with drag-and-drop mapping that links every question or task to the required unit competencies and criteria from training.gov.au. This guarantees the assessment system is fit-for-purpose and consistent with the training product.

30.8 Learners submit their assessments securely through the LMS, which requires individual logins and can enforce timed exams or prerequisite completions as needed. Assessors then mark submissions within aXcelerate, providing feedback and recording outcomes online. To uphold authenticity and integrity of assessment, assessors apply electronic signatures to digitally sign-off each assessment decision, and they can upload or capture supplementary evidence (e.g. photos/videos of practical tasks) against the assessment criteria.

30.9 These features help confirm that the work assessed is the student's own and that all evidence is valid and sufficient. The system's built-in mapping and evidence records also create a clear audit

trail, providing an auditable foundation for validation and continuous improvement of assessment tools.

30.10 aXcelerate's online assessment tools enable secure submission of student work, rigorous mapping to competency requirements, and verification measures (digital signatures, evidence uploads) that collectively ensure compliance with the Principles of Assessment and Rules of Evidence in a digital delivery context.

30.11 To meet the Standards and digital delivery requirements, the RTO leverages aXcelerate to closely monitor student engagement and attendance. For any scheduled face-to-face days or live webinar sessions, trainers mark attendance in the aXcelerate class roll.

30.12 The system tracks learner attendance for each session and can generate attendance reports, helping us verify that students attend required contact hours. In the online environment, aXcelerate functions as a comprehensive engagement tracker – logging each student's sign-ins, module/unit completions, quiz attempts and assessment submissions.

30.13 The RTO produces weekly engagement reports from aXcelerate to see which learners are (or aren't) actively progressing through the course content. Trainers review these reports and promptly follow up with any students who have low login activity or incomplete modules, as part of our student support strategy.

30.14 This proactive monitoring ensures that no learner "falls through the cracks" in a self-paced model. By documenting engagement metrics and intervention actions in the TAS, the RTO demonstrates that the online delivery is effectively managed and that training is paced to support each student's progression.

30.15 Whilst attendance per se may not be mandated for purely online training, our approach of tracking engagement fulfils the need to show that students are actively participating and progressing in the course.

30.16 All of these measures using the aXcelerate LMS give verifiable data that learners are engaged, which supports both quality outcomes and compliance in a digital delivery setting.

30.17 Effective communication and support are critical in online and blended delivery, and aXcelerate provides an integrated platform to manage these interactions.

30.18 Trainers and assessors use the system's communication tools to send emails or SMS messages to students (individually or in bulk) and to record call notes or face-to-face meeting notes against the student's profile.

30.19 Every outreach – whether a feedback email, an SMS reminder, or a phone call summary – is logged as a contact note in the aXcelerate Student Management System. This creates a chronological communication log for each learner, which is invaluable for both support and compliance. The RTO can demonstrate that we maintain a full history of trainer–student correspondence within the system, providing transparency and evidence of student support and follow-up. aXcelerate achieves this by centralising all communications.

30.20 These records show that trainers are actively engaging with learners (e.g. answering questions, providing feedback, issuing reminders).

30.21 In the event of audits or learner disputes, the communication logs serve as evidence that the RTO has kept students informed and supported throughout their learning journey. This practice underpins the RTO's compliance with learner support obligations (such as ensuring students are "properly informed and protected" and have access to support during training) while also contributing to continuous improvement through documented learner feedback.

30.22 aXcelerate's LMS is part of an integrated platform that also fulfills the RTO's reporting and record-keeping obligations. The system automatically captures all relevant student data and training outcomes, which can be compiled into compliance reports with minimal manual effort. Importantly,

aXcelerate supports AVETMISS reporting – it can generate the national AVETMISS data export and includes an inbuilt validator to check for errors in student/unit records before submission to NCVER. This ensures our data reporting is accurate and consistent with the Regulators requirements.

30.23 The platform also manages USI (Unique Student Identifier) integration, allowing us to verify or generate USIs for learners and ensure no student is enrolled or issued a testamur without a valid USI. In terms of credential issuance, aXcelerate can instantly produce AQF certificates and statements of attainment using built-in certificate templates once a student's competencies are marked complete.

30.24 Each certificate is stored in the system and can be emailed to the student, creating a secure record of credentials issued. By leveraging these digital reporting tools, the RTO meets its obligations for timely and correct data submission and qualification issuance.

31 FINANCIAL AND OTHER SUPPORT SERVICES

31.1 Core understands that learners may face personal, financial, or social challenges that impact their ability to fully engage in training. To support learner wellbeing and successful course completion, we offer a structured referral process to connect individuals with external support services when needed.

31.2 Core has compiled a list of sources that a student may be able to use as a reference to seek help and support services. This can be either downloaded from our website or requested from any of our staff.

31.3 Our staff are trained to identify when a learner may benefit from additional assistance beyond the scope of our internal services. If a learner discloses hardship, such as difficulty meeting living expenses, housing instability, or family pressures, we work with them compassionately and confidentially to explore appropriate referral options to help students manage the costs associated with their studies.

31.4 We maintain strong partnerships with local and national organisations that provide financial counselling, emergency relief, housing support, mental health care, domestic and family violence support, legal assistance, and Centrelink services. With the learner's consent, we can facilitate direct referrals or provide guidance on how to access these services independently.

31.5 Additionally, we provide learners with up-to-date resource directories and links to trusted community organisations. Our trainers and student support officers can also assist with navigating these services, filling out forms, or arranging appointments when required.

31.6 By supporting timely referrals to external support networks, Core helps reduce non-academic barriers to learning, empowering individuals to stay focused, achieve their goals, and access the help they need when it matters most.

31.7 Any additional services deemed necessary to support students in achieving competency, based on their individual circumstances.

32 WELLBEING AND COUNSELLING SERVICES

32.1 At Core, we are committed to fostering a safe, respectful, and supportive environment where every learner and staff member feels valued. As part of our holistic approach to training and development, we support wellbeing and counselling services designed to promote mental health, resilience, and emotional wellbeing. This may include:

- Referral to appropriate external counselling, mental health services, and support networks for vocational, emotional, and psychological assistance.
- Access to mediation services or referrals to these services for conflict resolution.

- Support for student wellbeing through online learning and support courses that focus on personal development and resilience.

33 ACCESS AND EQUITY

33.1 Access to training and assessment at Core will not be restricted by location or context, beyond what is specified in the relevant Training Package requirements. Our commitment to access and equity ensures that training and assessment practices are designed to consider and respond to the individual needs of students, minimising potential learning barriers.

33.2 We recognise that students may face various barriers to access, participation, and achievement of learning outcomes. These barriers may include factors such as age, sexuality, gender, language, literacy, numeracy, digital skills, cultural or ethnic background, employment status, disability, or geographical location.

33.3 The design and content of our training programs are created to support equitable access and progression for all students. It is the responsibility of the RTO to ensure the following:

- Non-discriminatory training and assessment: Training and assessment processes and methods are structured to avoid disadvantaging individual students.
- Support for individual needs: The specific needs of individual students are identified, and access to necessary educational and support services is provided to ensure successful learning outcomes.
- Flexible assessment for distance students: Assessment processes and techniques are adapted for students who are located at a distance from the training location, ensuring they receive equitable opportunities to demonstrate their competencies.
- Culturally appropriate materials: Training materials are culturally sensitive and appropriate for all students. Where necessary, materials are adapted to meet the cultural needs of students.
- Appropriate activities and assessments: Learning activities and assessments are designed to match the language, literacy, numeracy, and digital skill levels of students, while still meeting the required competencies of each unit.

34 CULTURAL SAFETY AND INCLUSION FOR FIRST NATIONS LEARNERS

34.1 Core is proud to collaborate with remote Aboriginal communities across Western Australia to deliver culturally appropriate, practical training that supports local employment, safety, and community development.

34.2 Our approach is built on mutual respect, community consultation, and a commitment to empowering First Nations peoples with skills that are relevant, portable, and rooted in self-determination.

34.3 Through our partnerships with local councils, Aboriginal corporations, and community leaders, Core has provided accredited and non-accredited training in areas such as conflict resolution, basic investigation, safety awareness, and community engagement, with delivery methods adapted to suit cultural protocols, remote access, and language needs.

34.4 One of our most successful initiatives has been the co-design and implementation of a Community Warden Program in Fitzroy Crossing; in collaboration with local elders and governance bodies.

34.5 The program equips community members with foundational skills in mediation, observation, reporting, and basic emergency response, with a strong emphasis on cultural authority, community safety, and local leadership. Delivered through face-to-face workshops and on-Country learning, the program has enhanced community wellbeing, built employment pathways, and increased the

visibility and recognition of local wardens as trusted community leaders. The success of the program demonstrates Core's ongoing commitment to reconciliation, inclusion, and practical outcomes that strengthen remote Indigenous communities.

34.6 Core acknowledges the unique cultural heritage, identity, and perspectives of Aboriginal and Torres Strait Islander peoples and is committed to fostering a culturally safe, respectful, and inclusive learning environment for all First Nations learners. We recognise that genuine inclusion begins with understanding, listening, and acting in partnership with Indigenous communities, elders, and learners.

34.7 Cultural safety is embedded through:

- Awareness of Country in training sessions and key documents,
- Inclusion of First Nations voices and perspectives in learning content where appropriate,
- Access to culturally aware trainers and assessors who receive regular professional development in Indigenous cultural competency,
- Encouragement of learners to express cultural identity and use traditional names or languages during class activities or assessments where applicable.

35 SUPPORTING SAFE LEARNING ENVIRONMENTS

35.1 First Nations learners are invited to identify their cultural background voluntarily during enrolment. Where disclosed, the RTO offers culturally responsive support, which may include:

- Connecting students with Indigenous liaison officers, mentors, or local elders (where available),
- Adjusting delivery methods or content to respect cultural protocols or community obligations,
- Providing flexible training and assessment schedules in consideration of cultural responsibilities, family obligations, or Sorry Business.

35.2 Training staff are encouraged to reflect on their own practice and challenge unconscious bias. Regular staff training includes topics such as:

- Intergenerational trauma and learning,
- Understanding First Nations worldviews and communication styles,
- Creating inclusive classroom dynamics and avoiding deficit thinking.

35.3 Core also reviews learner feedback from First Nations students to inform improvements and develop inclusive policies and practices that uphold cultural safety across the organisation.

36 SUPPORT FOR STUDENTS WITH DISABILITIES

36.1 Core is committed to providing an inclusive and accessible learning environment for all students, including those with disabilities. We believe that everyone has the right to access quality education and training, and we actively work to remove barriers that may prevent full participation in our courses.

36.2 We support students with physical, sensory, intellectual, learning, neurological, or mental health-related disabilities through reasonable adjustments to training and assessment processes. These adjustments are made in consultation with the learner, and may include flexible scheduling, alternative assessment formats, assistive technologies, additional time, modified resources, or access to support personnel such as interpreters or readers.

36.3 From enrolment through to course completion, our trainers and support staff work closely with students to understand their individual needs and ensure appropriate support is in place. This may

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involve creating a personalised support plan or liaising with disability service providers, carers, or support coordinators to ensure that the student receives consistent and respectful assistance throughout their learning journey.

36.4 Students with disabilities or other barriers to learning are encouraged to disclose their needs during the enrolment application process. This allows us to make appropriate adjustments and provide necessary resources prior to the commencement of the program. We are committed to supporting equal opportunity in education in accordance with the Disability Discrimination Act 1992 (Cth).

36.5 We also provide access to suitable physical facilities, digital resources, and communication tools to support equal access. Where needed, Core Training Group will advocate on behalf of learners to connect them with external disability support services, funding bodies (such as the NDIS), or community networks that can offer further assistance.

36.6 Through our inclusive practices, Core aims to empower students with disabilities to build skills, confidence, and independence while achieving their training goals in a respectful and supportive learning environment.

37 ACCESS TO SUPPORT

37.1 Core is committed to supporting every learner throughout their training journey by ensuring timely access to relevant services and information. Upon enrolment and during the course, students are provided with clear guidance on how to access academic, wellbeing, and administrative support.

37.2 This includes referral pathways for Language, Literacy, Numeracy, and Digital (LLND) support, mental health and counselling services, financial and housing assistance, and culturally appropriate services—particularly for First Nations learners. Information is made available via the aXcelerate LMS, learner handbook, induction sessions, and direct trainer or assessor communication.

37.3 Students experiencing challenges that impact their learning are encouraged to seek guidance and assistance from RTO staff. Our team is committed to supporting students in overcoming obstacles and achieving academic success. Trainers and assessors maintain open lines of communication and will actively assist students in accessing internal or external support options where needed.

37.4 The RTO regularly reviews available support resources to ensure they remain current, relevant, and responsive to the needs of our learner community.

37.5 Students also have access to the aXcelerate Learning Management System (LMS), which provides multiple integrated channels for communicating with their trainers and assessors. Through aXcelerate, learners can submit questions, request support, and receive timely feedback using built-in messaging tools, comment fields within assessment submissions, and direct email links. Trainers and assessors are notified of student messages and are required to respond within a defined service timeframe to maintain continuity of support.

37.6 In addition to written communication, students may also be invited to participate in scheduled online support sessions, webinars, or one-on-one consultations—booked and tracked through the LMS.

37.7 aXcelerate maintains a full communication log, allowing trainers and coordinators to monitor engagement, identify learners who may be at risk of disengagement, and follow up accordingly. These features ensure that students studying online or at a distance still receive the same level of access to academic and assessment support as those attending in person.

38 FULL-TIME STUDENTS

38.1 Full-time students are permanent students attending residential programs at the RTO's establishment.

39 PART-TIME STUDENTS

39.1 Are those completing course work at their own place over an agreed period with the RTO.

40 DISTANCE STUDENTS

40.1 Are those completing study through either e-learning or distance education arrangements and are not attending class work.

41 CONTRACTORS

41.1 We engage some independent contractors and consultants for specific training and assessment tasks. Contractors are not students. Contractors are independent business entities that are engaged to provide specific services on a case by case basis to the RTO.

42 TERMS AND CONDITIONS

42.1 Please refer to the full terms and conditions policy for specific details about:

- Enrolments,
- Fees and Charges,
- Course Prices,
- Transferring Enrolments,
- Refunds and Cancellations,
- Cancellation costs,
- Course material and Intellectual Property,
- Certificates,
- Enrolment Validity,
- Privacy Policy,
- Client Supplied Information, and
- Acceptance.

43 REFUND, CANCELLATION AND DEFERRAL POLICY SUMMARY

43.1 Core Training Group is committed to providing clear, fair and transparent arrangements for fees, refunds, cancellations and deferrals. The following policy applies to all students enrolling in fee-for-service training courses unless otherwise stated in a funding agreement.

43.2 If cancellations or changes occur after booking has been made, then fees will be retained as per our policy. You can refer to our fees/refund/deferral policy within our student handbook.

43.3 This is due to the challenge of getting someone to replace your seat on the course at short notice and the administration it takes by our team. Please also note that when paying via debit/credit card via our booking system you will be charged 1.9% + $0.30 of course fees.

43.4 A non-refundable deposit may be required to secure your place in a course. This deposit covers administrative costs associated with enrolment, course preparation and reserving your place in the program. By paying a deposit, you are confirming your commitment to participate in the course.

43.5 If you would like to avoid the surcharges, please feel free to come in and pay in store or request an invoice for electronic bank transfer.

43.6 Information about fees and charges is documented clearly on both of our websites:

- https://coretraining.wa.edu.au
- https://coresecurity.wa.edu.au

43.7 Or can be obtained by contacting our Administration team. A number of factors will determine how much your course will cost. This includes things like:

- Which course you will study;
- Course duration;
- Study load and mode (full time, part time, face-to-face, online etc.);
- Any credits that may be applied through direct credit transfer, recognition of prior learning; and
- Your eligibility for subsidies or concessions.

43.8 Costs will be discussed prior to enrolment with you and/or the third party (such as employer, school etc.) who will be paying the tuition fees. All fees are correct as stated on the website and within this Handbook, and are subject to change. Please contact us if you have any questions related to course fees.

43.9 Each training course offered by the RTO has a specific course fee. The course fee is the usual maximum fee that will be charged to attend the selected training course. This fee is inclusive of:

- Training and assessment delivery;
- Access to training and assessment resources, unless otherwise stipulated; and
- Student administration support.

43.10 Where additional resources are required to undertake training and assessment, the RTO will inform all students prior to enrolment and will be required to be provided by the student at own expense.

43.11 Nationally Recognised Training (NRT) and Qualifications are GST free in accordance with the Australian Taxation Office GST Rulings.

43.12 Some students may be eligible for a concession fee. Students of Aboriginal or Torres Strait Islander origin, and/or holders of concession cards like Health Care Card, Pensioner Concession Card or Veteran Affairs Pensioner Concession Card, may be eligible.
If you do not have a concession card, contact Human Services (Centrelink) to determine your eligibility (https://www.servicesaustralia.gov.au/).

43.13 The RTO has the following processes in place regarding payment of fees:

- Enrolment fees, such as deposits to secure student positions must be paid prior to commencing training courses with the RTO;
  - ✓ Enrolment fees vary between Accredited and Non-Accredited training, see enrolment form for details of costs to be charged.
- Students may not be permitted continue their training course until required outstanding fees, charges and accounts are paid unless otherwise stipulated within the training contract or agreement;

- The RTO is not required to refund $200 of any course fees when a course booking has been processed and then cancelled no less than 5 business days prior to course commencement. This covers the banking institution fees and administration resources involved in the cancellation.
- Where a student has been accepted under a deferred payment arrangement the RTO will confirm this in writing, including the conditions of the arrangement. The accepting student will prove acceptance of the arrangement in writing. As a general rule, students are required to finalise payment on the last day of the course, unless otherwise agreed.
- Should it be necessary for the student to repeat a course, the full amount is payable on re-enrolment.
- Any overpayment of fees will remain credited towards a student's account and will be applied against charges in a subsequent semester unless the student has completed, cancelled or withdrawn from their program

43.14 All students enrolling to study with the RTO will enter a written agreement using the course enrolment form and will therefore be able to access and refer the RTO's policies and procedures on any questions or queries.

43.15 Potential students will be issued with the agreement prior to enrolling in CORE courses and will acknowledge receipt and understanding of the agreement by signing off on the document and forwarding it to the RTO as an attachment of the student contract.

43.16 Students will receive a Tax Invoice for training courses purchased and once paid may request a receipt of purchase.

43.17 Fees paid in advance are protected. Refer to our website: https://coretraining.wa.edu.au/ for the Schedule of Course Fees.

43.18 Other Fees may include charges by your RTO for things such as:

- Direct credit application,
- Hardcopy print of Certificates
- RPL application,
- Late submission of assessment,
- Assessment resubmission,
- Replacement of transcript,
- Replacement of student ID card,
- Replacement of training materials,
- Any fees associated with withdrawal from the course,
- Graduation tickets, or
- Cancellation.

43.19 The RTO will charge a fee to replace any lost training and/or assessment materials that have been previously issued to you. Please speak with your trainer or contact us if replacement materials are required.

43.20 The re-issue of Transcripts attracts an administration fee of $50 applies for the re-issue for a copy of your Certificate or Statement of Attainment.

43.21 Upon enrolment and on receipt of the student's enrolment form, the Student Administrator is to ensure that the Student Handbook Acknowledgement has been completed and signed by the student. Once signed, processing of the students enrolment can continue.

43.22 If, on receipt of the student's terms and condition acceptance, the Student Handbook Acknowledgement has not been signed, the student is to be contacted and advised that enrolment will not proceed.

43.23 Students enrolling into a training course with the RTO have the right to a statutory cooling off period; however the training course cancellation and refund guidelines must be adhered to, as stipulated within this Handbook.

43.24 Student cancellation of enrolment and refund request claims will be conducted in the following manner:

- All requests for refunds are subject to approval by an authorised RTO Representative;
- All requests for refund of any monies must be made in writing by submitting a Refund Request Form no less than six (6) business days prior to course commencement. All refunds requested five (5) business days prior to course commencing will not be approved;
- Where the RTO is unable to deliver the course for which the student has enrolled, the full amount of fees paid will be refunded or credited towards another course and the student will not be charged a deferral fee;
- You can apply for a refund at any time, but must allow at least 28 days for the RTO to process your application. The RTO will review the application for refund and then approve or reject the request for refund within 4 weeks after receiving the written request, and will notify you within 2 weeks after the decision was made;
- Refunds may be subject to a pro-rata evaluation, which is dependent on what training and competencies have been delivered to the applicant;
- Payment of refunds will be returned to the person entered into the contract, unless notified in writing by the applicant, within 4 weeks after the decision is made, in the currency that fees were originally paid;
- Where the student breaches the RTO Policies and Procedures no refund is payable;
- Refunds due to non-delivery of course by the RTO, fees are to be refunded in full if the where the RTO is unable to commence the course as agreed due to unforeseen circumstances;
- Refunds of deposits will not be approved unless proof of extenuating circumstances are provided and agreed by the RTO; and
- Any 'unused tuition' fees are to be refunded where the RTO is unable to complete the course due to unforeseen circumstances.

43.25 A cancellation fee shall apply for withdrawing from a course whilst attending the course they have enrolled in. Students using a VET Student Loan will not be charged a cancellation fee if they withdraw correctly from a course prior to the census date. Students enrolled under the VET Student Loan scheme must refer to the 'VET Student Loans' section of this handbook to obtain information relevant to them.

43.26 In all other cases, refunds are at the discretion of RTO management and may be negotiated on an individual case-by-case basis.

43.27 The following default conditions are applicable to RTO policy:

- Provider is at default:
  - ✓ The course does not start on the agreed starting day; or
  - ✓ The course ceases to be provided at any time after it starts but before it is completed; or

- ✓ The course is not provided in full to the student because of a sanction imposed from any Commonwealth, Federal, or State Act or Regulation; and
- ✓ The student has not withdrawn before the default day.

- Student is at default:
  - ✓ The course starts on the agreed day but the student does not start on that day (and has not previously withdrawn); or
  - ✓ The student withdraws from the course (either before or after the start date); or

43.28 The provider refuses to provide or continue to provide the course to the student because the student failed to pay an amount he/she was liable to pay, directly or indirectly, in order to undertake the course.

43.29 Payment Options available for the payment of course fees can be made to the RTO via:

- Credit card,
- Debit card,
- Electronic funds transfer, or
- Cash.

43.30 Fees must be paid by the due date agreed in your individual training contract, which is generally day one of the course. This will be clearly stated prior to your enrolment and is usually based on the term of the training course.

43.31 Please note that outstanding fees may result in cancellation of your enrolment and/or the RTO withholding the issue of qualifications until all fees are paid. If you have trouble paying your fees, please contact us on (08)6336 8080 to discuss options.

43.32 Where an enrolled students fails to make payment according to the agreed terms of the training contract, the RTO may find it necessary to suspend training until payment is received. Failure of the student and/or their representative to meet payment obligations may result in the outstanding debt being handed over to a registered debt collector. Any fees associated with this service will be added to the total outstanding amount for recovery.

43.33 If you are experiencing financial difficulty, please contact the RTO as early as possible to discuss options.

43.34 Refunds may be provided where a student withdraws from a course for any reason, a full or partial refund may be applicable. Information below outlines some of the circumstances under which a refund may be granted. All withdrawals and refunds must be undertaken using a Cancellation of Enrolment and Refund Request Form. Please contact the RTO to discuss individual circumstances.

44 COURSE WITHDRAWAL

44.1 If you wish to withdraw from a course, you must advise the RTO in writing of your decision within seven (7) days. Send your notification to request a refund to admin@coretraining.wa.edu.au and include the following information:

- Your name;
- Contact details (address, phone, email etc.);
- USI;
- Effective date of the cancellation;
- Reason for refund request; and

- Your application will be reviewed and you will be advised of the outcome within 10 business days.

44.2 Withdrawal prior to commencement of course;

- If you withdraw from a training course greater than seven (7) days prior to commencing of any learning and/or assessment tasks associated with the course, a partial refund may be granted, excluding the non-refundable deposit.
- The RTO holds the right to withhold some prepaid fees where the RTO has already expended funds to prepare the student for the course; this may be in form of where training and assessment resources require up-front costs prior to the course commencement; and
- If you withdraw from a training course within than seven (7) days prior to commencement of any learning and/or assessment tasks associated with the course, the enrolment and administration fee will be withheld. This fee is stipulated on the enrolment form as the deposit for the training course applied for.
- No refund will be issued, except in cases of compassionate or compelling circumstances, assessed on a case-by-case basis.

44.3 Withdrawal after commencement of course;

- If the course has already commenced, a pro-rata refund may be calculated for the units of study not already started, however the enrolment and administration fee (your deposit) will be withheld;
- Any co-contribution fees paid for Government subsidised training will be refunded for the units not trained back to the original financier.

44.4 Withdrawal due to illness or hardship; and

- Students experiencing illness, hardship or other significant personal circumstances may apply for a refund, credit, or deferral outside the normal policy conditions. Each case will be assessed individually, and supporting documentation may be required.
- In circumstances of illness and/or extreme hardship, you may withdraw and be entitled to a partial refund under the following conditions:
  - ✓ Satisfactory evidence for withdrawal (e.g. medical certificate) must be provided;
  - ✓ A non-refundable administration fee as stated on your enrolment form will be deducted from any eligible refund and a pro-rata fee may be considered;
  - ✓ Any refund will be at the discretion of the RTO.

44.5 Students may request to defer their enrolment or transfer to another course date:

- Requests must be made at least 5 business days prior to the course commencement date.
- A deferral incurs an administrative fee of $100.
- Deferrals are subject to course availability and must be used within six (6) months of the original enrolment.

44.6 Cancellation of course by the RTO;

- In the event that a course is cancelled by the RTO for any reason, students enrolled at the time of the cancellation announcement will have their fees fully refunded. Students who may have already been assessed as competent for some units in the course will be issued a Statement of Attainment for these units and the cost of issuing the statement(s) will be deducted from the refund total.

44.7 To apply for a refund, cancellation or deferral, students must submit a written request to admin@coretraining.wa.edu.au. Requests will be reviewed within 10 business days, and written outcomes will be provided.

44.8 This RTO currently does not enrol students using the VET Student Loans scheme.

45 CHANGE OF PERSONAL DETAILS

45.1 It is your responsibility to notify CORE if you change your name, address or other contact details after enrolment. This is critical to receive important information from CORE (e.g. Results of Assessments). There is a 'Student Change of Address Notification' included in the Student Handbook for this purpose.

46 COURSE INFORMATION

46.1 After enrolment, you will be given access to training materials in hard copy and/or digital format. Textbooks in hard copy format are not provided unless prior arrangement has been made. You will need to supply your own stationery materials. Where a student has enrolled for on-line training, a welcome email will be sent with log-in details so you can access the RTO's online learning platform.

46.2 You will be given an outline for training appointments which may be:

- Workplace visits,
- Classroom sessions,
- Online modules, or
- A combination of the above.

47 AMOUNT OF TRAINING

47.1 The duration of your course will depend on a number of factors. Included are your own efforts and commitment to submitting assessments regularly and on time, your study load (i.e. full- or part-time) and how many units (if any) are eligible for credit transfer and/or recognition of previous experience and qualifications.

47.2 Further, the level of the qualification being undertaken will impact on course duration. The Australian Qualifications Framework (AQF) summarises the criteria of different qualification levels and gives an indication of the complexity, depth of achievement, knowledge, skills and levels of autonomy required to achieve a qualification at that level.

47.3 Amount of training is the notional time that an RTO expects a learner to formally engage with learning resources provided by the RTO and managed by the RTO to meet the requirements of a unit of competency or a cluster of units of competency.

47.4 The amount of training is broken down into two criteria; structured learning and un-structured learning. This program may build on existing skills and knowledge. The structured learning requirements will take into consideration the learners existing skills, knowledge and experience. The student's active participation in their own development, their ability to grasp theoretical concepts, and their capacity to demonstrate competency are all critical factors. The rationale for the amount of training is as follows:

- Self-directed distance / online Learning (unsupervised): Students are expected to engage in independent learning before commencing formal face-to-face classroom training. This includes distance-based activities and independent reading using the learning resources provided by the RTO.

- ✓ Estimated time commitment: Is the approximate hours of self-directed/online learning each week, totalling approximate hours.
- ✓ This includes the completion of written and scenario-based activities; building on the theory provided during the face-to-face sessions.
- ✓ Students should expect to undertake on average 10-15 hours study per unit (10 hours per week) for the standard duration of a course.

- Online tutorials (supervised): During the self-directed learning phase, students will have access to online tutorials designed to help them apply their knowledge and integrate self-paced learning into practical scenarios and group discussions.
  - ✓ Scheduled engagement: Approximate hours of online tutorials are expected from each student, with potential increases based on individual learning progress.
- Face-to-face classroom-based learning (supervised): After completing the self-directed learning component and once all associated assessments have been marked as "satisfactory," students will participate in formal face-to-face classroom sessions.
  - ✓ Classroom sessions: Is generally made up of eight (8) hours per session, delivered over a number of sessions per week for a specified period of weeks, totalling expected training hours. These sessions will include both theoretical and practical activities.

47.5 Considerations for this will be the starting point of the learner, their learning skills and amount of relevant prior experience. Learners may request RPL or a Third-Party assessment for some or all units, so the amount of training will be reduced.

47.6 Where a learner has been considered not to attend a standard training course with the RTO, a Training Plan (FM-TMS-042) will be prepared in consultation with the learner prior to commencement of training delivery. The training and assessment plan may be completed at enrolment or on completion of the face-to-face delivery phase to ensure that learners are accountable and meeting course completion requirements.

48 COURSE DURATION

48.1 The total indicative hours for this program may encompass self-directed distance/online learning and assessment, tutorials, and face-to-face practical learning and assessment.

48.2 Individual student needs and capabilities will be considered, and this figure may vary depending on each student's level of engagement and contribution.

49 VOLUME OF LEARNING

49.1 The AQF expresses the time expected to gain a qualification as an equivalent to full-time years. This is known as the 'Volume of Learning'.

49.2 The Volume of Learning statements provide an indication of the amount of time it is expected that a student would need as a full-time student to achieve the qualification. Volume of Learning figures assume none of the competencies identified in a qualification are currently held.

49.3 The listed time frames account for all activities a student would undertake, including supervised training activities, classroom sessions, online modules and/or workplace learning, as well as individual study, practice and learning.

49.4 The Volume of Learning for qualifications in the VET sector are:

AQF Qualification Level	Typical Volume of Learning
Certificate I	0.5 - 1 year
Certificate II	0.5 - 1 year
Certificate III	1 - 2 years (up to 4 years for some apprenticeship/traineeship agreements)
Certificate IV	0.5 - 2 years
Diploma	1 - 2 years
Advanced Diploma	1.5 - 2 years

(Taken from: https://www.aqf.edu.au/publication/aqf-second-edition)

49.5 Competency Based Training (CBT) is a style of education that focuses on what you can achieve in the workplace after completing a course, or because of your workplace training and experience.

49.6 When you complete a competency-based training course, you will have the skills and knowledge you need to complete specific workplace activities at an industry standard of performance, in a range of work environments and situations. Outcomes from CBT reflect workplace duties, working environments and performance requirements.

49.7 Assessment is specifically conducted to determine if a student can deliver essential outcomes related to the performance criteria within each Unit of Competency. Basically, this means assessment is conducted to see whether or not a student has the required skills and knowledge to perform effectively in the workplace. If a student's performance in the assessment does not demonstrate the requirements the student is marked as 'Not Competent', while successful performance will result in the student being deemed 'Competent'. Assessors will look for evidence against which to base their judgements of competency.

49.8 The ways to demonstrate to our qualified assessors that you can perform to the required standard and be classed as 'Competent' or 'Meeting Requirements', include:

- Being observed as you work/perform the tasks and activities;
- Responses to verbal questioning;
- Written responses to theory questions;
- Responding to a role play or case study;
- Conducting a project;
- Submitting a written report;
- Compiling a portfolio of work samples; or
- A combination of the above.

49.9 Core has a Training and Assessment Strategy (TAS) for each of the qualifications we deliver and we outline our approaches for conducting assessment in those strategies.

49.10 In accordance with our TAS, we ensure that our staff are appropriately qualified and have sufficient, relevant industry experience to train and assess the courses delivered. On occasion, a subject specialist may conduct assessment in conjunction with a fully qualified assessor. You will be advised of specific instances in your course whereby this may be the case.

49.11 Our methodologies regarding training and assessment work toward ensuring our processes meet national assessment principles including Recognition of Prior Learning (RPL) and Credit Transfer (CT).

49.12 Included in our TAS are practices that promote flexibility in learning and assessment. This means we will work with you to provide options that are responsive to your individual needs, and that maximise learning outcomes and access to learning activities.

49.13 We provide all students enrolled in an apprenticeship or traineeship a training plan which outlines how and when training will take place. This is signed by all parties involved, and given to you at the start of the training contract.

49.14 In the case where your course of study calls for vocational placement, is part of a workplace traineeship, or part of an apprenticeship, a training plan will be developed for you. The plan will be developed between you, the placement/workplace organisation, and the RTO. It will outline the skills and knowledge you will develop over the duration of the training plan. The training plan becomes a 'living document' and any changes are agreed and noted by all involved parties.

49.15 The RTO offers assessment processes that enable recognition of competencies currently held, regardless of how, when or where the learning occurred. These are detailed below:

- Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit;
- Credit is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing;
- The aim of RPL is to recognise your existing competencies without having to go through the complete process of attending a training course. You will still need to provide evidence, on which your assessor can base their judgement.
- Evidence must be:
  - ✓ Authentic – it must be your own work;
  - ✓ Sufficient – it must demonstrate competence over a period of time, that the competencies can be repeated, and the evidence must be enough so that the assessor can make an accurate judgement regarding competency;
  - ✓ Current – it must demonstrate up-to-date knowledge and skills i.e. from the present or the very-recent past; and
  - ✓ Valid – it must be relevant to what is being assessed.
- Credit transfer may be applied to Units of Competency and related qualifications that have been studied in the past. The RTO recognises AQF qualifications and Statements of Attainment that have been issued by other RTOs. To apply for a direct credit transfer you will need to supply a certified copy your documentation (certificates and/or statements).

50 FOUNDATION SKILLS

50.1 The Education Industry is highly regulated, with substantial involvement by jurisdictional regulators to ensure the best training and assessment outcomes for industry.

50.2 Industry regulators anticipate that qualified individuals will have a basic level of English proficiency to clearly communicate with emergency services, team members and the general population whilst undertaking the job role.

50.3 It is recommended that Training Package users contact the relevant state or territory department/s to confirm regulatory and licensing requirements that may apply.

50.4 Foundation skills are the non-technical skills that support an individual's participation in the workplace, in the community and in education and training.

50.5 In this training package (and all training packages developed by Australian Industry Standards) the foundation skills incorporate the language, literacy and numeracy (LLN) skills described in the Australian Core Skills Framework (ACSF), and the employability skills described in the Core Skills for Work Developmental Framework (CSFW).

50.6 Where foundations skills essential to performance in a unit are explicit, the following statement will be included under the foundation skills field:

- 'Foundation skills essential to performance are explicit in the performance criteria of this unit of competency'.

50.7 Where foundation skills essential to performance in a unit are not explicit, then they will be listed in the foundation skills field in that unit.

50.8 Assessment will consider Employability and Foundation Skills throughout the Training Package to ensure learners are able to use and develop the skills needed to enter, stay in, and progress within the industry.

50.9 Trainer and assessors must consider the best means by which these skills can be learned and demonstrated by students. Not all methods will be applicable to all units within the Qualification. However, there should be multiple opportunities at both the unit and Qualification level, to provide learners with the chance to develop and demonstrate their employability skills.

50.10 The RTO will consider how employability skills are taught by trainers and assessors, the impact this has on learners, and whether there is a role for employers through industry consultation.

50.11 Foundation skills are essential abilities that apply across various jobs and life contexts. They are defined as "skills required not only to gain employment, but also to progress within an enterprise, achieve one's potential, and contribute successfully to the strategic directions of an organisation." These skills form the foundation for participation in the workplace, the community, and in adult education and training.

50.12 Although foundation skills are inherent in many tasks, they may not always be immediately apparent to trainers and assessors. These skills are integrated into each unit of competency and are crucial for achieving competent performance.

50.13 Foundation Skills in Units of Competency:

- Identification: Foundation skills that underpin competent performance are identified within each unit of competency through a foundation skills table.
- Integration: These skills are not always explicitly stated in the performance criteria but are vital for achieving the required outcomes.
- Application: The foundation skills describe how each skill is applied within the context of the performance criteria, ensuring that students understand the practical application of these skills in real-world scenarios.

50.14 For delivery and assessment purposes, foundation skills should be considered as an integrated and essential part of each unit of competency. By embedding these skills into learning and assessment, we ensure that students are fully prepared to meet the demands of the workplace and beyond.

50.15 Foundation Skills that may be included as part of the training and assessment are as follows:

- **Reading** – The ability to understand written information such as instructions, policies, forms and workplace procedures.
- **Writing** – The ability to clearly record information in documents or reports so others can understand it.
- **Oral communication** – The ability to speak clearly and listen carefully when explaining information or responding to others.
- **Numeracy** – The ability to use basic maths skills such as measuring, calculating or interpreting numbers.
- **Learning** – The ability to take on new information, improve your skills and keep up to date with changes in your industry.
- **Problem solving** – The ability to identify an issue and decide on the best and safest way to fix it.
- **Initiative and Enterprise** – The ability to take action when needed and think ahead to prevent problems.
- **Teamwork** – The ability to work cooperatively with others to achieve a common goal.
- **Planning and Organising** – The ability to prepare, prioritise tasks and follow steps in the correct order.
- **Self-management** – The ability to behave professionally, stay calm under pressure and take responsibility for your actions.
- **Technology** – The ability to safely and correctly use workplace tools, equipment or digital systems. Assessment information

50.16 You are expected to complete assessments for all units in your qualification. You will need to submit assessments by the due date for a result to be recorded. You will receive full and detailed instructions on the requirements for each assessment, including its context and purpose; ensure you talk to your trainer and/or assessor to clarify anything that is not clear to you.

50.17 If you receive feedback to say your submission was 'Unsatisfactory', you will need to provide more evidence to support your claim for competency. This may mean re-doing some of the theory questions, putting extra or more relevant information into your portfolio, or demonstrating a task again. The RTO may charge a fee for resubmission of assessments. If, after multiple number of resubmissions your work is still 'Unsatisfactory', you will be awarded a result of 'Not Competent' and required to re-enrol in, and re-do the work for the unit, in order to achieve the full qualification.

50.18 Talk to our trainers for more information. All of our staff will take every reasonable effort to help you succeed in your course.

50.19 You will receive feedback regarding the outcome of each of your assessment items. To be deemed 'Competent' against a nationally accredited unit, you must meet the requirements for all elements that comprise that unit.

50.20 All work that you submit must be your own. You will have signed a declaration at the start of each assessment that this will be the case.

50.21 You must never coerce others within your course for their information and answers. This is considered an academic misconduct and will be dealt with seriously.

50.22 Plagiarism is taking someone else's work and/or ideas and passing them off as your own. It is a form of cheating and is taken seriously by the RTO. To help you understand, the following are examples that constitute plagiarism:

- Copying sections of text and not acknowledging where the information has come from;

- Mashing together multiple 'cut and paste' sections, without properly referencing them, to form an assessment response;
- Presenting work that was done as part of a group as your own;
- Using information (pictures, text, designs, ideas etc.) and not citing the original author(s); and
- Unintentionally failing to cite where information has come from.

51 ARTIFICIAL INTELLIGENCE

51.1 The use of Generative Artificial Intelligence (AI) tools in completing assessment tasks is subject to the RTO's academic integrity policy and must comply with the competency-based assessment requirements.

- AI tools are not always accurate. Sometimes information is out-of-date and may not apply to the area or country you are in. You should not rely upon information provided by these platforms, but refer to the documentation provided by the RTO in order to answer your assessment questions. Trainers and Assessors will return work that has been completed using AI.
- You should never copy and paste answers from any AI platforms for your work, nor should you copy and paste information from Core Training Group's course materials, assessment questions into AI. Your work must be your own.
- Never input confidential or personal information into AI Tools, as AI tools may use this information for their learning and may disclose such information to others. This includes confidential or personal information of you or of others.
- You must not buy or obtain AI prompts to assist you to undertake your assessment.
- It is your responsibility to assess the validity and applicability of any AI output that is submitted; you bear the final responsibility and violations of these rules above will be considered academic misconduct and could result in you being removed from the course with zero refund
- You must ensure that all work submitted for assessment is your own, and that it demonstrates your individual knowledge and skills.
- You may use Generative AI tools (e.g. ChatGPT, Claude, Gemini, Copilot, Google Bard and Microsoft Bing AI) only if this task specifically permits it.
- You may use AI to assist with research, outlining key ideas or improving grammar and structure.
- You may use Generative AI tools during preparation and planning to help structure your task or rehearse relevant terminology.
- You must not use AI to generate scripts, cheat sheets, or responses that you attempt to memorise or recite during your practical demonstration.
- The final submission must be entirely in your own words, and reflect your understanding of the topic.
- You must clearly identify any sections where AI was used, and explain how the AI assisted you.
- You must be able to explain and justify all content provided, including anything generated with AI.

51.2 The following are not permitted and may be treated as academic misconduct:

- Using AI to generate or complete full responses to assessment tasks without permission.
- Submitting AI-generated content as your own original work without acknowledgement.
- Using AI to fabricate evidence, case studies, workplace examples or practical responses.
- Using AI to bypass conditions that require independent work or supervised performance.

51.3 The RTO may use detection tools, questioning or follow-up interviews to verify the authenticity of assessment evidence.

51.4 When it comes to properly acknowledging where information has come from, students should be aware of, and be able to properly use, referencing protocols.

51.5 Whilst as a student, you are able to lodge an appeal if you disagree with a decision regarding an assessment outcome, you are encouraged to speak with your assessor in the first instance. If you are not satisfied with the outcome of that discussion, you may request a formal review of the assessment decision. Follow the RTO's procedure for lodging an appeal.

51.6 Talk to your trainer and/or assessor for help in understanding how to complete your assessments. They are happy to support you and can be contacted via our office.

52 TRAINING PROGRESSION, PACING AND TIMETABLING

52.1 To ensure training is structured and paced to support students in progressing through the qualification, Core Training Group has implemented a unit delivery schedule and pacing framework aligned with the expected volume of learning and learner cohort. Each unit of competency is delivered over a defined period, allowing sufficient time for instruction, skills practice, formative feedback, and summative assessment. Timetables are published prior to course commencement and are made available to all enrolled learners via the Learning Management System (LMS) and in-person briefings.

52.2 The course delivery timetable includes:

- A week-by-week breakdown of unit delivery,
- Scheduled face-to-face sessions or online workshops,
- Designated independent study periods,
- Interim checkpoints and formative activities,
- Assessment due dates and review periods.

52.3 Each learner receives a personalised training plan upon enrolment, which maps the delivery sequence against their enrolment mode (e.g., full-time, part-time, workplace-based). Trainers and assessors monitor learner progression against this schedule using attendance records, assessment submissions, and engagement tracking within the LMS. Where delays or issues are identified, targeted support, catch-up sessions or adjustments are offered to maintain consistent progress and mitigate risk of disengagement.

53 STRUCTURED SUPPORT AND STUDENT ENGAGEMENT TRACKING

53.1 The RTO ensures that all students are provided with a structured and supportive learning experience, whether they are enrolled in blended or fully online delivery. Training is designed to be paced and sequenced to support student progression, in alignment with the Standards for RTOs 2025.

53.2 All students participate in scheduled contact sessions, which may occur weekly or fortnightly and are delivered either on site or via live webinars (Zoom or Microsoft Teams). These contact sessions serve multiple purposes:

- Clarify learning content and resolve learner queries,
- Provide structured feedback on performance and progress,
- Allow students to reflect on learning outcomes at regular intervals,
- Support progression through the training product at a managed pace,
- Conduct required assessment activities such as oral questioning or presentations,
- Confirm the authenticity of learner engagement and submissions.

53.3 These sessions are mandatory and act as engagement checkpoints and opportunities for formative interaction between learners and assessors.

53.4 Progress through the training product is systematically monitored using the aXcelerate LMS.

53.5 The RTO and trainers will track:

- Login activity and frequency,
- Module and assessment completion status,
- Participation in webinars and discussion forums,
- Timing and quality of assessment submissions.

53.6 The RTO uses a progress monitoring system within aXcelerate LMS that flags non-attendance, delayed assessments, or low engagement for early intervention. Trainers review engagement data at least weekly, enabling them to identify students who may be falling behind and respond with timely support. This may include:

- Targeted coaching or clarification sessions,
- Reasonable time extensions (where appropriate), and
- Adjustments to delivery sequence or workload to support re-engagement.

53.7 This proactive approach ensures that each student has sufficient time and opportunity to learn, apply, and demonstrate competency before progressing to the next unit. It also ensures students are given regular, structured opportunities to reflect on their learning and build confidence through timely feedback and formative support.

53.8 By integrating aXcelerate's monitoring tools with scheduled interaction and support mechanisms, Core Training Group maintains a learning environment that upholds both authentic engagement and student progression, in line with the Principles of Assessment and Rules of Evidence.

54 MONITORING STUDENT ENGAGEMENT AND PROGRESS

54.1 The RTO will actively monitor and support online learners by tracking engagement and intervene when needed. This will be managed through the aXcelerate LMS.

54.2 Strategies include:

- Engagement tracking through regularly review of LMS reports for each student's activity.
- Regular check-ins besides contact days, via email, phone or messaging at set intervals.
- Peer interaction through online discussion or chat groups where possible.
- Progress reviews conducted periodically to ensure each learner is on track to completion.

55 DESIGNING AN ENGAGING SELF-DIRECTED LEARNING STRUCTURE

55.1 Structure and variety are key to compliance when delivering content online.

55.2 The RTO adopts a blended learning model that combines online, self-directed study with structured face-to-face and virtual contact sessions. This approach is intentionally designed to cater to diverse learning styles—visual, auditory, reading/writing, and kinaesthetic—and to keep students actively engaged throughout the training experience.

55.3 Learners interact with a variety of learning activities, including:

- Individual reading and research:
  - ✓ Through guided readings, online modules, or multimedia resources for students to explore independently.
  - ✓ Ensure these materials are current and mapped to the competency requirements (up-to-date, accurate online resources help meet training package requirements while engaging students).
  - ✓ Encourage learners to delve into real-world case studies or industry publications to connect theory with practice.
- Interactive case studies and projects:
  - ✓ Through case studies, scenario-based projects, or workplace simulations that students can work on at their own pace.
  - ✓ These activities help students apply theoretical knowledge to practical situations, fostering critical thinking and problem-solving.
  - ✓ They also support industry-relevant training by mirroring real workplace tasks.
- Online quizzes and checkpoints:
  - ✓ Through regular online theory quizzes or knowledge checks that are built into the LMS to reinforce learning.
  - ✓ Periodic checkpoints or learning tasks in online delivery ensures progress and checks comprehension.
  - ✓ Students must complete these quizzes or workbook tasks as they advance through the content.
  - ✓ This not only keeps them engaged, but provides evidence of their understanding before they attempt final assessments.
- Resource portfolio development:
  - ✓ Students may also compile portfolios (e.g. collecting workplace documents, research findings, or evidence of skills practiced) as part of their self-directed work.
  - ✓ This aligns with competency-based training by gathering sufficient evidence of their skills over time.
  - ✓ It also aligns with Recognition of Prior Learning (RPL) where applicable by allowing collection of evidence of existing competencies.
- Scheduled contact sessions or webinars:
  - ✓ Even if much of the theory is self-paced, schedule regular contact days or live webinars (weekly or fortnightly, as you indicated) and record these in the TAS.

- ✓ These sessions – whether in-person or via video conference – give students the chance to engage with trainers and peers, ask questions, and participate in discussions or group activities.
- ✓ Providing opportunities for students to interact with each other and with instructors is a known good practice for online learning. It helps maintain motivation and simulates the collaborative learning that happens in a classroom.

56 ASSESSMENT STRATEGIES

56.1 A range of assessment environments are involved in the assessment of a candidate's competency. Trainers and Assessors must refer to the relevant Training and Assessment Guides.

56.2 At all times, the assessment approaches planned will be compliant with RTO's Assessment Policies and Procedures. All assessment approaches used are compliant with the requirements of the Assessment Guidelines from the national Training Package or accredited course curriculum.

56.3 Assessment of the qualification is based on the following principles:

- Assessments will be valid, reliable, flexible, fair, current, sufficient and authentic;
- Enough appropriate evidence will be collected to ensure all aspects of competency have been satisfied and that competency has been demonstrated repeatedly;
- Students will be informed of assessment times and process prior to assessment, including any ongoing assessment;
- Assessment task will contain clear and explicit instructions and be evaluated regularly.
- To be deemed competent a candidate must have demonstrated competency in all aspects of the Training Package;
- Assessment is to be familiar and relevant to candidate, but not culturally biased;
- Assessment is to be completed in timeframes appropriate to the context and demands of the assessment task; and
- Where assessment is conducted at a distance, sufficient support should be provided.

56.4 Assessors, when deeming a candidate as competent, must have judged the evidence collected to also have met the requirement of the dimensions of competency and be certain that the candidate can consistently apply and transfer the skills and knowledge covered into new work situations.

56.5 All assessment tasks undertaken by candidates who have been deemed with a 'not satisfactory' on their assessment outcome, may re-attempted on two further occasions (maximum three (3) attempts in total).

56.6 Where a candidate has been assessed overall as not satisfactory for an assessment; they may be consulted using a Student Intervention Strategy; to assist with identifying where issues may lie and when they can re-attempt assessment.

56.7 The RTO shall include assessment methods such as:

- Structured activities (simulation exercises, demonstration and activity sheets);
- Questioning (verbal, computer or written);
- Real work or real-time activities (such as direct observation and third-party reports);
- Portfolios (collections of evidence compiled by the candidate); and
- Historical evidence showing proof of prior learning.

56.8 The RTO shall also consider the needs of the candidate when deciding on a method of assessment to use, these may include:

- A need to have a concrete understanding of the assessment process;

- Language, literacy, numeracy requirements;
- Provision of personal support services;
- Technology or special equipment;
- Flexible assessment sessions to allow for fatigue or medication;
- Physical environment adjustments; and
- Considerations given to age, gender, beliefs, traditional practices, and religious observances.

56.9 Assessment is based on the following principles:

- Assessments will be valid, reliable, flexible, fair, current, sufficient and authentic;
- Enough appropriate evidence will be collected to ensure all aspects of competency have been satisfied and that competency has been demonstrated repeatedly;
- Students will be informed of assessment times and process prior to assessment, including any ongoing assessment;
- Assessment task will contain clear and explicit instructions and be evaluated regularly;
- To be deemed competent a candidate must have demonstrated competency in all aspects of each UoC throughout this Qualification;
- Assessment is to be familiar and relevant to the candidate, but not culturally biased;
- Assessment is to be completed in timeframes appropriate to the context and demands of the assessment task; and
- Where assessment is conducted at a distance, sufficient support should be provided.

56.10 For particular pathways; where relevant, such as the 'assessment only' pathway, an outline of the assessment methods, timings and resources information must be clear. Information should also cover how issues will be addressed (for example, what options are available if a student does not achieve the competency requirements).

57 ASSESSMENT PROCESSES

57.1 Each program is tailored to accommodate each student's existing skills, underpinning knowledge, and prior experience. This approach enhances adult learning responsibility through on-the-job application of knowledge and the development of requisite skills.

57.2 The RTO has carefully designed the assessment processes to ensure they align with the Principles of Assessment, the Rules of Evidence, and the specific requirements of the relevant training package. A variety of assessment methods will be employed, with tasks designed for each unit of competency to assess an appropriate mix of skills and knowledge. These methods enable students to apply theoretical knowledge to practical, operational situations.

57.3 Assessment requirements:

- To demonstrate competence, students must achieve satisfactory performance across all assessment tasks. Some assessments may require out-of-class preparation or completion. The types of assessment may include:
  - ✓ Written and/or verbal question and answer: Evaluating knowledge and understanding of key concepts.
  - ✓ Case studies, projects, role plays, and scenarios: Allowing students to apply their knowledge in simulated real-world situations.
  - ✓ Demonstration of skills in a simulated workplace environment: Using observation recording tools to assess practical skills.

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- ✓ Logbooks: To be signed off by the assessor and/or workplace supervisor, documenting the application of skills over time.
- ✓ Preparation and submission of work samples: Demonstrating practical application of learning.
- ✓ Integrated projects: Drawing on prior and current knowledge and skills, linked to the student's workplace or role.
- ✓ Interaction with others: Assessing communication, teamwork, and interpersonal skills.

57.4 The RTO may employ a range of assessment methods to help produce valid decisions and recognise that learners demonstrate competence in a variety of ways which is consistent with Regulator Guide to developing assessment tools.

Direct observation	▪ Assessed in real time in the workplace. ▪ Assessed in a simulated off-the-job situation that reflects the workplace
Product based methods	▪ Structured assessment activities such as reports, displays, work samples, role plays, and presentations
Portfolio	▪ A purposeful collection of work samples of annotated and validated pieces of evidence, compiled by the learner. ▪ Evidence could include written documents, photographs, videos or logbooks
Questioning	▪ Generally, more applicable to the assessment of knowledge evidence. ▪ Assessment could be by written or oral questioning, conducting interviews and questionnaires
Third-party evidence	▪ Confirms the ability of candidates to perform on an ongoing basis and to transfer skills and knowledge to different contexts or situations

57.5 Formative assessment:

- Formative assessment occurs during the course when content is being taught and learned and should continue throughout the period of learning and is not meant to assign competency. This assessment consists of workbook activities throughout the duration of the course to allow for competency-based assessment.

57.6 Summative assessment:

- A summative assessment occurs at the end of the training; and assesses the whole of course approach to measure of accountability or what has been learnt after the learning process has taken place e.g. formal test or final practical assessment. This assessment for the whole Qualification will consist of a Risk Management Plan being developed and submitted by the learner prior to completion of the course.

57.7 Reassessment:

- In the event of a 'not satisfactory' outcome of an assessment, a learner will have an opportunity to undertake revision training and re-attempt the assessment again for that unit area at no cost. Should the result of the re-sit be an outcome of 'not satisfactory' one further re-sit is allowed at a future agreed date to allow for study and revision time. Where a learner still does not meet the necessary criteria for competency, they have the opportunity to negotiate with the RTO to seek extra training on a case-by-case basis, this may be at extra cost to the learner.

58 DEMONSTRATING COMPETENCY

58.1 Evidence required for demonstrating competency in the unit or qualification that you are undertaking training and assessment in.

58.2 The assessment of performance evidence must be done by direct observation of the learner by an assessor, by an assessor observing the learner physically.

58.3 This unit is most appropriately assessed in a simulated workplace and under the normal range of workplace conditions or in the actual workplace.

59 FACE TO FACE CLASSROOM-BASED LEARNING AND ASSESSMENT

59.1 Upon successful completion of any required self-directed learning and assessment activities, students will be invited to attend face-to-face classroom-based practical training and assessment sessions. These sessions are scheduled to accommodate the required number of students, ensuring that each student receives the necessary attention and support.

59.2 Face-to-face and online contact sessions are strategically integrated into the training and assessment strategy to ensure effective student engagement and support.

59.3 While some contact sessions are optional and intended to enhance understanding, provide feedback, or clarify course content, others are mandatory and directly aligned with the delivery of key assessment components.

59.4 Mandatory sessions are required for activities such as practical demonstrations, oral validations, or briefings that require real-time observation by the assessor. These sessions may be conducted in-person or online via secure video conferencing platforms (e.g., Zoom or Microsoft Teams) and are scheduled in advance to ensure accessibility.

59.5 In the context of the RTO's training programs, contact days refer to scheduled sessions built into the training plan where the learner is required to engage directly with a trainer—either through face-to-face attendance at a designated training site or via a live online platform such as Zoom or Microsoft Teams.

59.6 These sessions are structured to provide real-time interaction, guidance, clarification, and support. Contact days may include activities such as live instruction, verbal assessments, practical task demonstrations, or knowledge checks that require trainer observation or involvement.

59.7 They are essential for maintaining student engagement, confirming assessment authenticity, and ensuring learners receive the structured support outlined in the TAS.

59.8 All mandatory attendance is tracked using the RTO's course sheets and digitally recorded in aXcelerate LMS to verify participation and ensure compliance with the Rules of Evidence and Outcome Standard requirements.

59.9 This structure supports flexible learning while upholding the integrity and authenticity of assessment outcomes.

59.10 The face-to-face classroom-based component of this program is specifically designed to address the learning needs of the student cohort, promoting active participation and skill development through various engaging training techniques, including:

- Group-based summary and practical preparation: These sessions review key concepts from the self-directed learning phase, preparing students for hands-on practice.
- Group discussions and scenarios: Collaborative discussions and scenario-based learning foster critical thinking and application of theoretical knowledge in a practical context.

- Student workbooks: Students will use workbooks that guide them through the practical components of the program, offering practice activities that reinforce previous independent learning.
- Practical exercises and demonstrations: These activities are designed to demonstrate skill acquisition and reinforce theoretical knowledge through hands-on practice.

60 SIMULATED WORKPLACE / INDUSTRY ENVIRONMENT

60.1 Classroom delivery will include activities and tasks conducted in a simulated workplace environment, providing students with the opportunity to apply their skills in a setting that mirrors real-world conditions.

60.2 Components of a training program will be delivered and assessed in a simulated environment at the RTO's premises. To ensure the integrity of training and assessment, the RTO maintains strong associations with relevant industries and technologies. This ensures that practical learning activities and assessments conducted in the simulated environment accurately reflect current and valid workplace practices.

60.3 The RTO ensures that the simulated environments used provide students with opportunities to meet the following criteria, confirming that students are 'work ready' upon successful completion of this component of the program:

- **Quality:** The work produced meets the standards required for entry into the industry.
- **Productivity:** The work is completed within timeframes appropriate for entry into the industry.
- **Safety:** The work is conducted in a manner that adheres to industry safety standards.

60.4 Simulations provide opportunities for integrated learning and the assessment of competence, which include:

- **Task skills:** Performing the specific tasks required by the job.
- **Task management skills:** Managing multiple tasks simultaneously.
- **Contingency management skills:** Handling workplace irregularities, such as unexpected problems, breakdowns, and changes in routine.
- **Job/role environment skills:** Fulfilling the responsibilities and expectations of the job and workplace, including collaboration with others.
- **Transferring competencies:** Applying learned competencies to new and different contexts.

60.5 Assessment conducted under simulated conditions is designed to mirror those typically found in the workplace. To further enhance the validity of the assessment process using simulation, the RTO considers:

- **A range of assessment tasks:** Covering interconnected units of competency to reflect real-world job requirements.
- **Use of assessment checklists:** Ensuring that all required performance and knowledge evidence criteria have been met.
- **Incorporation of self-assessment, peer assessment, and debriefing activities:** To encourage reflective practice and continuous improvement.
- **Use of authentic workplace documentation:** To enhance the realism and relevance of the assessment process.

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61 SELF-DIRECTED DISTANCE / ONLINE LEARNING AND ASSESSMENT

61.1 Self-directed distance and online learning aligns with the new Standards for RTOs 2025, particularly the enhanced focus on digital integration and data reporting.

61.2 By leveraging platforms such as aXcelerate, the RTO ensures that digital learning is not only flexible and student-centred, but also structured, measurable, and compliant.

61.3 The LMS enables real-time tracking of learner progress, participation, assessment submission, and trainer feedback—creating a transparent audit trail that supports continuous improvement and regulatory reporting.

61.4 Structured online delivery, combined with digital assessment workflows, allows for evidence-based decision-making and ensures that learning is sequenced, monitored, and adjusted based on data insights.

61.5 This integration satisfies the new requirements by demonstrating that technology is used not just for content delivery, but for quality assurance, engagement monitoring, and learner outcome verification across both self-paced and trainer-supported environments.

61.6 The RTO ensures that all assessment and delivery practices comply with the Rules of Evidence, Principles of Assessment, and the Standards for RTOs 2025. This includes robust mechanisms to ensure all assessment evidence is valid, current, sufficient and authentic, particularly when learners are undertaking components via self-directed distance or online delivery.

61.7 Online and self-paced components are designed to complement face-to-face activities and allow students the flexibility to progress through course materials and assessment tasks at their own pace. This ensures learners build foundational knowledge and confidence before participating in structured, trainer-led sessions, including mandatory contact days.

61.8 Students engage in a range of learning and assessment activities, including:

- Individual reading and research to build theoretical understanding.
- Case studies and project work that apply knowledge in practical, contextualised ways.
- Development of workplace plans and documents, aligned to real-world industry expectations.
- Portfolio resource collection, used to compile evidence of competency or support RPL.
- Online theory quizzes through aXcelerate, reinforcing key knowledge and assessment readiness.
- Workbook and task-based assessments mapped directly to unit outcomes, ensuring reliability and fairness.

61.9 All online activities and assessments are clearly sequenced in the LMS using aXcelerate learning plans and progression tracking. This enables learners to move systematically through the content and for assessors to intervene promptly when support is needed.

61.10 To ensure structured learning and ongoing engagement, all students must participate in mandatory contact days, which are delivered either:

- In person, or
- Via online platforms such as Zoom or Microsoft Teams.

61.11 These sessions are used for:

- Clarifying content and providing feedback,
- Live delivery of assessments (e.g. presentations, oral questioning),
- Identity verification and authenticity confirmation,

- Observation of performance-based tasks.

61.12 When conducted online, all sessions are recorded, and attendance is tracked and documented in aXcelerate. A webinar schedule is provided upon enrolment, and trainer/assessor interaction is maintained through email, LMS messaging, and structured webinars.

62 AUTHENTICITY AND ASSESSMENT COMPLIANCE

62.1 The RTO applies a multi-layered approach to ensure all submitted assessment evidence is the student's own and meets compliance expectations:

- Identity verification:
  - ✓ Use of secure aXcelerate login credentials.
  - ✓ Presentation of photo ID during online assessment sessions.
  - ✓ Completion of authenticity declarations for all major assessments.
- Monitoring and supervision:
  - ✓ Observation of assessment tasks during contact days.
  - ✓ Randomised screenshots or video capture during online assessments (where required).
  - ✓ Oral follow-up questions to validate written work and confirm learner understanding.
- Assessment design:
  - ✓ Tasks require contextualised and personalised responses to discourage plagiarism.
  - ✓ aXcelerate supports timed online quizzes and automated tracking of responses.
  - ✓ Assessments incorporate reflective and applied activities that are difficult to outsource.
- Use of third parties (if applicable):
  - ✓ Workplace supervisors may be used for remote practical observations.
  - ✓ All third-party evidence is verified by follow-up contact and documented checklists.
- Evidence retention and reporting:
  - ✓ All assessment submissions, feedback, contact day attendance, and verification records are stored in aXcelerate, ensuring transparency and audit-readiness.

62.2 This integrated approach ensures that online and blended learners receive structured, supported, and engaging learning while ensuring assessment integrity and compliance. Through a combination of digital tools, practical delivery strategies, and live assessor contact, Core Training Group meets the intent and expectations of the Standards for RTOs 2025.

62.3 To ensure that online assessment is authentic and that the work submitted is the student's own, the RTO has robust measures in place to verify student identity and work. These practices include:

- Unique logins and academic honesty policy:
  - ✓ Each student is required to use secure, individual login credentials for the LMS and assessment system.
  - ✓ The RTO has created each Learning Plan with a clear policy that prohibits sharing of passwords.

- ✓ While not foolproof, this sets the expectation that only the enrolled student should access their account.
- ✓ Any anomalies (e.g. two locations logged in at once) will be investigated.
- ✓ Students are made aware of the consequences of misconduct (plagiarism or having others do work for them).

- Student declarations:
  - ✓ Each assessment submission incorporates an authenticity declaration for each assessment task (e.g. a signed statement or digital checkbox where the student confirms "This work is my own").
  - ✓ This is a simple step that reinforces accountability.
  - ✓ While a dishonest student may still lie, the RTO retaining such a declaration on record is an extra piece of evidence to ensure that reasonable steps were taken to ensuring authenticity.
- Photo ID verification:
  - ✓ For critical assessments, especially those done via video or live online, it is a requirement for assessors to verify the student's identity.
  - ✓ For instance, when conducting a verbal presentation or practical demonstration over video, the student is required to show photo ID at the start of the recording to confirm their identity.
  - ✓ This process ensures that the learner who is participating in the remote assessment is the same person who will be issued the credential.
- Plagiarism and AI-content detection:
  - ✓ The RTO will monitor plagiarism and may use where applicable detection tools (such as Turnitin or integrated LMS tools) to scan written assignments and quiz answers for copied content
  - ✓ All online written work will be subject to plagiarism checking and that any flagged issues will be investigated according to our assessment policy.
- Assessor follow-up interviews:
  - ✓ Assessors are also required to conduct brief follow-up oral assessments or interviews after a student submits a major assignment or completes an online test.
  - ✓ For example, the assessor might ask the student a few questions about how they arrived at their answers, or to elaborate on a key concept from their assignment.
  - ✓ This may be done by scheduling a 15-minute Q&A session with the learner via phone or video call.
  - ✓ These interactions will be recorded on aXcelerate LMS (keep brief notes of the questions and responses) as part of the assessment evidence.
- Recording and retaining evidence:
  - ✓ Where practical assessment tasks cannot be conducted in person, the RTO facilitates remote practical assessments using secure and structured digital processes.
  - ✓ These assessments are conducted via live video conferencing platforms such as Zoom or Microsoft Teams, allowing assessors to observe students in real time as they demonstrate required skills.

- ✓ The student's identity is verified at the start of each session, and the assessment is recorded with the student's consent to ensure evidence can be retained for validation and audit purposes.
- ✓ In cases where live observation is not feasible, students may be instructed to submit pre-recorded video evidence demonstrating the required task, supported by third-party verification where appropriate.
- ✓ Assessors review this evidence against the performance criteria and record outcomes in aXcelerate, including any supporting notes, assessor judgments, and copies of recorded material.
- ✓ These processes ensure that all remote practical assessments remain valid, authentic, and sufficient, meeting the Rules of Evidence and the assessment conditions of the relevant training package.
- ✓ Recordings are stored securely and in compliance with record-keeping timeframes in case of audit. By documenting and securely storing all observations and outcomes, the RTO maintains transparency, compliance, and consistency in assessment practices across all delivery modes.

63 WORKPLACE INDUSTRY PLACEMENT

63.1 Workplace learning does not form part of this program. All practical skill development will be conducted in a simulated environment, where students will gain the necessary hands-on experience to meet the required competencies.

64 AMOUNT OF ASSESSMENT

64.1 The amount of assessment required for this program varies based on each student's existing knowledge, skill level, and prior experience. The student's active participation in their own development, their ability to grasp theoretical concepts, apply practical skills, and demonstrate competency are all critical factors.

64.2 Assessment hours are included within the provided total learning hours table. This means that the total number of learning hours listed for a course or training program already accounts for the time students are expected to spend completing assessments. In vocational and educational training contexts, total learning hours typically comprise both training (instructional) hours and assessment hours.

65 ASSESSMENT APPEALS AND GRIEVANCES

65.1 The RTO maintains a fair, transparent, and confidential process for managing all student complaints and appeals, consistent with the Standards for RTOs 2025. The policy applies to both academic and non-academic matters, including enrolment, assessment outcomes, fees, conduct, and equity-related issues. Learners are encouraged to raise concerns early so that they can be addressed promptly and without prejudice, following the principles of natural justice and procedural fairness.

65.2 The RTO provides opportunities for informal resolution and, if necessary, a formal process involving internal review and access to an independent external appeal. Throughout the process, learners' enrolment and rights are protected, and they are supported to participate without fear of discrimination or disadvantage.

65.3 All complaints and appeals are recorded, monitored, and reviewed to identify areas for improvement and ensure ongoing compliance and quality assurance within the organisation's continuous improvement framework.

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65.4 The trainer and assessor will review the decision that has been made. If a student is still unhappy, they may lodge a formal appeal in accordance with:

- MAN-TMS-03 Student Handbook, and
- SP-TMS-10 Complaints and Appeals Policy.

66 EVIDENCE GATHERING

66.1 For training programs, a range of evidence will be collected as per the evidence gathering techniques below. It is a requirement that all assessments maintain at a minimum, multiple types of appropriate evidence to verify the candidate's competence for each element within a unit, which address the performance criteria requirements of the elements. At least one of these evidence pieces should be a form of direct evidence (it should be noted that evidence pieces may overlap elements and units within the course).

66.2 Assessment gathering techniques depicted on the following table should not be comprehensive and only identify what methods the RTO will utilise in the collection of required assessment evidence for initial delivery of the Qualification.

66.3 Where practical workplace samples are a requirement; participants must provide where applicable completed workplace evidence to support their claim for competency

66.4 Workplace supervisors and or Third-Party verification evidence must align to the elements of the unit as detailed in the Third-Party assessment report.

66.5 Documentary evidence to supplement evidence of skills could include:

- At least two Third-Party reports on participant's ability to demonstrate security risk management within the context of their business environment;
- Completed documents such as participant's notes and completed activities;
- Workplace documents developed by the candidate, or demonstrate evidence of inclusion where team projects have been undertaken;
- Relevant job descriptions and timesheets; and
- Previous training and professional development records.

66.6 Completed workbook resource material must also be included as an additional form of evidence

66.7 Activities from the resource material, together with the final assessment tools, have been mapped against the elements, performance criteria to confirm that the participant can show competency in each unit for the Qualification.

66.8 The evidence gathering techniques used in within a course may be:

- Workbook,
- Verbal and written questioning,
- Role plays,
- Projects,
- Audio or video recordings,
- Work Samples,
- Observation of satisfactory performance of a task or activity,
- Presentations, or
- Checklists.

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67 SKILLS RECOGNITION (RECOGNITION OF PRIOR LEARNING - RPL)

67.1 Skills Recognition, commonly referred to as Recognition of Prior Learning (RPL), is an assessment process that evaluates an individual's formal, non-formal, and informal learning to determine the extent to which the individual has met the competency standards.

67.2 An application for Recognition of Prior Learning (RPL) may be made during the enrolment process when the learner believes that they have already attained the necessary skills and competencies elsewhere such as work, other study or have course related skills and experience. This may be captured using the Pre-Assessment Review.

67.3 An application form is available from the RTO upon request.

67.4 Evidence that will need to be collected by the learner to apply for RPL can be:

- Completion of self-assessment tools;
- Written assessments;
- Observation and demonstration of skills and knowledge;
- Collection of supplementary evidence (third party statements/observations/reports);
- Samples of work related documents;
- Certified true copies of Qualifications and/or results statements; and/or
- Resume or job descriptions.

67.5 The RTO will provide RPL guides and documentation to students that explain the entire process.

67.6 Students wishing to receive recognition under this process will need to compile and submit a portfolio of evidence to their assessor, demonstrating the necessary knowledge and skills required for competency. This portfolio may include evidence such as:

- Formal Training: Completed in the industry or at other educational institutions.
- Work Experience: Evidence of relevant skills and knowledge gained through employment.
- Life Experience: Relevant skills and knowledge acquired through personal experiences.

68 RPL PROCESS AND STRATEGY

68.1 The RTO's strategy for RPL includes:

- Portfolio and interview approach:
  - ✓ RPL is based on the submission of a portfolio of evidence, supplemented by an interview where students are responsible for identifying, gathering, and submitting evidence demonstrating their achievement of the competencies.
- Practical demonstration and scenario-based assessment:
  - ✓ The RPL process may require students to participate in practical demonstrations and scenario-based questioning to provide additional evidence for the units being assessed.
- Training for unmet competencies:
  - ✓ For any units where the student cannot provide sufficient evidence to meet the required standards, they will be required to undertake further training and assessment through scheduled delivery.
- Assessor support:

- ✓ Although the main responsibility lies with the student, an assessor will be available to provide support via phone and email throughout the RPL process.

68.2 Recognition can only be granted for complete units of competency or modules from nationally recognised courses.

68.3 The evidence provided by the student must demonstrate that they are currently competent in the area being assessed.

69 CREDIT TRANSFER

69.1 Credit transfer is a process that grants credit for UoC previously achieved through formal and accredited training

69.2 Where training was undertaken by learners for other Qualifications or UoC, may also apply for a credit transfer upon enrolment.

69.3 Any RPL's or credit transfers granted must be accepted and signed off by the student.

69.4 To obtain credit transfer for individual units of competency that have been completed previously, students must provide the enrolling officer with official transcripts for UoC achieved within a nationally recognised qualification at the time of enrolment. These transcripts will be verified and applied where relevant.

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Student Conduct

69.5 Just as the RTO has a responsibility to meet expectations of students, legislation, and regulations, so too, do students have obligations they are expected to meet. It is expected that students will participate with commitment in their studies, regularly submit assessment items, and behave in a manner that does not contravene workplace health and safety or the principle of respect for others.

69.6 The RTO views student misconduct seriously. We expect that our students will behave in an honest, respectful manner appropriate for a learning environment, and in a way that will uphold the integrity of the RTO. Consequences of student misconduct vary up to and including expulsion from the course. Examples of student misconduct include, but are not limited to:

- Academic misconduct including plagiarism and cheating;
- Harassment, bullying and/or discrimination;
- Falsifying information;
- Any behaviour or act that is against the law;
- Any behaviour that endangers the health, safety and wellbeing of others; or
- Intentionally damaging equipment and/or materials belonging to the RTO and/or a partner organisation such as a school or workplace.

69.7 Consequences for misconduct will depend on the severity and frequency of the breach and include, but are not limited to:

- Formal reprimand (warning);
- Suspension from the course;
- Student to reimburse the costs incurred by any damage caused;
- Cancellation of the course without refund and/or credit; or
- Matter referred to the police.

69.8 Students found guilty of misconduct have a right to lodge an appeal by following our 'Complaints and Appeals' process.

70 STUDENT'S DUTIES AND RESPONSIBILITIES

70.1 As a course participant you have the right to:

- Be treated with fairness, dignity and respect by all course attendees and RTO staff;
- Learn in an environment which is free of discrimination and harassment;
- Undertake learn in a conducive and safe environment;
- Undertake a learning program which meets current industry standards and accreditation requirements;
- Promptly receive feedback on your training and assessment outcomes;
- Be confident knowing that the RTO manages your personal information and records in accordance with Australian Privacy Practices and are to be made available only by your authority;
- Appeal results and access the review process in accordance with RTO policy and procedures; and
- Have qualifications already held recognised under the national recognition policy where applicable.

70.2 As a course participant you have the responsibility to:

- Ensure that all work submitted is your own work and is free from plagiarism and has not been produced by unfair means such as cheating or copying;
- Treat all other trainees attending CORE and its staff with respect and fairness;
- Behave in a non-discriminatory, non-harassing manner towards other trainees and RTO staff;
- Behave so as not to offend, embarrass or threaten others; and
- Ensure you do not wilfully or negligently damage or remove any CORE property.

70.3 Students must carry out all reasonable lawful instructions given to them to the highest level of their ability. You must efficiently and satisfactorily comply with all reasonable lawful requests made by RTO staff in relation to the completion of course training and assessment.

70.4 You are required to obey all reasonable lawful directions given to you by RTO staff in the course of your time with the company and you must carry out all duties and responsibilities required of the course to the satisfaction of RTO staff.

70.5 You may be asked to attend a work placement as part of their course. You are required to take instructions from these agents or contractors in the same manner in which they would RTO staff. You must in these circumstances carry out all reasonable lawful tasks assigned to you. If in the course of a placement an issue arises with the agent or contractor it should be brought to the attention of RTO staff as soon as practical.

70.6 There may be occasions when the course work required of you is not work usually done in your normal workplace. Notwithstanding this, the student is expected to carry out that course work. You are not required to take on any course work that is dangerous or which requires particular training or experience which the student does not have.

71 PRESENTATION AND DRESS

71.1 Professional dress and grooming standards are an important part of the image the RTO presents to clients, industry partners and visitors. All students are expected to maintain a neat, clean and professional appearance while attending training and assessment activities.

71.2 Students must wear appropriate attire when attending classroom-based training or coursework placements. Suitable clothing includes clean t-shirts, collared shirts, blouses, business-style tops, tailored jeans (with no rips, tears or holes), slacks, appropriate length shorts or similar smart casual attire, and enclosed footwear. Clothing must be clean, presentable and appropriate to a professional learning environment.

71.3 When attending site-based classes, simulations, practical training or workplace assessments, students are required to wear the correct personal protective equipment (PPE) and any specified work uniform in accordance with safety requirements. Failure to wear mandatory PPE may result in the student being unable to participate in the session for safety reasons.

71.4 For field exercises or practical activities, specific clothing and equipment requirements may apply. Students must confirm these requirements with their trainer prior to the activity and ensure they attend appropriately prepared.

71.5 Students are responsible for ensuring their clothing and presentation are suitable for the training context, reflect professional standards, and support a safe and respectful learning environment.

72 DISCRIMINATION AND HARASSMENT

72.1 We are committed to providing a workplace culture and environment that is free of discrimination and harassment.

- Discrimination
  - ✓ Discrimination may be any selection, exclusion or preference made on the basis of an individual's sex, race, transgender, sexuality, ethnicity, age, religion, disability (including physical, intellectual, psychiatric, sensory, neurological or learning), marital status, pregnancy, carer's responsibilities, political affiliation or beliefs and membership of an organisation or association (such as a trade union). Discrimination may be either overt and direct, or subtle and indirect.
- Harassment
  - ✓ Harassment is any form of behaviour that is not wanted and not asked for and that either humiliates, offends or intimidates a person.

72.2 Legislation generally prohibits discrimination and harassment on the grounds of an individual's sex, race, transgender, sexuality, ethnicity, age, religion, disability (including physical, intellectual, psychiatric, sensory, neurological or learning), marital status, pregnancy, carer's responsibilities, political affiliation or beliefs and membership of an organisation or association (such as a trade union).

72.3 Discrimination and/or harassment in the form of actions, signals or words including jokes is not tolerated by our Company.

72.4 Core operates and refers to the following:

- Human Rights and Equal Opportunity Commission Act 1986;
- Racial Discrimination Act (1975) Commonwealth; and
- Sex Discrimination Act 1984.

72.5 If you become aware of any conduct that is possibly discriminatory or could amount to unlawful harassment, you should advise your trainer and assessor or supervisor who will handle the matter in a timely and confidential manner.

72.6 If a customer, contractor or other student engages in any behaviour that you regard as discriminatory or harassment such as an unwelcome sexual advance or offensive gestures, then you should immediately report this incident to your supervisor.

73 EQUAL OPPORTUNITY

73.1 Core is an equal opportunity employer. All students are treated on their merits, without regard to race, age, sex, relationship status or any other factor not applicable to the position. Students are assessed according to how well they perform and on their ability. In the VET context it means that people are provided with the opportunity to access, participate and successfully achieve outcomes.

73.2 Core believes that all students should be able to study in an environment free of discrimination, victimisation, sexual harassment and vilification. We consider these behaviours unacceptable and they will not be tolerated under any circumstances.

73.3 Core operates and refers to the following:

- Equal Opportunity Act 1995'; and
- Vocational Education and Training Act

73.4 Any reports of discrimination, victimisation, sexual harassment and vilification will be treated seriously and investigated promptly, confidentially and impartially. Disciplinary action will be taken against anyone who discriminates against, victimises, sexually harasses or vilifies a co-worker. Discipline may involve a warning, transfer, counselling, demotion or dismissal, depending on the circumstances.

73.5 Any student who believes they have witnessed or knows of any breach of this policy should promptly advise their supervisor.

74 BULLYING

74.1 Core is committed to providing a workplace culture and environment that is free of bullying. Bullying is not tolerated by our Company in the workplace.

74.2 Bullying occurs where a student or staff member uses strength, power or position to intimidate, oppress or persecute other students by fear. Examples of bullying behaviour include unfair and excessive criticism, publicly insulting others, ignoring the point of view of other students, constantly changing or setting unrealistic work targets and undervaluing their efforts at work.

74.3 Core operates and refers to the following:

- Human Rights and Equal Opportunity Commission Act 1986; and
- Racial Discrimination Act (1975) Commonwealth

74.4 Any student who becomes aware of possible bullying should promptly advise their supervisor who will handle the matter in a timely and confidential manner in accordance with the Dispute Settlement Procedure.

75 SMOKING AND VAPING

75.1 In keeping with our policy of promoting a safe and healthy working environment, smoking and vaping is prohibited in the workplace.

75.2 Students must use designated smoking and vaping areas that have been provided at the workplace and students are not allowed smoking breaks whilst working, unless directed. If you wish to smoke or vape, then you may do so outdoors during your allocated meal break.

76 ALCOHOL AND DRUGS

76.1 As part of our WHS policy, alcohol consumption or drug use in the workplace is strictly prohibited. You must not come attend courses intoxicated or under the influence of drugs. If you have a drug and/or alcohol problem you could cause injury to yourself and others and you could damage your physical and mental health.

76.2 A student who appears to be under the influence of alcohol or drugs may be:

- Requested to acknowledge that he/she is so affected and if he/she does so acknowledge, then Core may remove the student from a course who is intoxicated or under the influence of drugs and may require the student leave the premises immediately;
- If the student does not acknowledge that he/she is intoxicated or under the influence of drugs, the student may be required to participate in an alcohol or drug test. If the student so agrees and is found to be intoxicated or under the influence of drugs, the student will be removed from the course immediately.
- If the student refuses to participate in an alcohol or drug test, the student will be counselled to participate. If the student continues to refuse to participate without a

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legitimate cause the student will be deemed unfit and removed from the course immediately for misconduct.

77 MOBILE PHONES

77.1 Core will make provision for all students and trainees to have equal access to learning opportunities and prohibits behaviour that disrupts the learning of others, prevents staff from performing their duties or interferes with the conduct of classroom operations.

77.2 Mobile Phones should be turned off or placed into silent mode prior to entry into classrooms or any training and assessment environment unless prior arrangements have been made with the trainer or person in charge.

77.3 Only in emergencies will permission be given for mobile phones to be left on in classrooms or any training and assessment environment. Should permission be granted, students and trainees must leave the room to answer calls

78 COMPUTER USAGE AND EMAILS

78.1 Computers, computer files, computer software and the email system are the property of Core and are intended to be used only for course work, as direct by course staff.

78.2 The computer and email system must not be used in a manner that is disruptive or offensive to others. It will be a breach of this policy to access, download or send objectionable material including:

- Pornography, including child pornography. You should be aware that accessing, downloading or sending child pornography is a criminal offence;
- Material involving the instructions or promotion of crime, violence or hate;
- Material involving an offensive description of violence to compel sexual conduct;
- Material involving sexually degrading acts;
- Material that is defamatory.

78.3 If you see another student breaching this policy you must immediately inform management.

78.4 You must not download, view or send spam, junk mail or pop-ups because they may contain viruses, worms or “Trojan horses”. If you receive any pornographic, spam or junk email, then it must be deleted immediately.

78.5 You are prohibited from intentionally creating or sending viruses, worms or “Trojan horses”. You must do a virus check prior to opening any emails from unknown sources.

78.6 The use of computers for personal purposes is only permitted after consultation with your course Trainer and approval from Core management (provided this is not otherwise a breach of this policy).

78.7 If you violate this policy you may be removed from course immediately.

78.8 If you use any computer for an unlawful purpose you may be reported to the police if a crime is involved and any other appropriate authority and you will removed from your course on the grounds of misconduct.

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79 STUDENT ABSENTEE/LEAVE

79.1 If a student wishes to take absentee or a leave of absence from their training program after enrolment and within the first four (4) weeks of program commencement, Core will transfer any fees paid to the next semester. If the student subsequently withdraws, the Refund Policy applies from the date Core received advice regarding the leave of absence.

79.2 In the case of sick leave, a medical certificate from a registered health practitioner indicating that, in the practitioner's opinion, the student was, is, or will be unfit to attend a course, or part thereof, due to personal injury or illness. Where it is not reasonably practicable to provide a medical certificate, a statutory declaration made by the student may be provided indicating that the student was, is or will be unfit for work due to personal injury or illness.

80 EXAMINATIONS AND COURSE ASSESSMENTS

80.1 You are entitled to sit for your examination or assessment in conditions, which are free of disruption from supervisors and other students, except where the supervisor is conveying information relevant to the conduct of the assessment. If you engage in disorderly, offensive or aggressive conduct towards the supervisor or other students, you will be requested to leave the assessment room or area, and may be deemed 'not competent' in the assessment by Core.

80.2 Malpractice is where any action taken by a person gives that person, or another person, an unfair advantage, or disadvantages another person in any assessment situation, including an examination.

80.3 If you engage in malpractice, such as copying, using unauthorised notes or aids, or exposing your worked papers so that another student may copy them, the penalties for malpractice in an assessment range from the issuing of a 'not competent' result in the subject being assessed, to exclusion from Core training courses.

81 STUDENT RECORDS

81.1 All students will be entered onto our student management system VETtrak Student Management System. This is a secure database system designed specifically for administration of AQF awards by registered training organisations

82 ISSUE OF QUALIFICATIONS AND CERTIFICATES

82.1 Upon successful completion of your coursework and provided all fees are paid, a Certificate and/or a Statement of Attainment will be issued to you within 30 calendar days of you being assessed as meeting all requirements for the course. This meets the compliance requirements as set for the RTO and other RTOs under the Standards for RTOs 2025.

82.2 Where successful completion of an individual unit of competency contained within an accredited course or nationally recognised training package qualification, participants will be issued with a Statement of Attainment (SOA). A SOA is provided in recognition that the participant has successfully completed part of a course or qualification.

82.3 A SOA can be used to gain a credit for the competency(s) with the RTO, or another RTO either within the state of Western Australia or interstate, should the participant wish to complete the course at a later time.

82.4 If for some reason the RTO ceases to operate whilst you are still enrolled, a Statement of Attainment will be issued to you for the units within the qualification for which you have successfully met requirements.

83 NATIONAL RECOGNITION

83.1 National (Mutual) Recognition (Credit) means credit towards a qualification is granted to the student on the basis of outcomes gained by the student through previous participation in a course or training package qualification, with another RTO.

83.2 National recognition (Credit), for the applicable unit of competency, is available to any student when enrolling with the RTO.

84 SUPERSEDED QUALIFICATIONS

84.1 Students are entitled to graduate with a qualification that most closely represents the current skill needs of industry. A qualification being superseded or discontinued is a clear indication that industry needs have changed to the extent that the previous qualification is no longer suitable.

84.2 When a qualification is superseded, RTOs have one year to finalise students, or transition them to the new qualification.

84.3 Students who are already well progressed in the qualification or unit, and will complete their study and be issued with a qualification or statement of attainment within the one-year transition period do not need to be transferred to a replacement training product.

84.4 If students are not going to finish their studies within the one-year transition period, they must be offered transition, as long as the student is still within their enrolment timeframes.

84.5 In some instances, training package developers determine there is no longer sufficient demand for a qualification to justify it being maintained. The qualification is removed or deleted without being superseded by another.

84.6 In this case, there is no clearly identified replacement qualification for students to transfer to, although you may be able to identify one that is the closest to meeting the student's needs. Whether it is practical to transfer students to a suitable qualification will depend on a range of factors, including how close to completion each student is, but the guiding principle should be what will best meet the needs of the student. If completing the qualification is the best path for the student, the RTO must ensure that all training, assessment and issuance of certification is completed within two years of the date the qualification was removed. Key takeaways:

- Always check that you are enrolling in the most current qualification or unit of competency.
- Ensure you are aware of how long your enrolment will go for i.e. how much time you have to complete your studies
- If you find you have been enrolled in a superseded qualification, and you are still within your enrolment timeframe, ask to be transitioned to the new qualification.

85 STUDENT FEEDBACK

85.1 The RTO is dedicated to ensuring its practices are constantly reviewed to ensure best possible outcomes. This approach to continuous improvement relies on input from students regarding their experiences whilst enrolled in their course. We welcome feedback at any time, but will also specifically ask for it at the completion of your study.

86 COMPLAINTS AND APPEALS

86.1 We have a Complaints and Appeals Procedure that we believe is a fair and positive method for dealing with complaints or disputes that may arise. Our Company is committed to encouraging an open and frank atmosphere in which any problem, complaint, suggestion or question receives a prompt and timely response from Management.

86.2 The procedures for settling disputes about matters arising during the conduct of education between Core and the Student are as follows:

- Core and the Student must genuinely attempt to resolve the dispute at the workplace level;
- If the dispute cannot be resolved at the workplace level, either Core or the Student may elect to use an alternative dispute resolution process in an attempt to resolve the matter;
- This alternative dispute resolution process is to be conducted by a person agreed between Core and the Student;
- Where such agreement cannot be reached, either Core or the Student may notify the relevant statutory body responsible for the area of the dispute; this may include the Training Accreditation Council (TAC) for training matters in Western Australia.
- Whilst the dispute is being resolved the student must also comply with any reasonable direction of Core in relation to the course you attending. In making this direction Core must have regard to any applicable Occupational Health and Safety/Workplace Health and Safety law and whether the work is appropriate for the student;
- This Clause does not affect any right of a party to take court action to resolve a dispute;

86.3 All students are expected to treat each other with mutual respect and courtesy. A complaint or grievance about a work situation may be made by you or a group of students.

87 STUDENT INTERVENTION PROCESS

87.1 The RTO is committed to supporting students to successfully complete their course and meet the required competency standards. The Student Intervention Process is a structured and supportive procedure used when concerns arise regarding a student's conduct, academic progress, assessment submissions, or overall performance.

87.2 This process is not solely a disciplinary tool. Its primary purpose is to identify issues early, communicate expectations clearly, and implement corrective actions that assist the student to return to satisfactory progress. Intervention may be initiated where a student:

- Breaches the Student Code of Conduct or Student Handbook;
- Fails to submit assessments within required timeframes;
- Is suspected or found to have engaged in cheating, plagiarism, or academic misconduct;
- Is at risk of not being deemed competent within the expected course timeframe; or
- Demonstrates behaviour that disrupts the learning environment or impacts safety.

87.3 The objectives of intervention are to:

- Ensure fairness, transparency and procedural fairness,
- Clearly communicate course standards, behavioural expectations and assessment requirements,
- Provide the student with an opportunity to respond to concerns,
- Identify barriers affecting performance (e.g. personal, academic, attendance-related),

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- Implement agreed corrective actions such as additional support, retraining or reassessment, and
- Support students to successfully complete their qualification wherever possible.

87.4 **Step 1** – Initial counselling meeting

- Where concerns are identified, the student will be formally advised in writing and invited to attend a confidential counselling session.
  - ✓ The session will be conducted by the course trainer and, if required, a delegated member of management.
  - ✓ The student may have a support person or representative present at any stage of the process.
  - ✓ The purpose of the meeting is to outline the concerns, clarify expectations, and provide the student with an opportunity to respond.
  - ✓ Potential contributing factors and support needs will be discussed.

87.5 **Step 2** – Documentation and student response

- All performance reports, meeting notes and counselling records will be documented in the student's file and Training Management System.
- The student will have the opportunity to review and respond to the documented concerns.
- The student's written or verbal response will be recorded and retained confidentially.

87.6 **Step 3** – Improvement plan and support period

- If performance or conduct is considered unsatisfactory, an Improvement Plan will be developed.
- This may include:
  - ✓ Additional training or tutorial support,
  - ✓ Extended timeframes for assessment submission (where appropriate),
  - ✓ Re-assessment opportunities in line with assessment policies,
  - ✓ Academic integrity education (where plagiarism or cheating has occurred),
  - ✓ Behavioural expectations and conduct agreements, or
  - ✓ Attendance monitoring or progress check-ins.
- The student will be provided with a defined Improvement Period to demonstrate progress and compliance.
- If satisfactory improvement is demonstrated, no further intervention action will be required.

87.7 **Step 4** – Outcome determination

- At the end of the Improvement Period, the trainer and relevant management will review the student's progress.
- If the required skills, knowledge or behavioural standards have not been demonstrated, outcomes may include:
  - ✓ Further conditional enrolment with additional monitoring,
  - ✓ Referral to alternative study pathways,
  - ✓ Withdrawal or removal from the course in accordance with RTO policy, or

- ✓ Formal academic misconduct action (where applicable).

- Any decision will be communicated in writing, and the student will be advised of their right to access the RTO's Complaints and Appeals Policy.

87.8 Key principles:

- The process is confidential and fair.
- Students are given an opportunity to respond and improve,
- Support is provided wherever reasonably possible,
- The integrity of assessment and competency standards is maintained, and
- The safety and learning environment of the cohort is protected.

88 STUDENT RELATIONS

88.1 If you have concerns about the course or our workplace, we encourage you to voice these concerns openly and directly with your course coordinator or trainer. This facilitates clear communication and avoids many unnecessary problems.

88.2 Our workplace policy is that if you as a valued student have a concern about any matter, then management shares your concern. We may not always agree with the point that you have raised but we do want to hear what you have to say and will carefully consider it in a positive way.

89 WORK HEALTH AND SAFETY (WHS)

89.1 We take our obligations under the Workl Health and Safety Act 2020 (WA) seriously so that we can provide a safe and healthy work environment for students, contractors, customers and visitors.

89.2 If you become aware of any circumstance or hazard that could give rise to a risk of injury or illness to any person then you should immediately notify your course trainer, fill out a Hazard Report Form and lodge it with your course trainer.

89.3 If there is an accident that does give rise to an injury or illness or could have resulted in an injury or illness then it is important that all students who are present immediately inform their course trainer and fill out a statement setting out what happened in a Hazard Report Form.

89.4 In all workplace activities you are expected to comply with all WHS procedures and all directions given in respect to safety. If this requires you to wear protective clothing or a helmet or to wear ear plugs/muffs or face masks or protective goggles then you must do so and no one has any authority to exempt you from this compliance.

89.5 If there are restricted areas where only authorised personnel are permitted then you are not permitted to enter those areas unless expressly authorised by the appropriate officer or your course trainer.

89.6 If you see any person or student not complying with any WHS procedures or requirements then you must immediately report this to your course trainer. You will appreciate that this is a fundamental matter of workplace safety. All such reports will be treated confidentially.

89.7 If you see any machinery being improperly used or being used without safety guards (when these are required) or observe any machinery to be damaged or defective or in need of repair or service then you must immediately report this to your course trainer. You will appreciate that this is also a fundamental matter of workplace safety. All such reports will be treated confidentially.

90 DEALING WITH WORK RELATED INJURIES OR ILLNESS

90.1 We maintain all proper insurance policies in respect to injury or illness in relation to the conduct of your course with us. If you sustain a work-related injury or illness, you should report it to your course trainer immediately.

90.2 If you have sustained a work-related illness and/or injury you should complete an Injury Report Form which will be provided by your course trainer. This Form must be filled out and lodged with your course trainer.

90.3 If an accident happens and someone is injured, the following steps must immediately be taken:

90.4 If you saw the accident, you must inform your course trainer that you were a witness.

90.5 You must complete and sign a Hazard Report Form.

90.6 You may be required to give a written statement detailing:

- What you saw or heard,
- The identify of any other persons who were present
- Where you, and any other persons who were present, were standing when it happened, and
- A description of the way in which the accident occurred.

91 FIRE EVACUATION PROCEDURE

91.1 In the event of a fire, a warning siren should sound and warn you of the need to use the following Fire Evacuation Procedure:

- Step 1:
  - ✓ Follow your course trainer's direction and commence evacuation.
- Step 2:
  - ✓ Students must immediately evacuate via the fire exits, which are clearly marked in the workplace with a green sign marked "Exit".
- Step 3:
  - ✓ Do not run or push through the exits because you may injure yourself or others. Walk calmly down the stairs and please take care to help other students who may require assistance.
- Step 4:
  - ✓ The meeting place for all staff in case of fire is outside, where identified by your course trainer. You should evacuate the building immediately through the nearest exit. Firefighting equipment will be identified prior to training commencement and should you require them to use to assist with evacuation from the premises.

92 EMERGENCY CONTACT NUMBERS

92.1 A list of contact numbers in the event of an emergency is provided below and for training conducted off-site from Core, the trainer will ensure a relevant emergency contacts list is available and applicable to the training location and training activities conducted:

- AMBULANCE:
  - ✓ Medical emergency – 000
  - ✓ Nearest hospital – Royal Perth Hospital
- POLICE:
  - ✓ Emergency – 000
  - ✓ Cannington Police Station – 131 444
- FIRE:
  - ✓ Emergency – 000
  - ✓ Local Fire Station – 000

93 LEARNER SUPPORT SERVICES

Financial Counselling

National Debt Helpline (NDH)

A not-for-profit phone helpline that provides free, confidential financial counselling to anyone in Australia struggling with debt. Qualified financial counsellors offer advice on managing debts, budgeting, and negotiating with creditors, and can refer you to local services for ongoing support. Contact: 1800 007 007 (free call, Mon–Fri). Cost: Free service.

Financial Counsellors' Association of WA (FCAWA)

The peak body for financial counsellors in WA, helping people find free, independent and confidential counselling services. Their website offers a directory to locate a financial counsellor near you, and they help ensure counsellors meet professional standards. Contact: Search for counsellors via fcawa.org, or call the NDH at 1800 007 007 for a referral. Cost: All financial counselling under this network is free (not means-tested).

Anglicare WA

A large non-profit that provides free financial counselling across WA for individuals and families facing financial difficulties. Counsellors help with money management, unpaid bills, debt solutions and advocacy, and can meet in person, over the phone or online. Contact: 1300 11 44 46 (Anglicare WA central intake) or visit Anglicare WA's website. Cost: Free (no fees).

Uniting WA

Offers free and accredited financial counselling to people experiencing financial hardship in Perth metro and surrounding areas. Counsellors work with clients to understand their financial problems, discuss options, negotiate with creditors, and find sustainable solutions. Contact: (08) 9220 1255 (call Mondays 8:30am to book an appointment for the following week). Sessions can be by phone, video or face-to-face, and are provided at no cost.

The Salvation Army Moneycare

The Salvation Army's Moneycare program provides free and confidential financial counselling nationwide, including WA. Financial counsellors assist with budgeting, managing debt, and financial education for anyone in financial stress (you do not need to be a Salvos member or churchgoer). Contact: 13 72 58 (Salvos Moneycare enquiry) or visit the Salvos website. Cost: Free service.

St Vincent de Paul Society (Vinnies) Financial Counselling

Vinnies WA operates financial counselling services and even runs the NDH call centre in WA. Qualified counsellors provide independent advice to help people in financial difficulty, using tools like budgets and creditor negotiation plans. Vinnies has counsellors in locations including Perth CBD, Canning Vale, Rockingham, Mandurah, and the South-West. Contact: 08 6323 7500 (Vinnies Financial Counselling) or 1800 007 007 (NDH). Cost: Free and confidential (by appointment).

Rural West – Rural Financial Counselling Service

A specialist service for regional WA. Provides free, mobile and confidential financial counselling to eligible small businesses, farmers and primary producers in rural areas facing financial hardship. Counsellors travel to clients or assist via phone, helping with business debts, farm finance issues, and planning for financial recovery. Contact: 1800 612 004, or visit ruralwest.com.au. Cost: Free for qualifying rural businesses (government-subsidised).

Emergency Relief (food, bills and crisis assistance)

Emergency Relief and Food Access Service (ERFAS)

A WA statewide free call hotline for urgent material aid, operated by Anglicare WA with government support. ERFAS can assess your situation and connect you with help for food vouchers, groceries, rent or utility payments, and other essentials if you're in immediate financial crisis. Contact: 1800 979 777 (Mon–Fri, 9:30am–5pm). Cost: Free service (any financial assistance provided is a grant, not a loan).

The Salvation Army – Emergency Assistance

The Salvos are a well-established charity offering emergency relief for people in crisis. They can help with food parcels, supermarket vouchers, clothing, help with bills, or short-term accommodation for those in need. They also provide caseworkers and financial assistance programs for vulnerable individuals and families. Contact: 13 72 58 (Salvation Army Emergency Services) or your local Salvos center. Cost: Free (all assistance is provided at no charge).

St Vincent de Paul Society (Vinnies) – Emergency Assistance

Vinnies provides emergency relief to people experiencing hardship, including food hampers, furniture or clothing, payment of utility bills, and referral to other support. In the Perth metro area, Vinnies has a central call number for assistance. They operate soup vans and support centers as well. Contact: 1300 794 054 (Metro Emergency Relief line, Mon–Fri 9am–12:30pm) or call the national number 13 18 12 to be directed. Cost: Free assistance (Vinnies is a charity; no fees).

Uniting WA – Emergency Relief

Uniting WA offers emergency relief for people in the Perth metro area who urgently need help to buy food or pay one or two small bills. Support may include food vouchers, help with utility bills or medication costs, and referrals to other services for ongoing needs. Contact: 08 9220 1255 – call at 11am Tue–Fri to request assistance (appointments are limited due to high demand). Cost: Free (funded by government and donations, though support is capped per person).

Foodbank WA

Foodbank is Australia's largest hunger relief charity, with a major presence in WA. They provide food assistance via partnerships and directly to individuals. Foodbank WA can supply food hampers or low-cost groceries to people in need (often accessed with a referral from a community agency). Contact: (08) 9258 9277 or email info@foodbankwa.org.au for information on obtaining food assistance. They also run school breakfast programs and community pantry markets. Cost: Free or minimal cost – many products are donated, and any fees are heavily subsidised. (Note: You may need a referral or concession card for direct Foodbank access.)

Housing and Homelessness Support

Entrypoint Perth

The primary homelessness referral service for Western Australia. Entrypoint Perth is a free, statewide assessment and referral service that helps people who are homeless or at risk of homelessness to access accommodation and support options. Trained staff assess your situation and can refer you to crisis accommodation (e.g. homeless shelters, women's refuges), transitional housing, or other supports. Contact: 1800 124 684 (toll free) or (08) 6496 0001, available Mon–Fri 9am–7pm, Sat–Sun 9am–5pm. Cost: Free service (funded by the WA Government).

Crisis Care Helpline (WA)

A 24/7 telephone crisis line run by the Department of Communities for after-hours emergencies. Crisis Care provides information and referrals for people in urgent need of help, including those who are homeless, in a family crisis, or concerned about a child's welfare. If you find yourself with nowhere safe to stay at night or in another crisis, Crisis Care can connect you to emergency accommodation or intervention services. Contact: 1800 199 008 (free call, anytime). Cost: Free.

Department of Communities – Housing Services (formerly Housing Authority)

The WA state government agency that provides public housing, community housing and rental assistance. They offer long-term social housing (with rent subsidised according to income), Bond Assistance Loans for low-income earners to meet rental security deposits, and other housing support programs. To access help, you can contact your local Housing Office for information and applications. Contact: Find local offices via the Housing Authority website or call the general enquiries line on (08) 9222 4666. Cost: Enquiries and applications are free; public housing rent is income-based (subsidised) if you are allocated a home.

St Bartholomew's House (St Bart's)

One of Perth's leading not-for-profit homelessness accommodation providers. St Bart's offers a range of supported housing: emergency/transitional accommodation for homeless men and women, specialized programs for older people and those with mental health challenges, and outreach support to help people secure long-term housing. They provide safe, supported accommodation and services regardless of background or circumstances. If you are homeless or at risk, St Bart's can assist directly or via referral from Entrypoint. Contact: (08) 9323 5100, stbarts.org.au. Cost: Free to inquire; accommodation is usually free or heavily subsidised (residents may contribute portion of income as rent in longer-term programs). (Other major providers in WA include RUAH, Anglicare, Salvation Army – The Beacon, etc., which can be accessed through Entrypoint.)

Mental Health Services

Lifeline

A national 24/7 crisis support and suicide prevention helpline. Lifeline provides confidential telephone counselling for anyone experiencing a personal crisis, feeling suicidal, or needing emotional support. Trained crisis supporters listen without judgment and can also direct you to local mental health resources. Contact: 13 11 14 (24 hours) or chat online via lifeline.org.au (24/7). Cost: Free.

Beyond Blue

A nationwide service offering support for anxiety, depression, and mental wellbeing. Beyond Blue has a 24/7 helpline where mental health professionals provide counseling, advice, and referrals for issues such as depression, anxiety, stress or grief. They also offer an online chat and email support. Contact: 1300 22 4636 (24/7 helpline) or visit beyondblue.org.au for chat and resources. Cost: Free.

Mental Health Emergency Response Line (MHERL)

A WA-specific 24-hour crisis line for psychiatric emergencies. MHERL connects you with trained mental health clinicians who can assess and assist if you or someone you know is experiencing a severe mental health crisis (e.g. risk of harm, psychosis). They can dispatch a mental health response team if needed. Contact: 1300 555 788 (Perth metro callers) or 1800 676 822 (Peel region). For regional areas after hours,

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contact Rurallink: 1800 552 002 (available 4:30pm–8:30am). Cost: Free. (In an emergency or life-threatening situation, always call 000.)

Kids Helpline

A free 24/7 counseling service for children and young people aged 5–25. Qualified counselors provide support over the phone and online for any issues including mental health, bullying, family problems, or feeling unsafe. It's private and confidential. Contact: 1800 55 1800 (24/7) or visit kidshelpline.com.au for 24/7 webchat. Cost: Free.

Headspace

A national youth mental health foundation with centers in WA (e.g. in Perth, Albany, Bunbury, Geraldton and more). headspace provides FREE mental health services for young people 12–25, including counseling, support for stress, anxiety or depression, plus help with related issues like employment or substance use. Services are youth-friendly and can be accessed in-person at headspace centres or via headspace Telehealth and eheadspace online. Contact: 1800 650 890 (headspace Info line) or find your nearest headspace centre via headspace.org.au. Cost: Free (headspace is government-funded; sessions are free or covered by Medicare with no out-of-pocket cost).

Suicide Call Back Service

A national 24/7 service for people who are suicidal, caring for someone suicidal, or bereaved by suicide. It offers free telephone counseling by professional psychologists and social workers, with the option of ongoing follow-up sessions. Contact: 1300 659 467 (24/7). Cost: Free. Counselors can provide immediate support and safety planning, and it complements Lifeline by offering call-back counseling for ongoing support.

Domestic and Family Violence Assistance

1800RESPECT

The National Sexual Assault, Domestic & Family Violence Counselling Service. It operates 24/7 to provide confidential support, information and referrals for anyone affected by domestic or family violence or sexual assault. Trained counselors (including trauma specialists) can help you create a safety plan, find a women's refuge or other services, and provide emotional support. Contact: 1800 737 732 (24/7) or visit 1800respect.org.au for online chat. Cost: Free.

Women's Domestic Violence Helpline (WA)

A state-run 24-hour helpline dedicated to supporting women (with or without children) experiencing family and domestic violence in WA. This service provides counselling, safety planning, information and referrals to women's refuges (emergency safe accommodation) and other resources. It is staffed by trained professionals and is confidential. Contact: 1800 007 339 (24/7). Cost: Free. (Note: This helpline is operated by the Department of Communities; your call will be answered by a qualified worker ready to help.)

Men's Domestic Violence Helpline (WA)

A 24/7 helpline for men in WA. It provides information, counselling and referrals for men who are concerned about their own violent or abusive behaviours, as well as support for male victims of domestic violence. The service can connect men with behavior change programs, counselling, or emergency accommodation if needed. Contact: 1800 000 599 (24/7). Cost: Free. (Operated by Dept. of Communities; male and female counsellors available, and non-judgmental help is provided.)

DVassist

A specialist service for regional and rural WA offering free counselling and support by phone and webchat to people affected by family or domestic violence. DVassist counselors understand the unique challenges of isolation and limited services in rural areas. They can provide immediate counseling, help you explore safety options, and refer you to local support (including refuge accommodation, legal help, etc.). Contact: 1800 080 083 (phone helpline hours vary) or use online chat at dvassist.org.au. Cost: Free.

Sexual Assault Resource Centre (SARC)

SARC is a WA Health service that provides emergency medical care, counselling and support to people who have experienced sexual assault or sexual abuse. They operate a 24/7 crisis line for immediate telephone crisis counselling and to arrange medical/forensic care if required. They also offer therapeutic counselling by appointment. Contact: 1800 199 888 (24/7 Crisis Line, free call) or (08) 6458 1828. Cost: Free of charge. SARC can assist in reporting to police and provide support through the legal process. (For any emergency or if injured, call 000 first.)

Legal Aid and Legal Advice Services

Legal Aid Western Australia (Legal Aid WA)

The state's primary government-funded legal aid service. Legal Aid WA provides free legal information and advice on many criminal, family and civil law issues, and can offer ongoing representation for eligible clients. Services include a telephone info line, duty lawyers at courts, and grants of aid for those who meet means/merit criteria. Contact: 1300 650 579 (InfoLine, Mon–Fri 9am–4pm). Cost: Free advice; further assistance (like representation) is free or low-cost depending on your income/assets (Legal Aid may require a small contribution in some cases).

Aboriginal Legal Service of WA (ALSWA)

A specialist legal service for Aboriginal and Torres Strait Islander peoples in WA. ALSWA offers free support and representation in areas including criminal law, family law (e.g. child protection, family violence matters), civil and human rights law. They also run programs like bail support, prison in-reach, and the Custody Notification Service to ensure Indigenous people in custody have access to legal help. Contact: 1800 019 900 (Freecall from anywhere in WA) or (08) 9265 6666. Cost: Free.

Women's Law Centre of WA

A community legal centre that provides free legal advice and assistance to women, with a focus on family law, domestic violence, protection orders, and child protection matters. The service is run by women for women, offering advice by phone and in-person, legal representation in some cases, and referrals to other supports. Contact: 1800 625 122. Cost: Free (for women in WA).

Consumer Credit Legal Service (CCLSWA)

A not-for-profit legal centre providing free legal advice on credit, debt and consumer finance issues. If you have problems with banking, loans, debt collectors, payday lenders, or finance contracts, CCLSWA can advise you of your rights and help you resolve disputes. Contact: (08) 9221 7066 (phone advice line). Cost: Free.

Tenancy WA

A specialist legal service that offers advice and advocacy for tenants in WA (including public housing and private rentals). Tenancy WA can help with issues like evictions, bond disputes, repairs, and understanding the Residential Tenancies Act. They operate a tenant advice line and can in some cases provide representation at court or the tribunal. Contact: 1800 621 999 (Tenancy Advice Line, hours vary). Cost: Free advice for tenants. (There are also regional Tenant Advocacy Services in various parts of WA – Tenancy WA can refer you to the appropriate one.)

Citizens Advice Bureau (CAB WA)

A long-running not-for-profit that provides low-cost legal advice and information on a wide range of issues (family law, wills, probate, minor civil matters, etc.). CAB is not a free service but charges a modest fee for a consultation with a lawyer – it's an accessible option if you don't qualify for Legal Aid. They also offer mediation services and help with simple legal document drafting. Contact: (08) 9221 5711 to book a legal advice appointment (head office in Perth, with branch offices in other regions). Cost: Subsidised – e.g. $60 (or $50 concession) for a 20-minute legal advice session, which is much lower than standard private lawyer fees.

Centrelink Access and Support Services

Services Australia (Centrelink)

Centrelink is the federal agency for income support payments (such as JobSeeker, Disability Pension, Age Pension, Family Tax Benefits, etc.). If you are in crisis or financial hardship, Centrelink itself can assist through programs like the Crisis Payment (a one-off payment for extreme circumstances such as family violence or homelessness) and Advance Payments (an advance on your benefit that you repay later). Centrelink also has social workers available to support clients in difficult situations and can refer you to other services. Contact: 13 24 68 (Centrelink main enquiries) or use your MyGov account online. For Crisis Payments or urgent matters, visit a Centrelink Service Centre or call the specific Centrelink line for your payment type (e.g. 132 850 for JobSeeker). Cost: Free – Centrelink services are free; any payments or loans provided are interest-free (you just repay advances via benefit deductions).

Welfare Rights and Advocacy Service (WA)

A community legal centre that specialises in Centrelink and social security issues. They provide independent advice, assistance and advocacy to people who are having problems with Centrelink – for example, if your payment has been cut off, you've been treated unfairly, need to appeal a decision or debt, or aren't sure of your entitlements. They also help with matters related to Centrelink prosecutions and disputes with the Family Assistance Office. Contact: (08) 9328 1751, or visit wraswa.org.au. Cost: Free service (no charge). Eligibility: open to anyone in WA with Centrelink issues, with priority to those on low or no income. (They may do an initial intake assessment by phone to understand your issue.)

Wellbeing and Counselling Services in Western Australia

24/7 National Helplines (Accessible in WA)

Lifeline: A 24/7 crisis counselling and suicide prevention helpline offering free, confidential support by phone. Contact: 13 11 14 (available 24 hours).

Beyond Blue: Provides 24/7 free counselling and mental health support, especially for depression and anxiety. Contact: 1300 22 4636 (national helpline, 24/7).

Suicide Call Back Service: A nationwide 24/7 service offering phone counselling for people feeling suicidal or in crisis, as well as those supporting them. Contact: 1300 659 467 (free, 24/7).

Kids Helpline: Australia's only free 24/7 counselling service for children and young people (ages 5–25). Provides confidential phone and online counselling for any issue. Contact: 1800 55 1800 (24/7).

1800RESPECT: The national sexual assault, domestic and family violence counselling service, offering free and confidential support 24/7. Contact: 1800 737 732 (24/7 helpline).

MensLine Australia: A professional support line for men dealing with relationship or mental health issues. Offers 24/7 confidential counselling via phone or online. Contact: 1300 78 99 78 (24/7).

13YARN: A dedicated 24/7 crisis support line for Aboriginal and Torres Strait Islander people, staffed by Indigenous counsellors. Contact: 13 92 76 (free, 24/7).

QLife: An anonymous, free LGBTIQ+ peer support and referral service available every day in the evenings. It offers telephone and webchat support for issues around sexuality, identity, and relationships. Contact: 1800 184 527 (3pm–midnight AEST, daily).

Open Arms – Veterans & Families Counselling: A national service providing free counselling and mental health support to current and former ADF members and their families. Contact: 1800 011 046 (free, confidential, 24/7 helpline).

SANE Australia Helpline: Offers phone and online counselling for people affected by complex mental health issues (such as schizophrenia, bipolar) and their families. Contact: 1800 187 263 (national helpline; free).

WA Government Mental Health Services

Mental Health Emergency Response Line (MHERL)

A 24-hour crisis line for people in the Perth metro area experiencing a mental health emergency (answered by mental health clinicians). Contact: 1300 555 788 (Perth metro); for Peel region 1800 676 822; for rural areas, Rurallink 1800 552 002 (after-hours). This free service provides crisis assessment, support, and referrals to appropriate care.

Here For You Support Line

A state-run support line (7am–10pm every day) for anyone in WA seeking advice or help regarding mental health, alcohol, or other drug issues. It's free and confidential. Contact: 1800 437 348.

CAMHS Crisis Connect

A 24/7 telephone service for children and adolescents in WA (operated by specialist mental health nurses) providing mental health advice, crisis support, and referrals. This free service is tailored for young people up to 18 years old. Contact: 1800 048 636 (24/7).

Alcohol and Drug Support Line (WA)

A free 24/7 helpline for anyone concerned about their own or someone else's alcohol or drug use. Contact: (08) 9442 5000 (Perth metro) or 1800 198 024 (country toll-free). There is also a Parent and Family Drug Support Line for families concerned about a loved one's substance use (available 24/7 at (08) 9442 5050 or 1800 653 203).

Crisis Care Helpline

A 24-hour Western Australian government telephone service for people in crisis needing urgent help with child protection or family issues (e.g. domestic violence, homelessness, welfare emergencies). Contact: (08) 9223 1111 or 1800 199 008 (country free call). This service is staffed by qualified caseworkers who can provide counselling, information and referrals to emergency accommodation or other supports.

Women's Domestic Violence Helpline

A state-wide 24/7 helpline offering support for women (with or without children) experiencing family and domestic violence. It provides free counselling, safety planning, referral to women's refuges or other services, and can assist with police liaison if needed. Contact: 1800 007 339 (free call, 24/7).

Men's Domestic Violence Helpline

A WA 24/7 service for men who are concerned about their own violent or abusive behavior, or male victims of family violence. The service offers free counselling, information, and referrals to face-to-face programs to help men change their behavior, as well as support for male victims. Contact: 1800 000 599 (free call, 24/7).

Youth and Student-Focused Support Services

Headspace

Australia's National Youth Mental Health Foundation providing early intervention services for youth ages 12–25. headspace offers free or low-cost counselling and support for mental health, substance use, and general wellbeing. Young people can access support via phone or online, and through 21 headspace centres across WA for in-person help. Contact: 1800 650 890 (headspace InfoLine, available daily).

Youth Focus

A WA-based not-for-profit that provides free professional counselling and mental health services for young people aged 12–25. No GP referral or mental health plan is required to access Youth Focus – young people (or their families) can self-refer and receive help at no cost. Services are offered across metro and regional WA (including via phone or web for those unable to attend in person). Contact: (08) 6266 4333 (office line) – Youth Focus will arrange counselling appointments promptly.

University Counselling Services

All major WA universities offer free and confidential counselling to their enrolled students. For example, The University of Western Australia's Counselling and Psychological Services provides professional support at no charge to students (weekday business hours). Similar services exist at Curtin University, Murdoch

University, ECU, Notre Dame, and other institutions – students can usually book appointments through their campus wellness or student support center. These services are designed to help with study stress, anxiety, depression, or any personal issues affecting student wellbeing. (Check your institution's student support page for details and contact numbers.)

Kids Helpline (Youth Line)

As noted above, Kids Helpline is available 24/7 for children and young people up to age 25. It provides free phone, email, and web-chat counselling on any issue – from mental health concerns to relationships or school stress. Contact: 1800 55 1800.

ReachOut Online

While not a counselling service by phone, ReachOut is a free online mental health platform for youth that offers forums, self-help resources and anonymous peer support. Young people in WA can use ReachOut's website 24/7 for information on coping skills, personal stories, and to ask questions of the community. (Visit reachout.com – no appointment needed.)

Community Counselling Centres and Services (WA)

Anglicare WA Counselling

Anglicare WA offers a range of counselling services for individuals, couples, families and children across Western Australia. Areas of support include relationship issues, family conflict, grief, trauma, and abuse. Services are provided in person or by phone at multiple locations (Perth metro offices in East Perth, Joondalup, Gosnells, Rockingham and regional offices such as Albany, Broome, Karratha and others). Contact: 1300 114 446 to be connected to an office near you. Fees: Anglicare's counselling is low-cost, and in some cases free or donation-based, with provisions for those who are financially disadvantaged (no one is turned away due to inability to pay).

Centrecare WA

Centrecare is a well-established not-for-profit that provides general counselling and support services for people of all ages. They offer individual, family, and couples counselling on issues such as mental health, family violence, homelessness, and other personal difficulties. Centrecare has offices in the Perth metro area (e.g. Perth, Joondalup, Gosnells, Cannington) and regional centres. For example, Centrecare Joondalup provides counselling for individuals, couples and families in that region. Contact: (08) 9300 7300 (Joondalup) or see centrecare.com.au for other locations. Fees: Centrecare services are subsidized – typically a low-cost fee or donation is requested, with concessions available (they strive to ensure affordability).

Relationships Australia WA

Relationships Australia (RA) offers counselling focused on relationships, family dynamics, and personal wellbeing. RA-WA's professional counsellors can assist with couple and marriage issues, family conflict, separation, parenting, as well as individual counselling for mental health or trauma. Services are available in many locations across WA. Contact: 1300 364 277 (this single number connects to RA in WA). Fees: RA is a not-for-profit – sessions are charged on a sliding scale based on income, and they offer affordable rates; some programs may be free for those in need.

Women's Health & Family Services (WHFS)

A community organisation providing counselling and support specifically for women (including those with young children). They address issues such as perinatal depression, anxiety, past trauma, domestic violence recovery, and general wellbeing. WHFS operates the Perth Women's Centre in Northbridge and a hub in Joondalup, among other outreach locations. Both individual and group counselling are offered in a safe, female-oriented environment. Contact: Northbridge office (08) 6330 5400; Joondalup office (08) 9300 1566. Many services are free or low-cost (funded by government grants), especially for health care card holders or those on low income.

Sexual Assault Resource Centre (SARC)

SARC is a WA Health service that provides free specialist counselling and crisis support to people who have experienced sexual assault or sexual abuse. They have a 24/7 emergency line for recent sexual assaults (to arrange medical care and crisis counselling) and offer therapeutic counselling for past or recent sexual trauma. This service is available to people of all genders aged 13 and over. Contact: (08) 6458 1828 or 1800 199 888 (24-hour toll-free). All SARC services are free of charge, and they can also assist with police reporting if the client chooses.

Carers WA Counselling

Carers WA is the peak support organisation for carers in Western Australia. They offer counselling and advisory services to anyone in a caring role (looking after a family member or friend who is ill, elderly, or has disability/mental health needs). Carers WA provides free phone counselling during business hours to help carers manage stress, burnout, or emotional challenges. Contact: 1800 007 332 (Carers WA counselling line, Mon–Fri) or 1300 227 377 for general enquiries. (Carer Gateway 1800 422 737 is also available for national support.) These services are free for carers.

WESTERN AUSTRALIAN FIRST NATIONS EDUCATION SUPPORT SERVICES

Academic Enrichment and Mentoring Programs

Polly Farmer Foundation

Follow the Dream: A not-for-profit Indigenous-led program providing after-school academic tutoring and mentoring to Aboriginal students across WA. Follow the Dream supports First Nations students in completing primary and secondary schooling by offering individualized tutoring up to four times a week and mentoring that improves performance across the curriculum. Students receive Personalised Learning Plans, university campus visits, career camps and cultural enrichment activities to broaden their horizons. Operated in partnership with the WA Department of Education, Follow the Dream has sites statewide (metro and regional schools). Contact: Polly Farmer Foundation Head Office (29 West Pde, Perth WA 6000, Tel: (08) 9443 7260, Email: pff@pff.com.au), Website: pff.com.au.

Clontarf Foundation (Clontarf Academies)

An Indigenous-founded program using sport (Aussie Rules football) to engage Aboriginal and Torres Strait Islander boys in education. Clontarf operates “academies” embedded in many WA secondary schools to improve education, life skills, self-esteem and employment prospects for young Indigenous men. Full-time Clontarf mentors provide training, personal development, and a supportive male environment to encourage school attendance and Year 12 completion. Started in WA in 2000, Clontarf now runs 162 academies nationally (with a strong presence across regional and metro WA) supporting over 12,000 boys. Contact: Clontarf Foundation Central Office (Mckay St, Bentley WA 6102, Tel: (08) 9356 2500, Email: contact@clontarffoundation.com.au), Website: clontarf.org.au.

Stars Foundation (Girls Engagement Program)

A school-based engagement and mentoring program for Aboriginal and Torres Strait Islander girls and young women. Since 2015, Stars has provided full-time, in-school support in participating WA schools. Its mission is to enable Indigenous girls to realize their full potential by improving education and health outcomes. Stars mentors (women) create a “Stars Room” – a dedicated culturally safe, warm environment on campus where girls feel nurtured and inspired. The program focuses on building self-esteem, school attendance and Year 12 completion, and offers activities in healthy lifestyles, wellbeing, culture, community and leadership. Stars operates in several Perth and regional high schools (e.g. Geraldton SHS, Esperance SHS, Coodanup College, etc.). Contact: via participating schools or Website: starsfoundation.org.au.

Waalitj Foundation – Deadly Sista Girlz

Formerly known as the Wirrpanda Foundation, this Indigenous-led organisation in WA runs the Deadly Sista Girlz (DSG) program for Aboriginal girls. DSG is a culturally appropriate mentoring program designed to improve school attendance and educational attainment among First Nations girls. It is led by strong

Aboriginal female role models who provide daily support, guidance and empowerment, helping girls make informed decisions about health, education and future careers. DSG creates a stable, culturally safe space in schools with trusted mentors on-site to build confidence, cultural pride, and life skills. The program currently operates in numerous WA schools (e.g. Fremantle College, Broome's St Mary's College, Northam SHS, Albany SHS, etc.) and has reached hundreds of girls. Location: Headquartered in Perth (Lathlain) with regional offices (East Vic Park, Kalgoorlie, Wiluna, Onslow etc.). Contact: Waalitj Foundation (42 Bishopsgate St, Lathlain WA, Tel: (08) 9242 6700, Email: admin@wf.org.au), Website: wf.org.au.

Australian Indigenous Mentoring Experience (AIME)

AIME is a national mentoring initiative active in WA that connects Indigenous high school students with volunteer university student mentors. The program's structured tutoring and mentoring "yarn" sessions strengthen students' literacy and numeracy skills and build self-belief. AIME's mantra is "No shame at AIME," fostering a safe, positive environment where students are empowered to succeed. Participating WA universities (like Murdoch, UWA, Curtin) host AIME days on campus, exposing Aboriginal students to uni life, cultural activities, leadership workshops and ongoing mentor support. AIME has a 15+ year history of significantly improving Indigenous school completion rates across Australia. Contact: via aimementoring.com or university Indigenous offices.

MADALAH (Municipal Services and Development Aboriginal Corporation)

MADALAH is a First Nations-led scholarship organisation providing secondary and tertiary education scholarships for Indigenous students in WA. It offers financial support and wrap-around services for Aboriginal students to attend leading WA boarding schools or universities. By enabling access to quality education, MADALAH aims to foster generational change, self-determination and strong future leaders. The program also includes mentoring and pastoral care for scholarship recipients throughout their studies. Location: Headquartered in Bentley, WA. Contact: MADALAH (Suite 4, 16 Brodie Hall Dr, Bentley WA 6102, Tel: (08) 6153 0753), Website: madalah.com.au.

AISWA Future Footprints Program

An initiative of the Association of Independent Schools of WA supporting Aboriginal boarders from remote/regional communities who attend Perth independent schools. Future Footprints partners with 18 boarding schools in Perth to ensure Indigenous students feel a sense of belonging, cultural pride and positive engagement in their education. The program operates on a family-style peer support model – students, families, schools and community work together. It provides mentoring, leadership activities, an annual Welcome to Country event for new students, cultural excursions, a dedicated careers expo, and ongoing pastoral support. The goal is to improve educational outcomes and post-school opportunities for First Nations students, while honoring their identity and heritage. Contact: AISWA Future Footprints (Lead Aboriginal Education Consultant – Andrew Beck, ph. 0427 663 035), Website: ais.wa.edu.au/future-footprints-program.

Aboriginal Independent Community Schools (AICS Network)

WA has 15 Aboriginal-governed independent schools, mostly in remote regions (Kimberley, Pilbara, Murchison, Goldfields, Great Southern). These community-run schools (e.g. Yakanarra, Purnululu, Wongutha CAPS, Karalundi, etc.) deliver mainstream education in culturally nurturing environments where learning is grounded in cultural identity, local language, and a sense of belonging to Country. Each AICS is managed by an Aboriginal board and staffed largely by local community members, ensuring programs are tailored to community aspirations. The network has dramatically improved literacy outcomes over the past decade and contributes to community wellbeing and social functioning. Service coverage: Various remote communities across WA (see AICS map on AISWA site). Contact/Info: Through AISWA AICS Support (AISWA office in Osborne Park, WA, Tel: (08) 9441 1600).

Culturally Safe Learning Initiatives

Early Years Programs (KindiLink and PaL)

KindiLink is a WA Department of Education "play-and-learn" initiative for Aboriginal children aged 0–3 and their parents/caregivers. Held at dozens of primary schools statewide, KindiLink sessions engage families in play-based early learning with a cultural focus, strengthening children's social, language, and readiness skills in a comfortable setting. It also builds trust between schools and Aboriginal families by involving Elders and Aboriginal staff in program delivery. Parents and Learning (PaL) is a home-based early literacy program run by Ngala in the Midwest/Gascoyne region. PaL provides Aboriginal families with weekly resource kits (storybooks, games) delivered by local Aboriginal tutors who coach parents on fostering their 3–5 year-old's learning. This empowers parents as first teachers and builds community capacity, with tutors leveraging local language and cultural knowledge. Locations: KindiLink operates in 30+ schools across WA; PaL is active around Geraldton and Carnarvon. Contact: Local participating schools for KindiLink; Ngala PaL (Geraldton office Tel: (08) 9921 4477).

PALS (Partnership, Acceptance, Learning, Sharing) Program

An initiative of the WA Government that provides grants and resources for schools to develop projects promoting Aboriginal culture, reconciliation, and cultural understanding. PALS encourages all WA schools (primary and secondary) to partner with local Aboriginal communities, Elders, artists, and language speakers on student-led projects that build respect, improve cultural knowledge, and foster a culturally safe school environment. Example PALS projects include creating bush tucker gardens with Elders, Noongar language lessons, cultural art murals, and NAIDOC events. By involving Aboriginal mentors and knowledge holders, PALS projects give First Nations students pride in their heritage and educate non-Indigenous peers, contributing to more inclusive, culturally safe learning spaces. Coverage: Statewide (annual grants to multiple schools). Info: dlgc.wa.gov.au/pals (Department of Local Govt, Sport and Cultural Industries – PALS Program).

Cultural Education and Elders Programs

Many WA schools and TAFEs employ Aboriginal and Islander Education Officers (AIEOs) or cultural mentors to support First Nations learners. For instance, some schools have "Elders in Residence" or invite local Elders for regular yarning sessions, storytelling, and pastoral care. This provides students with role models and a culturally safe outlet. The Department of Education's Aboriginal Advisory Body guides schools on culturally-responsive practice, ensuring curricula and school policies respect Indigenous perspectives. Additionally, Reconciliation Action Plans (via Narragunnawali) are used by schools and early learning centres across WA to embed cultural safety and inclusion in the learning environment. These community-led and policy initiatives collectively ensure that First Nations students feel their identity and culture are respected at school. (These programs are often school-specific; contact individual schools or the Department of Education for details.)

TAFE Aboriginal Student Support Centres

All public TAFE colleges in WA have dedicated Indigenous support units that create culturally safe spaces and services for Aboriginal students in vocational education. For example, North Metropolitan TAFE's "Koolark Centre for Aboriginal Students" (Perth and Joondalup campuses) – "Koolark" means "home" in Noongar – provides a home-like gathering place where Aboriginal students can receive mentoring, course advice, tutoring, and cultural support. Trained Aboriginal mentors and support officers assist with everything from enrolment, ABSTUDY paperwork, to linking students with external services. Similarly, South Regional TAFE's Aboriginal Programs team supports students across Noongar country with tutoring, mentoring, study skills and advocacy with lecturers in a culturally sensitive, confidential manner. These services help Indigenous learners navigate training pathways while honouring family and cultural obligations (e.g. flexible leave for Sorry Business). Locations: e.g. Koolark Centres in Perth (30 Aberdeen St) and Joondalup, Aboriginal support units at Central Regional TAFE (Geraldton, Kalgoorlie campuses), North Regional TAFE (Kimberley/Pilbara campuses), etc.. Contact: Via each TAFE college (e.g. NM TAFE Koolark Tel: 08 9428 0340, Email: koolark@nmtafe.wa.edu.au).

University Indigenous Centres

Western Australian universities host Indigenous support centres that ensure culturally safe tertiary environments and provide tailored services to First Nations students. For example, UWA's School of Indigenous Studies (SIS) offers an on-campus common space, academic tutoring, mentoring, and an Elder-in-Residence for Aboriginal students, as well as outreach programs for high schools. Curtin University's Centre for Aboriginal Studies and ECU's Kurongkurl Katitjin similarly deliver support programs, scholarships, cultural counseling and Bridging/Enabling courses for Indigenous entrants. Murdoch University's Kulbardi Aboriginal Centre and Notre Dame's Indigenous Student Support Office provide tutoring, orientation, and a cultural "home base" on campus. These centres connect students with mentors, arrange access to elders, run wellbeing workshops, and celebrate cultural events (e.g. National Reconciliation Week, NAIDOC) – all contributing to a more inclusive and supportive learning journey. Contact: Through each university's Indigenous centre (e.g. Kulbardi Centre at Murdoch, Tel: (08) 9360 2128; UWA SIS Tel: (08) 6488 3428).

Wellbeing and Community-Led Initiatives

Yorgum Healing Services

An Aboriginal community-controlled organisation in WA offering culturally secure counseling, therapy, and healing programs. Yorgum provides trauma-informed support to Aboriginal children, young people and families dealing with issues like child abuse, family violence, grief, and other social/emotional challenges. Services include one-on-one counseling (by Aboriginal psychologists and counselors), yarning circles, and therapeutic group programs that acknowledge intergenerational trauma and cultural strengths. Yorgum's approach is holistic – incorporating cultural practices, family involvement and an understanding of the ongoing impacts of colonisation. Programs such as the Indigenous Healing Service (Perth metro and Great Southern) support young people recovering from abuse or domestic violence in a culturally appropriate way. Yorgum also delivers social and emotional wellbeing (SEWB) programs to address trauma, mental health, self-harm risk and suicide prevention in the community. Location: Head office in East Perth with outreach in Northam, Great Southern (Albany) and other regions. Contact: Yorgum 1800 469 371 (free call), Website: yorgum.org.au.

13YARN Crisis Support Line

13YARN (Dial 13 92 76) is Australia's first 24/7 crisis support hotline staffed by Aboriginal and Torres Strait Islander counselors, providing a culturally safe space for First Nations people going through tough times. Available statewide (and nationally), 13YARN allows Indigenous callers in distress – whether facing depression, anxiety, suicidal thoughts, or any trauma – to "yarn" with a trained Indigenous crisis supporter who can listen without judgment and understand their situation culturally. The service is free, confidential, and accessible from any phone. By being Indigenous-led, 13YARN ensures callers speak with someone who shares cultural context and can connect them to further support if needed. Coverage: All of WA (24 hours). Contact: Phone 13 92 76 (anytime), Website: 13yarn.org.au. (For non-crisis support, see also Yarning It Up programs at local Headspace centers, which offer youth mental health services with cultural engagement.)

Yiriman Project (Kimberley)

A renowned community-led cultural youth program based in the West Kimberley. Conceived by Elders from Nyikina, Mangala, Karajarri and Walmajarri communities, Yiriman takes at-risk Aboriginal youth on Country for extended cultural camps. Led by Elders and cultural mentors, the project aims to address issues like youth suicide, self-harm and substance abuse by reconnecting young people with culture, Law and land. On Yiriman trips, teens learn traditional skills, hear Creation stories, and participate in men's or women's law practices in remote, significant places far from negative influences. This intergenerational healing builds pride, identity and wellbeing. The outcomes are improved mental health, confidence and reduction in antisocial behavior, as noted by both community and justice agencies. Yiriman is auspiced by the Kimberley Aboriginal Law and Culture Centre (KALACC) and has won an Indigenous Governance Award for its effective elder-led structure. Location/Service: West Kimberley region (Fitzroy Valley and surrounds). Contact: via KALACC (Fitzroy Crossing Office, Tel: 08 9191 5317), Info: kalacc.org/projects/yiriman-project.

Community-Based Education Centres

Across WA, various Aboriginal community-controlled organisations support education and training in culturally safe ways. For example, Ngalla Maya (in Perth) provides education, training and mentoring for formerly incarcerated Aboriginal people to help them gain qualifications and employment. Wunan Foundation (East Kimberley) runs career pathways and boarding facilities for Indigenous students from remote communities, alongside financial literacy and life-skills programs for youth. Wirrpanda Foundation's other programs (Waalitj Hub) include the Onslow Education Engagement Initiative and Wiluna "EEAI" program, which work with remote schools and families on case-managed support to boost school attendance and attainment. These programs often take a holistic, family-inclusive approach – e.g. providing transport, meals, uniforms, and referrals for parents – to break down barriers to education. Additionally, Aboriginal-run youth centres (like Kununurra's MG Corporation youth programs or Geraldton's Yamaji mentoring) and cultural arts groups (e.g. Yirra Yaakin Theatre's youth workshops) contribute to keeping First Nations youth engaged in positive, culturally affirming activities. Service coverage: Varies by program (Onslow, Wiluna, Kimberley, metro etc.). Contact: Refer to each organisation (e.g. Waalitj Foundation for Onslow/Wiluna; Wunan in Kununurra).

SUPPORT SERVICES FOR FIFO MINING WORKERS (WA/AUSTRALIA)

Peer Support and Industry Programs

Mining-focused peer-support and mental-health programs train workers to help each other. For example, MATES in Mining (WHO-recognised suicide-prevention program) offers a 24/7 Helpline (1300 642 111) and on-site training for FIFO workers and families. Lifeline WA's Resourceful Mind program (with the Chamber of Minerals & Energy WA) provides free peer-support training ("Minders") for resource-sector workers; it includes access to Lifeline's 24/7 counselling line (13 11 14) for participants. Similarly, Resource Minds (Rural & Remote Mental Health) offers evidence-based workplace mental-health workshops and "Peer Presenter" training for mines – contact RRMH on 1300 515 951 (info@rrmh.com.au) to inquire (free to employers).

Crisis Counselling Hotlines

A range of 24/7 crisis lines serve FIFO workers. For acute crises or suicidal feelings, Lifeline (13 11 14) offers 24/7 support. MensLine Australia (1300 78 99 78) is a 24/7 counselling line for men. The Suicide Call Back Service (1300 659 467) provides 24/7 professional counselling via phone or online. Beyond Blue operates a 24/7 support line (1300 22 46 36) for anxiety, depression and emotional support. In Western Australia, the Mental Health Emergency Response Line (MHERL) offers 24-hour crisis support by trained clinicians – call 1300 555 788 (Perth metro) or 1800 676 822 (Peel).

Company and Union Resources

Most major mining employers fund Employee Assistance Programs (EAPs) that offer free, confidential counselling for staff (and often immediate family). For example, BHP employees can access Converge International's EAP at 1300 687 327 or toll-free 1800 247 7877 (free for employees/family). Fortescue provides a free EAP available 24/7 to all workers and families, plus on-site chaplaincy and wellness teams. Rio Tinto likewise offers a global EAP with professional support on financial, legal or personal issues (covering nearly all employees and families). Unions in mining/energy also provide help lines. For instance, AMWU members (mining and manufacturing union) and their families can use the AMWU Care Line – 1800 206 316, 24/7 free counselling.

Financial Counselling and Practical Support

Financial stress is common in FIFO life, so free debt/finance counselling is available. Anglicare WA provides free state-wide financial counselling (individuals/families) – contact 1300 11 44 46. The National Debt Helpline (1800 007 007) offers free, confidential debt advice and budgeting help nationwide. Many EAPs or union case managers can also refer workers to these services. (Industry charities like Miners' Promise also offer crisis relief to mining families, though contact info and details can be found via industry channels.)

KEY SUPPORT SERVICES FOR AUSTRALIAN VETERANS

Government Veteran Services

Department of Veterans' Affairs (DVA)

The federal agency administering veteran health care, compensation, rehabilitation and welfare programs. Offers services such as pensions, treatment (e.g. Non-Liability Health Care for mental health), home care and transition support. General enquiries: 1800 VETERAN (1800 838 372); website: dva.gov.au. Most DVA benefits (counselling, health care, home help) are free or subsidised for eligible veterans.

Veterans' Home Care (VHC)

A DVA in-home support program providing domestic assistance, respite care and personal care to help veterans live independently at home. Contact an assessment agency on 1300 550 450 to arrange services; more info at dva.gov.au. Small co-payments may apply, but the program is heavily subsidised.

Veterans' and Families' Hubs (DVA)

Community centres (often run by state health or ex-service organizations) offering integrated support (wellbeing, advocacy, employment, housing advice, social activities, etc.) under one roof. Locations vary by state (see DVA website). Services at Hubs are usually free or low-cost to veterans and families.

Mental Health and Wellbeing Services

SMEAC Inc.

SMEAC Inc. is a Queensland-based, veteran-founded not-for-profit organisation that supports Australian Defence Force (ADF) veterans and first responders transitioning to civilian life. SMEAC fosters a non-clinical, community-based environment that encourages mental resilience and personal growth, helping individuals reconnect with their identity and support networks. May be contacted via email at info@smeac.org.au or by calling 0451 117 184. Website: www.smeac.org.au

Open Arms – Veterans & Families Counselling

A national DVA-funded service providing free, confidential 24/7 mental health counseling and support to current/former ADF members and their families. Offers individual, couple and family therapy, group programs (e.g. Stepping Out), peer support and online resources. Contact 1800 011 046 (free helpline, 24/7); website: openarms.gov.au. Services are free to veterans and dependants.

Mates4Mates

A veteran-focused charity (part of RSL Queensland) helping wounded and ill ADF personnel and families reconnect and recover. Provides free support including mental health treatment, physical rehabilitation (physiotherapy, exercise programs), social activities and "Skills for Recovery" courses. Phone 1300 4 62837; website: mates4mates.org. All services are free to participants.

Soldier On

National nonprofit offering holistic recovery programs for current and ex-ADF members and families. Services include mental health programs, physical health (fitness/rehab), mentoring, education/employment assistance and social connection activities. Enrollment is free for veterans. Contact 1300 620 380; website: soldieron.org.au.

ADF All-Hours Support Line (Safe Zone)

A 24/7 crisis helpline for serving and ex-serving ADF members and families, providing confidential support and referral. Call 1800 628 036 (free). (This is separate from Open Arms and is run by Defence.) Other general crisis lines (e.g. Lifeline 13 11 14) also serve veterans in crisis.

Housing and Homelessness Assistance

Veteran Housing Australia (VHA)

A charitable organization providing crisis and transitional accommodation for homeless or at-risk veterans, along with wraparound support (mental health referrals, job guidance, financial counseling). The goal is stable, long-term housing for veterans. Contact the VHA office at Hawthorn VIC: (03) 9629 2648; website: veteranhousing.org.au. Services (accommodation and support) are free or low-cost for veterans.

Returned & Services League (RSL)

Australia's largest ex-service organization, with a national office and local sub-branches. RSL provides peer support, welfare advice and advocacy on issues including housing and homelessness. The RSL runs targeted veteran homelessness programs and works with government and community agencies to place veterans in accommodation. Contact RSL Australia (national office): (02) 6280 4079; website: rslaustralia.org. Membership is voluntary and the advocacy/support services offered by RSL sub-branches are free.

Peer and Community Support

Legacy Australia

A national charity supporting families of veterans who died or were incapacitated. Provides social and financial assistance (grants, educational support, advocacy) to widows/widowers and dependants of veterans. Contact 1800 LEGACY (1800 534 229); website: legacy.com.au. Legacy's services are free for eligible families.

Ex-Service Organisations (ESOs)

Includes groups like RSL, Legacy, Vietnam Veterans' Association, etc. Trained ESO advocates provide free claims help and welfare support to veterans. A list of advocacy contacts is on the DVA Advocacy Register. (No fees are charged by recognised ESO advocates.)

Legal Aid and Advocacy

Defence and Veterans Legal Service (DVLS)

A national free legal advice service (through National Legal Aid) assisting ADF members and veterans (and their families) on veterans' entitlements, superannuation, abuse claims and Royal Commission matters. Independent of DVA/Defence. Contact free helpline 1800 33 1800; website: defenceveteranslegalservice.org.au. DVLS advice is free.

Legal Aid Commissions (state/territory)

Each Legal Aid office can assist eligible veterans and families with some free legal advice on DVA claims, entitlements or family law. Eligibility rules vary by state. Contact your state Legal Aid office (e.g. Legal Aid NSW 1300 888 529; others via legaid.gov.au).

Veterans' Advocacy Service (Legal Aid NSW) – (Example) A specialist service in NSW providing free legal information and representation to veterans/dependants on DVA entitlements, compensation, superannuation and related issues. (Other states may have similar veteran help lines.)

Employment and Transition Services

Veteran Employment Program (DVA)

Offers free career-planning and employment advice to veterans and their families. Services include résumé help, interview prep, skills workshops and lists of veteran-friendly employers. Website: veteransemployment.gov.au. (No cost.)

ADF Career Transition Support

Before discharge, ADF members can access Defence Transition Centres and programs (e.g. Stepping Out workshops) to plan their civilian careers. Defence's Career Transition Training Program (CTTP) provides

funding for approved education/training for exiting members. (Contact your unit's Transition Coach or Defence Career Transition Centre; details on defence.gov.au.)

DISABILITY SUPPORT SERVICES FOR VET LEARNERS IN WESTERN AUSTRALIA

Western Australian RTOs must provide inclusive support (e.g. assistive technology, extra tutorials, assessment adjustments) so that students with disability can participate fully. The following government and community services offer disability assessments, technology, inclusive-education training and advocacy to help RTOs meet these obligations:

Communities Inclusion Connection Team (CICT) (Dept. of Communities)

A WA government service offering person-centred navigation and case management for people with disability. CICT helps individuals and families access mainstream and specialist services (housing, employment, therapy, etc.) through advocacy and planning. Contact: 1800 622 258, InclusionConnect@communities.wa.gov.au. RTO relevance: CICT can refer RTO students and families to appropriate supports and coordinate services for learners with complex needs.

Neurodevelopmental Disability Assessment Service (NDAS)

WA Dept. of Communities diagnostic service for autism and intellectual disability. It "provides diagnostic assessment services for individuals to determine if they have autism spectrum disorder or an intellectual disability" and determines eligibility for state disability supports. Contact: (08) 6414 1444, email assessment@communities.wa.gov.au. RTO relevance: NDAS assessments help RTOs and students obtain formal diagnoses (e.g. ASD, ID) that justify reasonable adjustments and support plans.

National Disability Insurance Scheme (NDIS)

Australia's federal disability funding program. NDIS funds (for eligible participants) can cover assistive technology, support workers, training aids and other services. (In WA, the NDIS is managed by the NDIA.) Contact (Participants): 1800 800 110. RTO relevance: Students with NDIS plans may use their funding for education-related supports (equipment, specialised instruction, transport) that assist their VET training.

People with Disabilities WA (PWDWA)

The state-wide peak disability advocacy organization. PWDWA offers individual and systemic advocacy, advice and training on inclusive practices for organizations. It provides "consultancy and advisory services" including training on best-practice disability inclusion. Contact (Perth): (08) 6243 6948, Country callers 1800 193 331, email admin@pwdwa.org (Suite 13, 213 Wright St, Cloverdale WA). RTO relevance: PWDWA can train RTO staff on reasonable adjustments and inclusive teaching, and can advocate for students (e.g. in complaints or planning).

Youth Disability Advocacy Network (YDAN)

A not-for-profit run by and for young people with disability. YDAN provides peer advocacy, training and consulting on disability inclusion for youth services and schools. They offer workshops and "access audits" to help organizations create inclusive environments. Contact: (08) 6164 9825, email hello@ydan.com.au. RTO relevance: YDAN can advise RTOs on engaging and supporting young students with disability, and advocate on their behalf.

Kiind (formerly Kalparrin)

A family-led WA organization supporting parents of children with disability. Kiind offers peer support, information and advocacy to connect families with services. Contact: (08) 6164 9806. RTO relevance: Kiind can assist RTOs by referring families (including school-to-VET students) to inclusive education resources and by helping parents navigate support for their child's education.

VisAbility WA

A major Western Australian charity for people with vision impairment. VisAbility provides rehabilitation, living skills and assistive-technology training for blind/low-vision clients, plus NDIS-funded equipment and services. Its mission is "supporting people with vision impairment across Western Australia to live the life they want, with confidence". Contact: (08) 9311 8202 or 1800 847 466, email info@visability.com.au,

address 61 Kitchener Ave, Victoria Park. RTO relevance: VisAbility can supply adaptive technologies (screen readers, magnifiers) and training so visually impaired VET learners can access course materials and assessments.

AbilityWA (AbilityTECH)

WA's large disability service provider. Its AbilityTECH team offers specialised advice on assistive technology (AT) for people with disability. For example, therapists can recommend and set up technology (computers, communication aids) to help students learn. Contact: 1300 106 106, email info@abilitywa.com.au (address: 106 Bradford St, Coolbinia). RTO relevance: AbilityTECH can advise RTOs and students on selecting and implementing AT (software, devices) and liaise with NDIS for equipment funding.

Telethon Speech & Hearing (TSH)

A Perth-based charity providing audiology, speech and language therapy to children. TSH "supports children throughout Western Australia with hearing loss, speech and language difficulties". Contact: +61 8 9387 9888, email speech@tsh.org.au (36 Dodd Street, Wembley). RTO relevance: For VET students with hearing impairment, TSH can provide hearing tests, hearing aids and communication support, helping them participate in class.

Edge Employment Solutions

A not-for-profit employment and training service for people with disability. Edge (an NDIS provider) offers customized on-the-job support, job coaching and skills training to help learners transition into work. (They also run "Project Employment" for school leavers with disability.) Contact: 1300 253 065. RTO relevance: Edge can partner with RTOs to provide workplace modifications, support trainees with disability during work placements, and bridge to employment after training.

Organisation	Description	Hotline	Website
Mates in Construction	MATES provides suicide prevention through community development programs on sites, and by supporting workers in need through case management and a 24/7 help line	1300 642 111	https://mates.org.au/construction
Open Arms	Veterans & Family Counselling was founded by Australia's Vietnam veterans. It is Australia's leading provider of mental health assessment and counselling for Australian veterans and their families.	1800 011 046	https://www.openarms.gov.au/
1800RESPECT	National sexual assault, domestic and family violence counselling service. Provides support for people experiencing, or at the risk of experiencing, violence and abuse, their friends and family, and professionals	1800 737 732	https://www.1800respect.org.au/
Beyond Blue	Australian mental health and wellbeing support organisation providing support programs relating to a variety of mental illnesses	1300 224 636	https://www.beyondblue.org.au/
Kids Helpline	A free Australian telephone and online counselling service for young people aged between 5 and 25	1800 551 800	https://kidshelpline.com.au/
Lifeline Australia	Australian not-for-profit provider of 24-hour telephone, in person and online crisis support services.	13 11 14	https://www.lifeline.org.au/
Mens Line Australia	Telephone and online counselling service offering support for men in Australia	1300 789 978	https://mensline.org.au/
QLife	Provider of anonymous, LGBTI peer support, counselling and referral service for people of diverse sex, gender and sexuality	1800 184 527	https://qlife.org.au/
SANE Australia	National mental health charity supporting those affected by mental health issues through support, research and advocacy	1800 187 263	https://www.sane.org/
Suicide Call Back Service	An Australia-wide service providing 24/7 telephone and online counselling to people affected by suicide	1300 659 467	https://www.suicidecallbackservice.org.au/
The Butterfly Foundation	Provider of support services, treatment and resources for those with eating disorders and body image issues	1800 334 673	https://butterfly.org.au/
Rurallink (rural WA only)	Is an after-hours telephone service for people in rural and regional Western Australia experiencing a mental health crisis	1800 552 002	

Miners Promise	Is an independent not-for-profit organisation that provides practical, emotional and financial support following a significant crisis event or death across the Australian mining and resources sector	1300 124 014	https://www.minerspromise.org.au/

Organisation	Description	Website
Australian Psychological Society	Peak body for psychologists in Australia. Information available for the public, including Find a Psychologist service	https://www.psychology.org.au/
Black Dog Institute	Not-for-profit provider of clinically endorsed school, workplace and community programs	https://www.blackdoginstitute.org.au/
Headspace	Australian not-for-profit organisation for youth mental health, established by the Australian Government	https://headspace.org.au/
Head to Health	Resource provided by the Australian Government Department of Health which compiles free or low cost digital supports for mental health, including specific resources for supporting culturally and linguistically diverse people	https://headtohealth.gov.au/
Mental Health First Aid	Australian not-for-profit provider of mental health first aid education	https://mhfa.com.au/
Mind Australia	Australian community-managed specialist mental health service providers	https://www.mindaustralia.org.au/
National Mental Health Commission	Provider of independent policy advice and evidence on ways to improve Australia's mental health and suicide prevention system, and act as a catalyst for change to achieve those improvements	https://www.mentalhealthcommission.gov.au/
RUOK?	Suicide prevention charity, starting life-changing conversations and creating a more connected world	https://www.ruok.org.au/
Wellmob	Provider of social, emotional and cultural wellbeing online resources for Aboriginal and Torres Strait Islander People	https://wellmob.org.au/