



PMV Training

Quality Manual - Policies and Procedures

School of Engineering Australia Pty Ltd trading as PMV Training

RTO #51178

Project Management Vision RTO #52698

Version Modification History

Version	Date	By	Checked	Approved	Summary
7	01/2026	SS	SG	JA	Reformatted student handbook in line with company branding guidelines and 2025 RTO Standards.
6	02/2022	KP	GA	JA	Review and update of the entire manual
5	02/2019	GA	PA	JA	Revised RPL Policy
4	04/2018	GA	CH	JA	Revised Corporate Fee Policy
3	09/2017	GA	SG	JA	Revised Student Fee Policy
2	04/2017	BS	JA	JA	Revised Enrolment Policy to provide for students who fail to complete within the designated period.
1	08/2015	CH	JA	JA	Updated to incorporate additional requirements in the <i>Standards for RTOs 2015</i>
0	04/2014	JA	CH	JA	Initial release

Assessment Policy and Procedure

1. Purpose

This policy establishes PMV Training’s commitment to ensuring all assessment (including recognition of prior learning) is conducted in accordance with the Outcome Standards for NVR Registered Training Organisations (March 2025), particularly Standards 1.3, 1.4, 1.5, and 1.6. The policy ensures the assessment system is fit-for-purpose, produces accurate assessment judgements, and is conducted according to the principles of assessment and rules of evidence.

PMV Training is committed to:

- Maintaining an assessment system that is consistent with training product requirements
- Conducting assessment according to the principles of assessment: fairness, flexibility, validity, and reliability
- Making assessment judgements based on the rules of evidence: validity, sufficiency, authenticity, and currency
- Reviewing assessment tools prior to use to ensure quality
- Supporting VET students with prior skills and knowledge to seek recognition of prior learning
- Making reasonable adjustments for VET students with disability where appropriate
- Providing clear feedback and opportunities for reassessment
- Maintaining confidentiality of assessment outcomes
- Ensuring only competent VET students receive AQF certification documentation

This policy applies to:

- All nationally recognised training products on PMV Training’s scope of registration
- All forms of assessment including formative and summative assessment
- Recognition of prior learning (RPL) assessments
- All VET students enrolled in PMV Training programs
- All trainers and trainers conducting assessment on behalf of PMV Training
- All training delivery modes (face-to-face, online, blended, workplace-based)
- Third-party assessment delivery arrangements (if applicable)

3. Definitions

Term	Description
Assessment	The process of collecting evidence to determine whether a VET student has achieved competency in accordance with the training product requirements.
Assessment Judgement	The decision made by a trainer or trainer on whether a student has achieved competency against the training product standards.
Assessment System	A structured set of policies, procedures, and tools used to ensure assessments are valid, reliable, and consistent.
Competent	A VET student has demonstrated the required skills and knowledge to the standard specified in the training product.
Not Yet Competent (NYC)	A VET student has not yet provided sufficient evidence to demonstrate competency.
Recognition of Prior Learning (RPL)	An assessment process that evaluates a student’s existing skills, knowledge, and experience to determine competency.
Reasonable Adjustments	Changes to assessment methods or environments to support students with disability while maintaining assessment integrity.
Training Product	An AQF qualification, skill set, unit of competency, accredited course, or module.

4. Policy Statement

4.1 Assessment System (Standard 1.3)

PMV Training maintains an assessment system that is:

- Fit-for-purpose and consistent with each training product
- Documented in policies, procedures, and assessment tools
- Coordinated to ensure consistent and valid assessment outcomes
- Subject to regular review and improvement

All assessment tools are reviewed prior to use to ensure:

- Assessment can be conducted in accordance with the principles of assessment
- Assessment can be conducted in accordance with the rules of evidence
- Assessment is consistent with the requirements of the training product
- Assessment tools are current and reflect industry practices

4.2 Principles of Assessment (Standard 1.4)

All assessment is conducted according to the following principles:

Principle	Description
Fairness	Assessment supports individual student needs through reasonable adjustments, reassessment opportunities, clear assessment information, equal opportunity to demonstrate competency, and elimination of bias or discrimination.
Flexibility	Assessment is appropriate to the training product and student context, uses varied assessment methods, recognises prior learning, and allows competency to be demonstrated in different contexts where appropriate.
Validity	Assessment measures the full scope of required skills and knowledge through practical application such as workplace tasks, simulations, or demonstrations aligned with current industry practices.
Reliability	Assessment decisions are consistent across trainers through clear marking guides, trainer training, and moderation and validation activities.

4.3 Rules of Evidence (Standard 1.4)

Trainers make individual assessment judgements justified based on the following rules of evidence:

Rule	Description
Validity	Assessment evidence directly relates to the unit requirements, covers all elements and performance criteria, and demonstrates practical application of the required skills and knowledge.
Sufficiency	Evidence is of adequate quantity and quality to demonstrate consistent and competent performance against the training product requirements.
Authenticity	Evidence is confirmed as the student's own work through authenticity declarations, supervised assessments, questioning, and verification of third-party evidence where used.
Currency	Evidence demonstrates the student's current skills and knowledge and reflects current industry practices and the current training product requirements.

4.4 Recognition of Prior Learning (Standard 1.6)

PMV Training supports VET students with prior skills, knowledge, and competencies to seek recognition of prior learning by:

- Offering opportunities to seek RPL and making students aware of RPL policies
- Providing information about RPL processes, requirements, and costs in pre-enrolment materials
- Assisting students to identify and gather appropriate evidence
- Making RPL decisions based on evidence of prior skills, learning, and experience
- Conducting RPL assessments in accordance with PMV Training's assessment system and the principles of assessment and rules of evidence
- Documenting RPL decisions in a way that is fair, transparent, and consistent among VET students
- Maintaining the integrity of the training product in all RPL decisions

4.5 Reasonable Adjustments (Standard 2.4)

PMV Training makes reasonable adjustments to support VET students with disability to access and participate in assessment on an equal basis by:

- Supporting students to disclose their disability if they wish to do so
- Ensuring disability disclosure is voluntary and treated confidentially
- Working with students to identify appropriate reasonable adjustments
- Implementing adjustments that do not compromise the integrity of the training product
- Communicating with students about adjustments and their implementation
- Explaining to students as soon as reasonably practicable when reasonable adjustments are not appropriate or possible

Examples of reasonable adjustments include:

- Additional time for assessments
- Alternative formats for assessment materials (large print, digital, audio)
- Use of assistive technology
- Modified assessment environments
- Alternative methods of demonstrating competency
- Support person present during assessment

4.6 Training and Assessment Strategy

A Training and Assessment Strategy (TAS) is developed for each training product on PMV Training's scope of registration. The TAS is developed by trainers and trainers in consultation with industry stakeholders and includes:

- Training product details (code, title, packaging rules)
- Target student cohort and entry requirements
- Training delivery modes and methods
- Competencies to be assessed
- Assessment schedule and sequencing
- Assessment processes, methods, and tools
- Instructions for students on assessment requirements
- Resources required for training and assessment
- Trainer requirements
- Industry engagement and feedback mechanisms

4.7 Feedback and Reassessment

PMV Training provides VET students with:

- Clear and constructive feedback on assessment decisions
- Information on ways of overcoming identified gaps in competency
- Opportunities to discuss assessment processes and outcomes
- Information on reassessment options and processes
- Information on the appeals process

- Opportunities for reassessment when appropriate or requested

Reassessment provisions:

- Students assessed as Not Yet Competent are provided up to three (3) attempts total per assessment
- Written assessments require students to complete a different assessment task on reassessment
- Practical assessments require students to demonstrate the same skills under the same or similar conditions
- Students may be required to re-enrol in a unit after three unsuccessful attempts
- Additional fees may apply for reassessment beyond the first attempt (refer to Fees and Refunds Policy)

4.8 Confidentiality

PMV Training maintains confidentiality of:

- Individual assessment outcomes
- Assessment evidence and submissions
- Student personal information including disability disclosures
- Reasonable adjustment arrangements
- RPL evidence and supporting documentation

5. Procedures

5.1 Informing Students About Assessment

Step 1: Pre-Enrolment Information

Prior to enrolment, students are provided with information about assessment requirements, assessment types, schedules, competency standards, recognition of prior learning (RPL) opportunities, reasonable adjustment options, and reassessment and appeals processes.

Step 2: Commencement of Training

At the start of training, students are advised of the specific assessment tasks they will complete, assessment criteria for each unit of competency, how to access assessment materials through Moodle, submission requirements and deadlines, and authenticity requirements.

Step 3: System Access

Where courses include an online component, students are issued Moodle login credentials and provided access to the online learning platform.

Step 4: Student Clarification

Students are provided opportunities to ask questions and seek clarification regarding assessment requirements.

5.2 Conducting Assessment

Step 1: Assessment Completion

Students complete assessment tasks according to the schedule outlined in the Training and Assessment Strategy.

Step 2: Authenticity Requirements

For theory assessments, students sign and date all submitted work to confirm authenticity. For practical assessments, the trainer observes student performance in the workplace, simulated, or training environment, collects evidence in accordance with the assessment tool, and ensures observation checklists and assessment records are signed by the student.

Step 3: Assessment Marking

Assessments are marked within ten (10) working days of submission unless otherwise agreed.

Step 4: Assessment Judgement

When making assessment judgements, the trainer gathers and evaluates evidence against the unit of competency requirements, including elements, performance criteria, required skills and knowledge, and assessment conditions.

The trainer follows instructions in the assessment tool, applies allowable reasonable adjustments without compromising competency standards, and evaluates evidence in accordance with the rules of evidence (validity, sufficiency, authenticity, and currency).

Step 5: Recording Outcomes

The trainer records the outcome of each assessment task (Satisfactory or Not Satisfactory), determines the overall unit outcome (Competent or Not Yet Competent also noted as MS Meets Standards or NMS Does not meet Standards), completes the PMV Assessment Summary Form, and provides signed and dated assessment outcomes to the Student Support Officer while maintaining confidentiality of results.

5.3 Providing Feedback and Reassessment

Step 1: Trainer Feedback

The trainer provides feedback to the student including: the assessment outcome (Competent or Not Yet Competent also noted as MS Meets Standards or NMS Does not meet Standards), constructive performance feedback, identification of competency gaps (where NYC), guidance on addressing gaps, information on reassessment opportunities, and advice on the appeals process.

Step 2: Not Yet Competent Outcome

Where a student is assessed as Not Yet Competent or NMS Does not meet Standards, the trainer will provide guidance on required improvements and offer reassessment opportunities (up to three attempts in total). Assessments Theory (AT) may use a different assessment task, while assessments practical (AP) require demonstration of the same skills. Students will be advised if additional reassessment fees apply.

Step 3: After Three Unsuccessful Attempts

If competency is not achieved after three attempts, the student will be provided counselling on available options, including re-enrolment. Written advice will be issued within fifteen (15) working days, outlining implications for qualification completion and advising of the appeals process.

Step 4: Record Keeping

All feedback, reassessment arrangements, and outcomes must be documented in the student file.

5.4 Recognition of Prior Learning (RPL) Process

Step 1: RPL Enquiry

Students may indicate interest in Recognition of Prior Learning (RPL) during or after enrolment.

Step 2: RPL Information

Students are provided with an RPL Information Kit including the process overview, self-assessment checklist, evidence guide, portfolio requirements, and applicable fees, if applicable.

Step 3: RPL Interview

The trainer conducts an RPL interview to discuss the student's experience, map prior learning to unit requirements, identify suitable evidence, and explain evidence submission requirements.

Step 4: Evidence Submission

Students submit evidence such as work samples, third-party verification, previous certificates or transcripts, employment records, licences, or other relevant documentation.

Step 5: Evidence Review

The trainer assesses submitted evidence against the unit requirements using the principles of assessment and rules of evidence, verifies authenticity, and determines if additional evidence, gap training, or further assessment is required.

Step 6: RPL Decision

A competency decision (Competent or Not Yet Competent) is made based on the sufficiency of evidence.

Step 7: Feedback and Documentation

The trainer provides written feedback to the student, documents the evidence reviewed and assessment judgement, and records the RPL outcome (RPL-G) in aXcelerate and the student file.

5.5 Implementing Reasonable Adjustments

Step 1: Disclosure of Disability

Students are supported to voluntarily disclose disability through enrolment forms, private discussions with trainers or support staff, and clear information regarding confidentiality.

Step 2: Identifying Support Needs

Where a student discloses disability or requests adjustments, staff discuss the student's needs, identify appropriate reasonable adjustments, consider any supporting documentation provided, and determine suitable support measures.

Step 3: Reasonable Adjustment Requirements

Adjustments must enable the student to participate on an equal basis while maintaining the integrity of the training product and competency standards.

Step 4: Documentation

Agreed adjustments are documented in the student's Individual Learning Plan, relevant assessment tools or marking guides where applicable, and securely recorded in the student file.

Step 5: Communication

Relevant staff are informed of required adjustments while maintaining student confidentiality.

Step 6: Where Adjustments Are Not Feasible

If adjustments are not appropriate or possible, the student is informed as soon as practicable, alternative options are discussed, and the decision is documented in writing.

Step 7: Review of Adjustments

The effectiveness of adjustments is monitored with the student and modified where required.

5.6 Recording and Reporting Assessment Outcomes

Step 1: Assessment Documentation

The trainer completes the PMV Assessment Summary Form for each unit of competency, including student details, unit code and title, assessment tasks completed, evidence collected, assessment outcome (Competent or Not Yet Competent), date of assessment, and trainer signature.

Step 2: Submission of Assessment Records

The trainer provides signed assessment outcomes and original assessment records to the Student Support Officer.

Step 3: Record Management

The Student Support Officer scans assessment submissions and Summary Forms, stores them in the student's electronic file, updates aXcelerate with outcomes, and maintains records securely in accordance with the Records Management Policy.

Step 4: Verification Prior to Certification

Before AQF certification documentation is issued, the Student Support Officer verifies that all required units are competent, assessment documentation is complete and signed, the student has a verified USI (unless exempt), and all fees have been paid.

Step 5: Certification Approval

The CEO or Compliance Manager approves the issuance of AQF certification documentation once verification is complete.

5.7 Appeals Process

Students who wish to appeal an assessment decision follow the procedures outlined in PMV Training’s Feedback, Complaints and Appeals Policy, which includes:

- Lodging an appeal in writing within specified timeframes
- Review of the appeal by an independent trainer
- Procedural fairness for all parties
- Communication of outcomes in writing
- Access to external review if internal appeals are not resolved satisfactorily

6. Roles and Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Oversees implementation of this policy, ensures the assessment system meets regulatory requirements, approves AQF certification documentation, ensures certification is issued only to competent students, and monitors overall assessment system effectiveness.
Compliance Manager	Ensures Learning and Assessment Strategies are developed for all training products, reviews assessment tools prior to use, monitors compliance with assessment procedures, coordinates validation activities, supports trainers and trainees, and implements continuous improvement actions.
Trainers and Trainees	Conduct assessments in accordance with this policy, apply the principles of assessment and rules of evidence, use approved assessment tools, implement reasonable adjustments where required, provide student feedback, maintain accurate records, participate in validation activities, and maintain current credentials and industry skills.
Student Support Officer	Records assessment outcomes in aXcelerate, maintains secure assessment records, verifies completion of assessment requirements, prepares certification documentation for approval, and issues AQF certification once authorised.
VET Students	Understand assessment requirements, complete assessments according to instructions, submit authentic work, meet submission deadlines, request reasonable adjustments if required, engage with feedback and reassessment processes, and follow appeals procedures if disputing assessment decisions.

7. Records Management

PMV Training maintains the following records in accordance with its Records Management Policy:

- Learning and Assessment Strategies for all training products
- Assessment tools and marking guides
- Assessment tool review records
- Student assessment submissions (theory and practical)
- PMV Assessment Summary Forms
- Assessment feedback provided to students
- Reassessment records and outcomes
- RPL applications, evidence, and assessment decisions
- Reasonable adjustment documentation
- Authenticity declarations
- Assessment appeals and outcomes
- AXcelerate student records including all assessment outcomes
- Final assessment checklists
- AQF certification documentation issuance records
- Trainer credentials and currency records (see separate policies)

8. Review and Amendment

This policy is reviewed annually, or earlier where required due to regulatory, operational, or continuous improvement requirements.

9. Links to the Outcome Standards

This policy directly addresses assessment-related standards in the Outcome Standards for NVR Registered Training Organisations (March 2025):

- **Standard 1.3** – Assessment system is fit-for-purpose and consistent with training products
- **Standard 1.4** – Assessment conducted according to principles of assessment and rules of evidence
- **Standard 1.5** – Assessment system quality assured through validation (see separate Assessment and Validation Policy)
- **Standard 1.6** – Recognition of prior learning support and processes
- **Standard 2.1** – Information provision to VET students about assessment requirements
- **Standard 2.3** – Student access to trainers and trainers for support
- **Standard 2.4** – Reasonable adjustments for students with disability
- **Standard 2.8** – Appeals processes for assessment decisions
- **Standard 3.2 & 3.3** – Trainer competencies and industry currency (see separate policies)

Assessment Validation Policy and Procedure

1. Purpose

This policy establishes PMV Training’s commitment to maintaining a robust assessment system that is fit-for-purpose, quality assured, and consistently applied across all training and assessment activities. The policy ensures compliance with the Outcome Standards for NVR Registered Training Organisations (March 2025), specifically Standards 1.3, 1.4, and 1.5.

PMV Training is committed to:

- Conducting assessment that is consistent with training product requirements and enables accurate judgement of VET student competency
- Applying the principles of assessment (fairness, flexibility, validity, and reliability) and rules of evidence (validity, sufficiency, authenticity, and currency) in all assessment activities
- Quality assuring the assessment system through regular validation by appropriately skilled and credentialed persons
- Validating every training product on scope at least once every five years, with more frequent validation where risks to training outcomes emerge
- Using validation outcomes to inform continuous improvement of assessment tools, practices, and judgements

This policy applies to:

- All assessment activities conducted by PMV Training for training products on its scope of registration
- All trainers, assessors, and validators involved in assessment and validation activities
- All assessment tools, resources, and instruments used in training delivery
- All VET students enrolled in PMV Training programs
- Third party providers delivering training and assessment services on behalf of PMV Training

3. Definitions

Term	Description
Assessment	The process of collecting evidence to determine whether a VET student has achieved competency against the training product requirements.
Assessment Judgement	The decision on whether a VET student has achieved competency in accordance with the training product and Outcome Standards.
Assessment System	A structured set of policies, procedures, and tools designed to ensure assessments are valid, reliable, and consistent.
Validation	A review process to confirm assessment tools align with the training product and Outcome Standards and that assessment outcomes are consistent.
Training Product	An AQF qualification, skill set, unit of competency, accredited course, or module.
Credential Policy	The National Vocational Education and Training Regulator (Credential Policy) Instrument 2025 outlining credential requirements for trainers, assessors, and validators.

4. Policy Statement

4.1 Assessment System

PMV Training maintains an assessment system that is:

- Fit-for-purpose and consistent with the requirements of each training product
- Regularly reviewed to ensure assessment tools enable fair and appropriate assessment
- Quality assured through systematic validation processes
- Continuously improved based on feedback, data analysis, and validation outcomes

Assessment tools are reviewed prior to use to ensure they enable assessment consistent with the principles of assessment and rules of evidence. The outcomes of these reviews inform necessary changes to assessment tools.

4.2 Principles of Assessment

All assessment conducted by PMV Training adheres to the following principles as specified in Standard 1.4:

Principle	Description
Fairness	Assessment accommodates individual student needs through reasonable adjustments and reassessment opportunities, ensuring equitable opportunities to demonstrate competency.
Flexibility	Assessment is appropriate to the training product and student context, recognising skills and knowledge regardless of how they were acquired and using suitable assessment methods.
Validity	Assessment measures the required skills and knowledge through appropriate methods, including practical application aligned with the training product.
Reliability	Assessment outcomes are consistent across trainers through clear criteria, marking guides, and cross-marking processes.

4.3 Rules of Evidence

Trainers make individual assessment judgements that are justified based on the following rules of evidence as specified in Standard 1.4:

Rule	Description
Validity	Assessment evidence demonstrates that the student possesses the skills and knowledge required by the training product.
Sufficiency	Evidence is of adequate quality, quantity, and relevance to enable the trainer to make an informed judgement of competency.
Authenticity	Evidence is confirmed as the student's own work through appropriate identity verification and authentication measures.
Currency	Evidence demonstrates the student's current skills and knowledge and reflects current industry practices.

4.4 Assessment Methods

PMV Training uses a combination of assessment methods appropriate to the training product, including:

- Written knowledge-based assessments (theory questions, case studies, projects)
- Demonstration and direct observation of practical skills
- Practical assessments including job safety and environmental analysis (Hazard ID, JSEA)
- Review of work samples and portfolio evidence
- Third party reports and workplace verification
- Oral questioning and professional discussions
- Simulated workplace activities where appropriate

4.5 Validation Requirements

PMV Training validates its assessment system through a systematic process that ensures:

- Assessment tools are consistent with training products and the Outcome Standards
- Assessments and assessment judgements produce consistent outcomes
- Every training product on scope is validated at least once every five years
- Validation occurs more frequently where PMV Training becomes aware of risks to training outcomes, changes to training products, or receives relevant feedback from VET students, trainers, trainers, or industry
- A risk-based approach determines which components of the assessment system are validated and the sample size of assessments reviewed
- Validation is undertaken by appropriately skilled and credentialed persons as specified in the Credential Policy
- Validation outcomes are not solely determined by persons who designed or delivered the training or assessment
- Validation outcomes inform changes to the assessment system

4.6 Validator Requirements

Validation is undertaken by one or more persons who collectively have:

- Industry competencies, skills, and knowledge relevant to the training product being validated
- A practical understanding of current industry practices relevant to the training product
- One of the credentials for validation specified in the Credential Policy

Trainers who delivered or assessed the units being validated:

- Cannot lead the validation or solely determine validation outcomes
- Cannot validate their own assessment judgements
- May participate in validation as part of a team under appropriate supervision

5. Procedures

5.1 Assessment Design and Review

Prior to using any assessment tool, the following process is followed:

Step 1: Review Training Product

Review the relevant training product to identify all assessment requirements including performance criteria, performance evidence, and knowledge evidence.

Step 2: Develop Assessment Tools

Develop or select assessment tools that cover all training product requirements, apply the principles of assessment, collect evidence in accordance with the rules of evidence, and include practical application components where required.

Step 3: Mapping

Map assessment tools against the training product requirements to confirm complete coverage.

Step 4: Marking Guides

Develop marking guides or rubrics that define benchmarks for competent performance, model answers or acceptable responses, and clear criteria for consistent assessment judgements.

Step 5: Review and Approval

Assessment tools are reviewed by the CEO or an experienced trainer to verify compliance with training product requirements. Review outcomes are documented and any required changes implemented prior to use.

5.2 Conducting Assessment

Step 1: Ensure VET students are provided with clear instructions about:

- Assessment requirements and tasks
- Assessment criteria and marking guides
- Submission deadlines and procedures
- Reasonable adjustment options
- Reassessment rights and appeals processes

Step 2: Only conduct assessment after VET students have received adequate training, instruction, practice, and feedback on the content being assessed.

Step 3: Implement measures to verify the authenticity of student work (student declarations, verification of identity, supervision where appropriate).

Step 4: Make reasonable adjustments where appropriate to accommodate individual student needs without compromising the integrity of the training product.

Step 5: Mark assessments using the marking guides to ensure consistent interpretation of evidence.

Step 6: Record assessment outcomes as either 'Competent' (C) or 'Not Yet Competent' (NYC) based on whether the student has demonstrated all required skills and knowledge.

5.3 Assessment Feedback and Reassessment

Step 1: Assessment Feedback

Students are provided with timely feedback on their assessment performance, including strengths demonstrated, areas requiring improvement, and guidance on how to achieve competency.

Step 2: Not Yet Competent Outcomes

Where a student is assessed as Not Yet Competent, a second competent trainer reviews the assessment, the student is advised of the requirements to demonstrate competency, additional coaching may be provided, and reassessment is arranged at a mutually agreed time.

Step 3: Documentation

All feedback and reassessment arrangements are documented in the student file.

5.4 Cross-Marking

Step 1: For each training product delivered, select a sample of at least two student assessments for cross-marking by a different trainer.

Step 2: The second trainer reviews the marked assessment against the marking guide to verify:

- Consistency of marking
- Accuracy of judgements
- Appropriateness of feedback

Step 3: Document cross-marking outcomes and any identified issues.

Step 4: Where inconsistencies are identified, conduct additional cross-marking and provide trainer coaching.

5.5 Post-Course Review

After each course delivery, the Compliance Manager conducts a post-course review meeting with trainers, trainers, and administration staff to consider:

- WHS issues associated with delivery and assessment
- Trainer feedback on what went well and areas for improvement
- Suggested changes to delivery or assessment materials
- Outcomes from cross-marking activities
- Student feedback on training facilities, equipment, trainers, and assessments
- Administration feedback on record-keeping and reporting

- Client or employer feedback if applicable
- Actions resulting and responsibilities assigned

5.6 Validation Planning

Step 1: The CEO maintains a Five-Year Validation Plan that schedules validation activities for all training products on scope.

Step 2: The plan includes:

- Scheduled validation date for each training product (minimum once every five years)
- Which training products will be validated each year (minimum 50% within first three years)
- Risk assessment for each training product
- Validator requirements and who will participate
- Sample size to be validated based on risk

Step 3: Use a risk-based approach to prioritize validation, considering:

- New or recently added training products
- Training products with recent changes or updates
- High-risk work or licensing requirements
- Feedback from students, trainers, trainers, or industry indicating concerns
- Student completion rates or outcome data indicating potential issues
- Risks identified by ASQA or other VET regulators

Step 4: Review and update the Validation Plan at least annually, or more frequently when risks emerge.

5.7 Conducting Validation

Step 1: Convene Validation

The CEO convenes validation meetings with appropriately credentialed validators in accordance with the Validation Plan.

Step 2: Validator Requirements

The validation team must collectively hold relevant industry skills and knowledge, current understanding of industry practices, and the credentials required under the Credential Policy.

Step 3: Assessment Tool Review

Validators review assessment tools to confirm they meet training product requirements, apply the principles of assessment and rules of evidence, include practical application components, and reflect current industry practices.

Step 4: Assessment Sample Review

Validators review a representative sample of marked assessments to confirm evidence meets the rules of evidence, assessment judgements are consistent, marking guides are applied correctly, and competency standards are achieved.

Step 5: Sampling Approach

Sample sizes are determined using a risk-based approach considering assessment volume and identified risks.

Step 6: Validation Documentation

Validation outcomes are documented, including the training products reviewed, validators and credentials, sample size, findings, recommendations, and required actions.

Step 7: Independence Requirement

Validation outcomes must not be determined solely by persons who developed or delivered the training or assessment being validated.

5.8 Implementing Validation Outcomes

Step 1: The CEO reviews validation findings and prioritizes recommended actions.

Step 2: Develop an action plan addressing identified issues, including:

- Specific changes to assessment tools or practices
- Responsible persons
- Implementation timelines
- Professional development needs for trainers

Step 3: Implement approved changes to assessment tools, marking guides, or assessment processes.

Step 4: Communicate changes to all relevant trainers and trainers through professional development sessions.

Step 5: Record validation outcomes and actions taken in the Continuous Improvement Register.

Step 6: Monitor the effectiveness of changes through subsequent post-course reviews and validation activities.

6. Roles and Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Oversees implementation of this policy, ensures adequate resources for assessment and validation activities, approves significant changes to assessment tools or processes, and monitors compliance with the Outcome Standards.
Compliance Manager	Maintains the Five-Year Validation Plan with CEO input, conducts post-course reviews, leads validation activities, reviews assessment tools prior to use, implements validation outcomes and continuous improvement actions, maintains validation records, and coordinates professional development for trainers and trainers.
Trainers and Trainers	Conduct assessments in accordance with this policy, apply the principles of assessment and rules of evidence, use marking guides consistently, provide timely student feedback, participate in cross-marking and validation activities, report assessment issues, implement approved improvements, and maintain current credentials and industry skills.
Persons Conducting Validation	Review assessment tools and samples of marked assessments objectively, provide evidence-based recommendations, maintain confidentiality, declare conflicts of interest, and maintain current credentials and industry knowledge.

7. Records Management

PMV Training maintains the following records in accordance with its Records Management Policy:

- Assessment tools and marking guides
- Assessment tool review and approval records
- Completed student assessments and assessment judgements
- Assessment feedback provided to students
- Reassessment arrangements and outcomes
- Cross-marking records
- Post-course review meeting notes and action plans
- Five-Year Validation Plan
- Validation reports including findings and recommendations
- Validator credentials and declarations
- Validation action plans and implementation records
- Continuous Improvement Register entries related to assessment and validation

8. Review and Amendment

This policy is reviewed annually, or earlier where required due to regulatory, operational, or continuous improvement requirements.

9. Links to the Outcome Standards

The policy also supports compliance with:

- **Standard 1.1** – Training is consistent with training product requirements
- **Standard 1.2** – Industry engagement informs assessment practices
- **Standard 2.4** – Reasonable adjustments in assessment
- **Standard 3.2 & 3.3** – Trainer competencies and credentials
- **Standard 4.4** – Continuous improvement informed by validation outcomes

Compliance Monitoring Policy and Procedure

1. Purpose

This policy establishes PMV Training’s commitment to systematic monitoring and evaluation of operations to support quality delivery and continuous improvement of services. The policy ensures compliance with the Outcome Standards for NVR Registered Training Organisations (March 2025), particularly Standards 4.3 (Risk Management) and 4.4 (Continuous Improvement), and the Compliance Requirements Instrument.

PMV Training is committed to:

- Maintaining a systematic approach to monitoring performance against the Outcome Standards and Compliance Requirements
- Using outcomes from monitoring and evaluation to inform continuous improvement
- Collecting and analysing data and feedback from VET students, staff, industry, VET regulators, and employers
- Identifying and managing risks to VET students, staff, and the organisation
- Proactively disclosing self-identified compliance issues to ASQA and implementing timely corrective actions
- Conducting regular internal audits across all operations and scope of registration
- Cooperating fully with external audits conducted by VET regulators and funding bodies
- Ensuring all staff understand regulatory requirements and contribute to continuous improvement
- Implementing improvements in a timely manner proportionate to risk

This policy applies to:

- All operations across PMV Training’s scope of registration
- All training products delivered by PMV Training or third parties on its behalf
- All training locations and delivery modes
- All staff involved in training, assessment, student support, and administration
- Third-party arrangements for service delivery
- All four Quality Areas: Training and Assessment, VET Student Support, VET Workforce, and Governance
- Internal and external audit activities
- Continuous improvement initiatives and actions

2. Definitions

Term	Description
Compliance Monitoring	The systematic process of reviewing PMV Training’s operations against Outcome Standards, Compliance Requirements, and regulatory obligations.
Continuous Improvement	The ongoing process of identifying, implementing, and monitoring improvements to training quality, student outcomes, and operational effectiveness.
Internal Audit	A structured review of PMV Training’s compliance with regulatory requirements conducted by internal or contracted personnel.
External Audit	An audit conducted by ASQA, other VET regulators, or funding bodies to assess compliance with regulatory requirements.
Non-Compliance	Failure to meet one or more requirements of the Outcome Standards, Compliance Requirements, or other regulatory obligations.
Corrective Action	Actions taken to address identified non-compliance or areas requiring improvement.
Risk-Based Approach	A method of prioritising monitoring and improvement activities based on the level of risk to students, training quality, and compliance.

3. Policy Statement

3.1 Systematic Monitoring and Evaluation

PMV Training maintains a system for systematic monitoring and evaluation that:

- Monitors performance against all requirements in the Outcome Standards and Compliance Requirements Instrument
- Covers all four Quality Areas: Training and Assessment (Part 1), VET Student Support (Part 2), VET Workforce (Part 3), and Governance (Part 4)
- Includes regular evaluation of each operational function
- Uses a Compliance Calendar to schedule and track monitoring activities
- Maintains current knowledge of legislative and regulatory requirements
- Shares changes to requirements with all staff across operations
- Documents all monitoring and evaluation activities and outcomes

3.2 Risk-Based Approach

PMV Training uses a risk-based approach to:

- Identify and prioritise compliance monitoring activities based on risk to VET students and training quality
- Determine the frequency and depth of audits for different areas of operation
- Allocate resources proportionate to identified risks
- Take account of both sector-wide risks (identified by ASQA or through industry feedback) and organisational risks
- Respond to emerging issues with increased monitoring where appropriate

Risk factors considered include:

- New or recently added training products
- Changes to training products or industry requirements
- Student completion rates and outcomes
- Feedback from students, trainers, trainers, or industry indicating concerns
- Previous non-compliances or areas of concern
- Third-party delivery arrangements
- High-risk work or licensing requirements
- Risks identified by ASQA or other regulators

3.3 Data Collection and Analysis

PMV Training lawfully collects and analyses data and feedback from multiple sources including:

- VET students (through surveys, feedback forms, complaints, and informal feedback)
- Staff (trainers, trainers, and administrative personnel)
- Industry representatives (ETUWA, CEPU SA, UEEA WA) employers, and community partners
- SME for Instrumentation and Control, Renewable Energy on Powering Skills Australia (PSA) and Solar Accreditation Australia (SAA)
- VET regulators (ASQA and State/Territory training authorities)
- Employers of current or former VET students
- Funding bodies (DTWD, Skills SA, CTF, CITB) and third parties
- Validation activities and assessment reviews
- Student management system data (enrolments, completions, withdrawals)

Data analysis focuses on:

- Identifying trends from complaints and feedback
- Analysing student completion data for emerging issues or patterns of concern
- Monitoring assessment outcomes for consistency
- Reviewing industry feedback on training relevance
- Tracking employment outcomes where possible

- Identifying systemic issues across operations

All data collection and use complies with the Privacy Act 1988, Australian Privacy Principles, and other legislative requirements.

3.4 Internal Audits

PMV Training conducts internal audits according to the following principles:

Comprehensive Annual Audit: At least once every 12 months, a complete audit against all Outcome Standards and Compliance Requirements is conducted covering:

- All training products on scope
- All delivery locations and modes
- All four Quality Areas
- Systems, policies, and procedures

Ongoing Compliance Monitoring: The Compliance Manager conducts regular focused reviews throughout the year targeting specific standards, processes, or training products based on the Compliance Calendar and risk assessment.

Independent Review: The annual comprehensive audit is conducted by an external compliance consultant to ensure independence and objectivity.

Evidence-Based: Audits involve examination of records, evidence, and data from relevant systems including the student management system aXcelerate, student files, assessment records, validation reports, and policy documentation.

3.5 Continuous Improvement Implementation

Outcomes from monitoring and evaluation activities directly inform continuous improvement by:

- Identifying specific areas requiring improvement
- Prioritising improvements based on risk to students and compliance
- Developing action plans with clear responsibilities and timeframes
- Implementing changes in a reasonable timeframe proportionate to risk
- Conducting post-implementation monitoring to assess effectiveness
- Incorporating validation outcomes into improvement activities
- Documenting all improvement actions in the Continuous Improvement Register
- Involving staff in identifying issues and developing solutions

Timeframes for implementing improvements are determined by risk level:

- Critical non-compliances affecting student safety or training integrity: Immediate action
- Significant non-compliances: Within 3 months
- Minor issues or improvement opportunities: Within 6 months
- Strategic enhancements: As resources permit, typically within 12 months

3.6 Proactive Disclosure to Regulator

When PMV Training identifies non-compliance through its monitoring activities, it:

- Proactively discloses self-identified compliance issues to ASQA in a timely manner
- Provides clear information about the nature and extent of the non-compliance
- Outlines immediate actions taken to address student impact
- Submits a rectification plan with specific actions and timeframes
- Maintains open communication with the regulator throughout the rectification process
- Provides evidence of completed rectification
- Implement preventive measures to avoid recurrence

3.7 Third-Party Monitoring

Where PMV Training engages third parties to deliver services:

- Third-party services are regularly reviewed to ensure continuous improvement
- Third parties are meeting requirements outlined in their service agreements
- Monitoring includes review of training delivery, assessment practices, student outcomes, and compliance with PMV Training policies
- Issues identified through third-party monitoring are addressed promptly
- Third-party performance is included in annual audit scope

3.8 Staff Involvement

PMV Training recognises that staff are essential to effective continuous improvement and ensures:

- Staff have opportunities to contribute to issues identification and potential solutions
- Staff understand the Outcome Standards and Compliance Requirements relevant to their roles
- Staff are informed of changes to regulatory requirements that affect service delivery
- Staff feedback is actively sought and considered in improvement planning
- Staff are involved in implementing improvements within their areas
- Post-course reviews involve trainers and trainees in identifying improvements
- Validation activities include participation from relevant staff members

3.9 External Audits

PMV Training cooperates fully with external audits by:

- Responding promptly to information requests from auditors
- Providing accurate and truthful responses to all questions
- Making relevant staff available for interviews and discussions
- Providing access to required records, systems, and facilities
- Responding professionally to audit findings
- Implementing required corrective actions within specified timeframes
- Incorporating external audit findings into continuous improvement activities
- Maintaining constructive relationships with regulators and auditors

4. Procedures

4.1 Compliance Calendar Development

Step 1: Develop Compliance Calendar

The Compliance Manager develops the annual Compliance Calendar by January each year, scheduling key activities including the annual internal audit, periodic compliance reviews, validation activities, post-course reviews, feedback collection, industry engagement, data analysis periods, management review meetings, and regulatory reporting obligations.

Step 2: Risk-Based Monitoring

A risk-based approach is used to determine the frequency and focus of monitoring activities.

Step 3: Approval

The Compliance Calendar is submitted to the CEO for approval.

Step 4: Communication

The approved Compliance Calendar is communicated to all staff.

Step 5: Updates

The calendar is updated as required in response to emerging risks or regulatory changes.

4.2 Conducting Comprehensive Annual Audit

Step 1: Audit Engagement

The Compliance Manager engages an external compliance consultant at least one month prior to the scheduled audit.

Step 2: Audit Preparation

Preparation includes updating the Self-Assessment Tool against current standards, compiling evidence of compliance, reviewing previous audit findings and corrective actions, and notifying relevant staff of the audit schedule.

Step 3: Audit Examination

The external consultant conducts the audit by reviewing organisational systems and evidence including policies and procedures, student and assessment records, staff credentials, marketing materials, training and assessment resources, validation activities, continuous improvement records, and third-party arrangements where applicable.

Step 4: Staff Interviews

The auditor interviews staff to confirm understanding of requirements and implementation of procedures.

Step 5: Audit Report

Following the audit, the consultant prepares an Audit Report outlining compliances, non-compliances, observations, and recommendations for corrective action.

Step 6: Distribution and Follow-Up

The Compliance Manager provides the Audit Report to the CEO and relevant staff and manages audit findings in accordance with the procedures outlined in Section 5.4.

4.3 Ongoing Compliance Monitoring

Step 1: Conduct Compliance Reviews

In accordance with the Compliance Calendar, the Compliance Manager conducts focused compliance reviews targeting specific standards, processes, or training products.

Step 2: Determine Focus Area

The focus area is selected based on risk assessment, scheduled rotation across standards, recent regulatory or operational changes, or feedback indicating potential issues.

Step 3: Evidence Review

Relevant evidence is reviewed, including aXcelerate reports, student and assessment records, policy documentation, and feedback or complaints data.

Step 4: Document Findings

Findings are recorded in the Compliance Monitoring Report template.

Step 5: Identify Issues and Actions

Any issues requiring immediate attention or continuous improvement are identified and corrective actions implemented where required.

Step 6: Reporting

Findings are reported to the CEO for oversight and further action where necessary.

4.4 Managing Audit Findings

Step 1: Review Audit Findings

Upon receipt of any internal or external audit report, the Compliance Manager reviews all findings with the CEO.

Step 2: Corrective Action Planning

For each finding or recommendation, the Compliance Manager assesses the risk level, determines required actions, assigns responsibilities, and sets completion timeframes.

Step 3: Regulatory Non-Compliance

Where a finding represents regulatory non-compliance, the impact on students is assessed and the need for proactive disclosure to ASQA is considered.

Step 4: Record in Continuous Improvement Register

All findings and corrective actions are recorded in the Continuous Improvement Register, including the issue identified, source, risk level, actions required, responsible person, timeframe, and status.

Step 5: Implementation and Monitoring

Corrective actions are implemented within agreed timeframes and progress is monitored through regular management review meetings.

Step 6: Completion and Verification

Once actions are completed, evidence of completion is collected, post-implementation monitoring is conducted, the Continuous Improvement Register is updated, and outcomes are communicated to relevant staff.

Step 7: Escalation

Where corrective actions are delayed or not completed, the matter is escalated to the CEO to determine appropriate extensions or additional resources.

4.5 Data Collection and Analysis

Step 1: Data Collection

The Compliance Manager implements systematic data collection through mechanisms such as student feedback surveys, staff feedback sessions, industry consultation, complaints and appeals records, aXcelerate reports, post-course reviews, and validation outcomes.

Step 2: Privacy Compliance

All data collection is conducted in accordance with the Privacy Act 1988, Australian Privacy Principles, PMV Training Privacy Policy, and informed consent requirements.

Step 3: Data Analysis

Data is analysed at least quarterly to identify trends in complaints, student outcomes, stakeholder feedback, emerging risks, and effective practices.

Step 4: Reporting and Improvement

Findings are documented in a Data Analysis Report, presented at management review meetings, and incorporated into continuous improvement planning.

4.6 Management Review Meetings

Step 1: Management Review Meetings

The CEO convenes management review meetings at least quarterly with the Compliance Manager and relevant staff.

Step 2: Review Areas

Meetings review progress against the Compliance Calendar, status of corrective actions, data analysis results, stakeholder feedback, student outcomes, identified risks, regulatory changes, proposed improvements, resource needs, and third-party performance where applicable.

Step 3: Decisions and Actions

The meeting determines priorities for continuous improvement, allocates resources where required, addresses urgent compliance matters, and updates compliance planning where necessary.

Step 4: Documentation and Communication

All decisions and actions are recorded in meeting minutes, communicated to relevant staff, and recorded in the Continuous Improvement Register.

4.7 Preparing for External Audits

Step 1: Audit Preparation

Upon notification of an external audit, the Compliance Manager coordinates preparation activities and conducts an internal pre-audit review to identify and address potential issues.

Step 2: Documentation Preparation

Prepare relevant evidence including current policies and procedures, student and assessment records, staff credentials and professional development records, validation documentation, the Continuous Improvement Register, and previous audit reports with corrective actions.

Step 3: Staff Briefing

Staff are briefed on the audit process, expectations, their roles and responsibilities, and appropriate responses to auditor questions.

Step 4: Operational Readiness

Ensure facilities, resources, and required documentation are accessible and respond promptly to any pre-audit information requests.

Step 5: Audit Conduct and Follow-Up

During the audit, cooperate fully and provide requested information. Following the audit, manage findings in accordance with the procedures outlined in Section 5.4.

5. Roles and Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Oversees implementation of this policy, ensures compliance with Outcome Standards, endorses the Compliance Calendar, reviews audit reports, chairs management review meetings, allocates resources for compliance activities, approves disclosures to ASQA, and submits the Annual Declaration of Compliance.
Compliance Manager	Maintains the Compliance Calendar, conducts compliance monitoring, coordinates the annual audit, manages audit findings and corrective actions, maintains the Continuous Improvement Register, analyses compliance data, identifies risks, prepares management review reports, and communicates regulatory updates to staff.
All Staff	Comply with regulatory requirements relevant to their role, participate in compliance monitoring and audits, report potential compliance issues, maintain accurate records, contribute to continuous improvement, and undertake professional development related to compliance.
External Compliance Consultant	Conducts independent annual compliance audits, reviews evidence against Outcome Standards, identifies compliance issues and improvement opportunities, provides evidence-based recommendations, prepares audit reports, and maintains professional independence and confidentiality.

6. Records Management

PMV Training maintains the following records in accordance with its Records Management Policy:

- Annual Compliance Calendar
- Comprehensive annual audit reports
- Ongoing compliance monitoring reports

- Self-Assessment Tool (updated annually)
- Continuous Improvement Register
- Corrective action plans and evidence of completion
- Management review meeting minutes
- Data analysis reports
- Student feedback surveys and summaries
- Staff feedback session notes
- Industry consultation records
- External audit correspondence and reports
- ASQA correspondence including proactive disclosures
- Annual Declaration of Compliance submissions
- Risk registers and assessments
- Third-party monitoring records (if applicable)

7. Review and Amendment

This policy is reviewed annually, or earlier where required due to regulatory, operational, or continuous improvement requirements.

8. Links to the Outcome Standards

The policy also supports compliance with all other standards by:

- **Standard 4.1** – Ensuring governing persons make informed decisions and lead a culture of integrity
- **Standard 4.2** – Supporting staff to understand regulatory requirements relevant to their roles
- **All Quality Area 1 Standards** – Monitoring training and assessment quality and validation
- **All Quality Area 2 Standards** – Monitoring student support, information provision, and complaint handling
- **All Quality Area 3 Standards** – Monitoring VET workforce management and credentials

Continuous Improvement Policy and Procedure

1. Purpose

This policy establishes PMV Training’s commitment to systematic monitoring, evaluation, and continuous improvement to support quality delivery of training and assessment services. The policy ensures compliance with the *Outcome Standards for NVR Registered Training Organisations* (March 2025), specifically Standard 4.4, and promotes excellence across all areas of our operations.

PMV Training is committed to:

- Maintaining a systematic approach to monitoring and evaluating performance against the Outcome Standards and Compliance Requirements
- Using outcomes from monitoring and evaluation to inform continuous improvement
- Lawfully collecting and analysing data and feedback from VET students, staff, industry, VET regulators, State and Territory training authorities, and employers
- Proactively identifying and addressing compliance issues and improvement opportunities
- Engaging all stakeholders in the continuous improvement process

This policy applies to all aspects of PMV Training’s operations, including:

- Training and assessment products and services
- Training and assessment resources, tools, and instruments
- Facilities, resources, and equipment
- Policies, procedures, and practices
- Management and operational systems
- Strategic and business planning
- Staff performance, competencies, and professional development
- Third party arrangements

2. Definitions

Term	Description
Continuous Improvement	An ongoing process of monitoring, evaluating, and improving training, assessment, operations, and systems using feedback and data analysis.
Outcome Standards	The National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025.
Compliance Requirements	Any instrument made under section 185 of the National Vocational Education and Training Regulator Act 2011.
VET Students	Students enrolled in vocational education and training programs delivered by PMV Training.
Third Parties	Organisations contracted by PMV Training to deliver training, assessment, or support services on its behalf.

3. Policy Statement

3.1 Monitoring and Evaluation System

PMV Training maintains a systematic approach to monitoring and evaluating its performance against the Outcome Standards and Compliance Requirements. This system includes:

- A compliance calendar identifying scheduled monitoring and evaluation activities throughout the year

- Regular evaluation of each operational function within the organisation
- Systematic review of compliance with current legislative and regulatory requirements
- Documentation of monitoring outcomes and actions taken
- Processes to maintain current knowledge of relevant requirements and communicate changes to staff

3.2 Data Collection and Analysis

PMV Training lawfully collects and analyses qualitative and quantitative data to inform continuous improvement. Data sources include:

- VET student feedback through surveys, questionnaires, and feedback forms
- Staff feedback through meetings, performance appraisals, and professional development sessions
- Industry consultation and engagement with employer representatives
- Feedback from VET regulators and State and Territory training authorities
- Feedback from current and former employers of VET students
- Trainer validation and moderation activities
- Internal and external audit outcomes
- Student completion and outcome data
- Complaints and appeals data and analysis
- Quality indicators and data provision requirements
- Risk identification and assessment records
- Business and financial reviews
- Marketing practice reviews

All data collection and use complies with relevant privacy legislation and PMV Training's privacy policies. Data is analysed to identify:

- Trends and patterns requiring attention
- Emerging issues or risks to student outcomes
- Areas of strong performance to maintain and share
- Opportunities for improvement across all operational areas

3.3 Using Outcomes for Continuous Improvement

PMV Training uses outcomes from monitoring and evaluation activities to systematically improve services and operations. This includes:

- Documenting identified improvement opportunities in the Continuous Improvement Register
- Prioritising improvements based on risk to students and the VET sector
- Developing and implementing action plans with clear responsibilities and timeframes
- Incorporating validation outcomes into continuous improvement actions
- Conducting post-implementation monitoring to assess effectiveness
- Acting to address emerging issues within reasonable timeframes proportionate to risk
- Proactively disclosing self-identified compliance issues to the regulator and implementing rectification plans

3.4 Stakeholder Engagement

PMV Training actively engages stakeholders in continuous improvement by:

- Encouraging all staff to identify and report improvement opportunities
- Providing staff with opportunities to contribute to issue identification and solutions
- Involving staff in implementing continuous improvement activities
- Seeking regular feedback from students, employers, and industry representatives
- Communicating continuous improvement actions and outcomes to stakeholders

3.5 Third Party Services

Where PMV Training engages third parties to deliver training or assessment services, the organisation ensures that:

- Third party agreements include requirements for continuous improvement
- Regular reviews of third party services are conducted

- Third parties meet the continuous improvement requirements outlined in their agreements
- Third party performance data contributes to PMV Training's continuous improvement activities

4. Procedures

4.1 Identifying Improvement Opportunities

Step 1: PMV Training systematically collects data and feedback from multiple sources as outlined in Section 4.2.

Step 2: Designated staff analyse data to identify trends, patterns, risks, and opportunities for improvement.

Step 3: Staff at all levels are encouraged to report improvement opportunities to the CEO or delegate in writing, supported by relevant data and information.

Step 4: Staff recommendations are reviewed at regular staff meetings by the CEO and/or delegate.

4.2 Recording and Prioritising Improvements

Step 1: All identified improvement opportunities are recorded in the PMV Training Continuous Improvement Register.

Step 2: Each improvement opportunity is assessed and prioritised based on:

- Risk to student outcomes and safety
- Risk to the VET sector
- Impact on compliance with the Outcome Standards
- Impact on service quality and effectiveness
- Resources required for implementation

Step 3: The CEO or delegate approves the prioritisation and implementation plan.

4.3 Implementing Improvements

Step 1: Improvement Planning

For each approved improvement, an action plan is developed outlining the required actions, responsible person(s), implementation timeframe, required resources, and success measures.

Step 2: Pre-Implementation Review

Prior to implementation, the Compliance Manager confirms the proposed improvement aligns with existing policies and systems, does not negatively impact other processes, and has been communicated to affected staff and third parties where applicable.

Step 3: Implementation

Where appropriate, significant changes may be trialled before full implementation. Approved improvements are then implemented according to the action plan and communicated to staff through appropriate channels.

Step 4: Record Updates

The Continuous Improvement Register is updated to record implementation actions and completion dates.

4.4 Post-Implementation Monitoring

Step 1: Following implementation, monitor the effectiveness of the improvement over an appropriate period.

Step 2: Collect data and feedback to assess whether the improvement has achieved its intended outcomes.

Step 3: If the improvement is not achieving expected outcomes, identify reasons and develop corrective actions.

Step 4: Record post-implementation monitoring outcomes in the Continuous Improvement Register.

4.5 Regular Review

Step 1: The CEO conducts regular management reviews (at least quarterly) to assess the continuous improvement system's effectiveness.

Step 2: Review the Continuous Improvement Register to ensure actions are progressing according to plan.

Step 3: Report on continuous improvement activities and outcomes to governing persons and staff.

Step 4: Review and update this policy at least annually to ensure it remains current and effective.

5. Roles and Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Oversees implementation of this policy, promotes a culture of continuous improvement, monitors compliance with the Outcome Standards, approves and prioritises improvement initiatives, allocates resources, and conducts management reviews of the continuous improvement system.
All Staff	Participate in continuous improvement activities, identify and report improvement opportunities, contribute relevant data, implement approved improvements within their area, and support a culture of continuous improvement.
Trainers and Trainers	Participate in validation and moderation activities, contribute outcomes to continuous improvement, monitor student progress and outcomes, and identify opportunities to improve training and assessment practices.

6. Records Management

PMV Training maintains the following records in accordance with its Records Management Policy:

- Continuous Improvement Register documenting identified improvements, actions taken, and outcomes
- Student, staff, and stakeholder feedback records
- Data analysis and trend reports
- Management review meeting minutes and reports
- Validation and moderation outcomes
- Internal and external audit reports
- Complaints and appeals documentation
- Communications regarding continuous improvement activities
- Post-implementation monitoring reports

7. Review and Amendment

This policy is reviewed annually, or earlier where required due to regulatory, operational, or continuous improvement requirements.

8. Links to the Outcome Standards

The policy also supports compliance with:

- **Standard 2.7** – Feedback and complaints management
- **Standard 2.8** – Appeals management
- **Standard 4.3** – Risk management
- **All Standards** – Through the systematic monitoring and evaluation framework that supports ongoing compliance

Language, Literacy, Numeracy and Digital Skills (LLND) Policy and Procedure

1. Purpose

This policy outlines how PMV Training reviews and supports the language, literacy, numeracy, and digital (LLND) skills required for successful participation in vocational education and training. It ensures that prospective learners are appropriately matched to training programs and that additional support is provided where required.

This policy applies to all individuals seeking to enrol in, or currently enrolled in, training programs delivered by PMV Training.

2. Compliance Mapping

Legislation	Requirement
Outcome Standards for Registered Training Organisations 2025 Standard 2.2	<p>Outcome Standards</p> <p>(1) VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.</p> <p>Performance Indicators</p> <p>(2) An NVR registered training organisation demonstrates:</p> <p>a) taking into account the requirements of the training product – it has procedures in place to review, prior to enrolment, the skills and competencies of prospective VET students, including their language, literacy and numeracy proficiency and digital literacy; and</p> <p>b) based upon the outcome of the review – it provides advice to each prospective VET student about whether the training product is suitable for them.</p>
Education Services for Overseas Students (ESOS) National Code 2018 Standard 6	Overseas student support services

3. Definitions

Term	Description
Australian Digital Capability Framework (ADCF)	Framework that extends the ACSF to describe digital skills and ICT capability required for participation in modern learning and work environments.
Language, Literacy, Numeracy and Digital (LLND) Skills	Foundational skills in communication, reading, writing, numeracy, and digital capability required to participate effectively in training and employment.
LLND Assessment	Process used to measure a learner's language, literacy, numeracy, and digital capability against benchmarks in the ACSF and ADCF.
Learning Support Plan	Document outlining support strategies for learners whose skills are below course requirements, including identified gaps, support actions, and monitoring arrangements.
Course Capability Profile	Document that defines the minimum ACSF and digital capability levels required to successfully undertake a training program.

4. Policy

1. PMV Training delivers specialised technical training primarily to qualified electricians and industry professionals. Entry requirements and expected learner capability levels are outlined in the Training and Assessment Strategy (TAS) for each course.
2. Prior to enrolment confirmation, PMV Training reviews the suitability of prospective learners through the enrolment process. This review considers the learner's prior qualifications, industry experience, communication capability, and ability to participate in the training program.
3. Where required, PMV Training may use appropriate tools or discussions to help determine whether a learner possesses the language, literacy, numeracy, and digital skills required to undertake the training.
4. Learners who hold relevant vocational qualifications or industry licences are generally considered to have the foundational skills required to participate in PMV Training programs.
5. Where the enrolment review identifies that a learner may require additional support, PMV Training will discuss and implement appropriate support strategies to assist the learner during training.
6. Support strategies may include additional trainer guidance, mentoring, reasonable adjustment, or referral to external support services where appropriate.
7. Trainers and staff involved in enrolment and student support are expected to identify potential LLND barriers during the enrolment process and provide advice to learners about the suitability of the training product.
8. PMV Training will review this policy periodically to ensure alignment with regulatory requirements, industry expectations, and the needs of the learner cohort.
9. Where specific regulatory, licensing, or safety requirements apply to a qualification, PMV Training may defer enrolment until the learner demonstrates the required capability level or may refer the learner to appropriate preparatory training.

5. Procedure

Pre-Enrolment Communication and Assessment

During initial enquiries and the enrolment process, PMV Training provides prospective learners with information about the training program, including entry requirements, course expectations, and any relevant industry or licensing requirements.

Prior to enrolment confirmation, PMV Training reviews the suitability of the learner for the selected training program.

This review may include consideration of:

- prior qualifications or trade licences
- industry experience
- ability to communicate effectively in English during training
- access to required equipment or digital technology (where applicable)
- any potential barriers that may impact participation in training.

Where relevant qualifications or industry experience are provided, evidence may be collected and retained within the learner's student management system record.

If potential learning support needs are identified during the enrolment process, PMV Training may discuss appropriate support options with the learner prior to or during training.

Support strategies may include:

- additional trainer guidance
- mentoring or coaching
- reasonable adjustment during training or assessment
- referral to external support services where appropriate.

For programs delivered under specific funding arrangements or regulatory requirements, additional learner assessment processes may apply in accordance with the relevant funding body guidelines.

Marketing and Advertising Policy and Procedure

1. Purpose

This policy establishes PMV Training’s commitment to ensuring all marketing and advertising of its training products and services is ethical, accurate, and compliant with the Outcome Standards for NVR Registered Training Organisations (March 2025), particularly Standard 2.1. The policy ensures that information provided to prospective and current VET students is clear, accurate, current, and accessible.

PMV Training is committed to:

- Providing clear, accurate, and current information about training products, services, and the organisation
- Avoiding false or misleading marketing practices
- Marketing only training products currently on PMV Training’s scope of registration
- Ensuring all marketing materials accurately represent training delivery, assessment, and student support services
- Complying with Australian Consumer Law and all relevant legislation
- Designing marketing to be inclusive and supportive of diverse student cohorts

This policy applies to:

- All marketing and advertising materials produced by or on behalf of PMV Training
- All channels through which PMV Training promotes its services, including website, social media, print materials, email campaigns, and third-party platforms
- Third party marketing arrangements and partnerships
- All staff involved in developing, approving, or distributing marketing materials
- Information provided to prospective and current VET students about training products, services, fees, and requirements

2. Definitions

Term	Description
Marketing and Advertising	Any communication or activity used to promote PMV Training’s courses and services, including websites, brochures, social media, email campaigns, presentations, and third-party promotions.
Training Product	An AQF qualification, skill set, unit of competency, accredited course, or module.
VET Students	Individuals enrolled in or considering enrolment in PMV Training courses.
False or Misleading Marketing	Marketing that contains inaccurate information, omits key facts, creates unrealistic expectations, or misrepresents course details or outcomes.
Third Party	A person or organisation that markets, recruits students for, or promotes PMV Training services on its behalf.

3. Policy Statement

3.1 Accuracy and Clarity of Information

All information provided to VET students by PMV Training or any third parties must be:

- Clear and easily understood by the target audience
- Accurate and factually correct
- Current and up-to-date with PMV Training’s scope of registration, services, and fees

- Accessible through multiple channels appropriate to the student cohort
- Free from false or misleading claims

3.2 Training Products Marketed

PMV Training only markets training products that are:

- Currently on PMV Training's scope of registration
- Superseded training products within their approved transition period (where students can reasonably complete)
- Accurately identified by the training product code and title as published on training.gov.au
- Accompanied by PMV Training's RTO registration code and name

PMV Training does not market deleted or expired training products, or superseded training products where prospective students cannot reasonably complete within the transition period.

3.3 Information to be Provided

Marketing materials and information accessible to prospective VET students must include:

- Training product code and title
- Duration of training (realistic timeframes that align with training and assessment requirements)
- Modes of delivery (e.g., online, face-to-face, blended)
- Training delivery locations
- Training commencement dates and scheduling
- Assessment requirements
- Any licensing or occupational licence requirements
- Work placement requirements, including that students may need to secure their own placements
- Requirements for students to supply their own resources, equipment, or IT
- Any travel or accommodation costs students may incur
- All fees, costs, and charges (clearly itemised and accurate)
- Payment terms and conditions
- Refund policies
- Availability of government training entitlements and subsidies
- Training support services available
- Wellbeing support services available
- Details of any third-party arrangements
- Entry requirements or prerequisites (including language, literacy, numeracy, and digital literacy requirements)

3.4 Prohibited Marketing Practices

PMV Training does not engage in marketing practices that:

- Guarantee successful completion of training products
- Guarantee employment outcomes after completing training
- Promote unrealistically short course durations that do not meet the requirements of Standards 1.1 and 1.2 (training must be engaging, well-structured, and enable students to attain required skills and knowledge)
- Promote an easier or shorter path to qualifications that does not uphold the integrity of the training product
- Market inappropriately short duration courses or inappropriate recognition of prior learning
- Misrepresent the nature, quality, or content of training delivery and assessment
- Fail to disclose material costs or requirements that students will incur
- Create false or misleading impressions about RTO services, credentials, or affiliations
- Use testimonials or endorsements that are fabricated or misleading

3.5 Use of Nationally Recognised Training (NRT) Logo

The NRT logo is used in accordance with current conditions of use as specified by ASQA:

- On advertising and promotional materials to promote only nationally recognised training products on PMV Training's scope of registration
- On student information materials (brochures, pre-enrolment information) to distinguish nationally recognised training products
- On AQF qualifications and statements of attainment for training products that meet national requirements
- Not on corporate branding materials such as business cards, letterheads, or general correspondence unrelated to specific training products

3.6 Inclusive and Ethical Marketing

Marketing materials and strategies are designed to:

- Be inclusive and supportive of diverse student cohorts
- Avoid stereotypes, discrimination, or content that could exclude or discourage prospective students
- Reflect cultural sensitivity and awareness
- Safeguard the interests and welfare of all clients and students
- Maintain the integrity and reputation of PMV Training and the VET sector
- Comply with Australian Consumer Law and relevant anti-discrimination legislation

3.7 Third-Party Marketing Arrangements

Where PMV Training engages third parties to market its services or recruit students:

- Formal written agreements are established outlining marketing standards and compliance requirements
- PMV Training maintains adequate oversight of third-party marketing activities
- Third-party arrangements are made clear to current and prospective students
- All marketing materials produced by third parties are reviewed and approved by PMV Training before use
- Third parties do not engage in false or misleading marketing practices
- Particular attention is paid to third parties that market to or recruit students seeking recognition of prior learning

3.8 Consent and Privacy

Where marketing materials include references to persons or organisations (including photographs, testimonials, or case studies):

- Written consent is obtained prior to use
- Consent documentation is maintained in accordance with privacy legislation
- Individuals have the right to withdraw consent
- Personal information is handled in accordance with PMV Training's Privacy Policy

4. Procedures

4.1 Development and Approval of Marketing Materials

Step 1: Marketing Oversight

The CEO ensures all marketing information and practices are professional and maintain the integrity of PMV Training and the VET sector.

Step 2: Submission for Review

All new marketing materials or advertising content must be submitted to the CEO for review prior to use.

Step 3: Compliance Review

The CEO verifies that materials promote only training products on scope, accurately reflect training product codes and titles on training.gov.au, include PMV Training's RTO name and registration code, disclose realistic course durations and fees, avoid prohibited marketing practices, and use the NRT logo appropriately where applicable.

Step 4: Approval and Storage

Once approved, materials are authorised for use and stored in the shared drive with the approval date and version number recorded.

4.2 Third-Party Marketing Oversight

Step 1: Establish Agreement

Before engaging a third party for marketing services, PMV Training establishes a written agreement outlining marketing standards, compliance requirements, approval processes for materials, reporting expectations, and consequences for non-compliance.

Step 2: Marketing Approval

All third-party marketing materials must be submitted to the CEO for review and approval prior to publication or use.

Step 3: Monitoring Activities

Third-party marketing activities are monitored through regular reviews or audits conducted at least quarterly.

Step 4: Non-Compliance Management

Any non-compliance is addressed promptly, with corrective actions documented and implemented.

4.3 Updating Marketing Materials

Step 1: Trigger Review

When changes occur that affect marketing content (such as scope updates, fee changes, course updates, or policy changes), the Compliance Manager initiates a review of affected marketing materials.

Step 2: Update Materials

Marketing materials are updated to reflect current and accurate information.

Step 3: Approval Process

Updated materials are submitted for review and approval in accordance with the marketing approval process.

Step 4: Replace and Archive

Outdated materials are removed or replaced across all platforms, and superseded versions are archived in the shared drive.

4.4 Monitoring and Compliance Audits

The Marketing team and Compliance Manager conduct regular monitoring and compliance audits to ensure ethical marketing practices:

Activity	Purpose
Annual Audit	Conduct a comprehensive review of all materials in the Marketing Materials Register to ensure information is current, only training products on scope are promoted, outdated materials are removed, and marketing complies with policy and regulatory requirements.
Quarterly Website Audit	Review the PMV Training website to confirm only approved marketing materials are displayed, information and fee schedules are current, and training product details match training.gov.au.
Quarterly Internet Search	Conduct internet searches to verify external websites display accurate information about PMV Training and that third-party marketing complies with approved agreements.
Social Media Monitoring	Review social media platforms (e.g. Facebook, LinkedIn) to ensure promotions are accurate, approved information is used, and training products are correctly identified.

Activity	Purpose
Corrective Action	Document audit findings and implement corrective actions where non-compliance is identified.

5. Roles and Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Approves all marketing and advertising materials, oversees implementation of this policy, ensures compliance with Outcome Standards and Australian Consumer Law, approves third-party marketing agreements, and takes corrective action for serious non-compliance.
Compliance Manager	Reviews and verifies marketing materials for compliance, maintains the Marketing Materials Register, monitors marketing activities through quarterly reviews and annual audits, oversees third-party marketing arrangements, manages updates to materials, and reports compliance issues to the CEO.
Staff Involved in Marketing	Comply with this policy, submit materials for approval before use, use only approved marketing content, report suspected non-compliance, and provide accurate information to prospective students.

6. Records Management

PMV Training maintains the following records in accordance with its Records Management Policy:

- Marketing Materials Register (all current and archived marketing materials with approval dates and version numbers)
- CEO approval documentation for marketing materials
- Third-party marketing agreements
- Consent forms for use of personal information or images
- Quarterly monitoring and audit reports
- Annual marketing compliance audit reports
- Non-compliance reports and corrective action records
- Website and social media audit documentation

7. Review and Amendment

This policy is reviewed annually, or earlier where required due to regulatory, operational, or continuous improvement requirements.

8. Links to the Outcome Standards

The policy also supports compliance with:

- **Standard 1.1 & 1.2** – Marketing must accurately represent training delivery and not promise unrealistic durations
- **Standard 2.2** – Marketing must provide information about entry requirements and suitability
- **Standard 2.5** – Marketing should be inclusive and supportive of diverse student cohorts
- **Standard 4.4** – Monitoring and feedback inform continuous improvement of marketing practices

Student Access and Equity Policy and Procedure

1. Purpose

This policy outlines PMV Training's framework for providing an inclusive, supportive and equitable learning environment for all learners. This framework ensures equal access for learners with disabilities and individual needs and supports a culturally safe space for First Nations people and other diverse groups. Our goal is to remove barriers to participation and enable all learners to achieve their educational goals.

This policy applies to all PMV Training students, staff, third parties, and other stakeholders and will be an integral part of other policies, procedures, and practices of the organisation.

2. Responsibility

Implementation of this policy involves coordinated effort across multiple roles within PMV Training:

Role	Responsibility
Chief Executive Officer (CEO)	Oversees development and implementation of this policy with support from the Compliance Manager and relevant managers.
Compliance Manager	Ensures the policy is implemented and regularly reviewed, maintains compliance with legislation and RTO standards, and manages complaints and appeals related to access, equity, and fair treatment.
Student Support Officers	Provide confidential processes for students to disclose additional needs, develop Individual Support Plans, coordinate reasonable adjustments with trainers and trainees, communicate support options, monitor student progress, and collect feedback for continuous improvement.
Trainers and Trainers	Foster safe and inclusive learning environments, implement agreed adjustments in training and assessment, monitor student progress, liaise with industry regarding workplace adjustments, and support learners with diverse learning needs.

3. Compliance Mapping

Clause/Standard	Requirement
Standard 2.4 of the NVETR Outcome Standards 2025	Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis. The RTO demonstrates: <ol style="list-style-type: none"> VET students are supported to disclose their disability if they wish reasonable adjustments are made where appropriate where reasonable adjustments are not possible, the reasons why have been communicated to the VET student as soon as reasonably practicable.
Standard 2.5 of the NVETR Outcome Standards 2025	The learning environment promotes and supports the diversity of VET students. The RTO demonstrates: <ol style="list-style-type: none"> it fosters a safe and inclusive learning environment for VET students and it fosters a culturally safe learning environment for First Nations people.

Clause/Standard	Requirement
Standard 1.4 of the NVETR Outcome Standards 2025	The assessment system ensures assessment is conducted in a way that is fair and appropriate and enables accurate assessment judgement of VET student competency.
Standard 6 of the ESOS National Code	Overseas student support services
Federal and state legislations	Racial Discrimination Act 1975 (Cth) Disability Discrimination Act 1992 (Cth) Sex Discrimination Act 1984 (Cth) Age Discrimination Act 2004 (Cth) Australian Human Rights Commission Act 1986 (Cth) Anti-Discrimination Act 1991 (QLD) Anti-Discrimination Act 1977 (NSW) Equal Opportunity Act 1984 (SA)
Disability Standards for Education 2005	The obligations of education and training providers under the Disability Discrimination Act 1992, which ensure that students with disability can access and participate in education on the same basis as students without disability.

4. Definitions

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

Access and Equity principles include:

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

Disability, in relation to a person, means (according to the Disability Education Standards 2005):

- total or partial loss of the person's bodily or mental functions; or
- total or partial loss of a part of the body; or
- the presence in the body of organisms causing disease or illness; or
- the presence in the body of organisms capable of causing disease or illness; or
- the malfunction, malformation or disfigurement of a part of the person's body; or
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour.

Discrimination occurs when a person is treated with bias compared to others due to the person's circumstances, characteristics or beliefs.

Direct Discrimination takes place when a person, organisation or group of persons is treated less fairly than others on the basis of stereotyped beliefs or views.

Indirect Discrimination includes imposing rules, practices or policies which appear to be non-discriminatory and equally applicable, but operate in such a way that certain groups of people are excluded or disadvantaged without just cause.

Equal opportunity is a principle of non-discrimination which emphasises that opportunities in training and education should be freely and equally available to all students irrespective of their personal characteristics.

Harassment is generally defined as unwelcome, offensive, humiliating, or intimidating behaviour based on a protected attribute such as race, sex, disability, age, or other personal characteristics. This behaviour may affect an

individual's participation in work, education, or other areas and creates an environment that can be intimidating, hostile, or offensive.

Non-Verbal Harassment - Examples include but are not limited to: leering, putting offensive material on notice boards or computer screens, wolf whistling, nude or pornographic posters, displaying sexist or racist cartoons or literature, following someone, standing very close to someone or unnecessarily leaning over them, mimicking someone with a disability, practical jokes that are unwelcome, ignoring someone or being cold and distant to them, and crude hand or body gestures.

Physical Harassment - Examples include but are not limited to: unwelcome physical contact such as kissing, hugging, pinching, patting, touching or brushing up against a person, indecent or sexual assault or attempted assault, hitting, pushing, shoving, spitting, or throwing objects at a person, and unfastening a person's attire.

Sexual Harassment is defined by the Commonwealth Sexual Discrimination Act 1984 as when a person makes an unwelcome sexual advance or an unwelcome request for sexual favours, or engages in unwelcome conduct of a sexual nature, and a reasonable person would have anticipated that the person harassed would be offended, humiliated or intimidated. Examples include unwanted touching, sexual innuendo propositions, obscene telephone calls, or wolf whistles.

Verbal Harassment - Examples include but are not limited to: sexual comments, advances or propositions, lewd jokes or innuendos, racist comments or jokes, spreading rumours, comments or jokes about a person's disability, pregnancy, sexuality, age or religion, repeated questions about one's personal life, belittling someone's work or contribution in a meeting, threats, insults or abuse, offensive obscene language, and obscene telephone calls, unsolicited letters, or emails.

Neurodivergence refers to variations in the human brain regarding sociability, learning, attention, mood and other mental functions. This includes conditions such as ADHD, autism spectrum, dyslexia, and others, with recognition that these exist on spectrums with varied support needs.

Reasonable adjustment is a term used in the education, employment and VET sectors to refer to any modification made to the learning environment, training delivery or assessment method to help learners with disability or ongoing ill health to access and participate in education and training on the same basis as those without disability or ongoing ill health. This includes ensuring that course activities are sufficiently flexible, providing additional support where necessary, and offering a reasonable substitute within the context of the course where a learner cannot participate. Reasonable adjustment is not designed to give a learner with disability or ongoing ill health an advantage over other learners, to change course standards or outcome, or to guarantee success. Reasonable adjustments must not compromise the rigour of the assessment process.

5. Policy

5.1 PMV Training's Commitment to Student Access and Equity

PMV Training is committed to promoting access, equity, and fair treatment by:

- Recognising and supporting the diverse needs of learners;
- Ensuring non-discriminatory practices during recruitment, enrolment, and assessment;
- Supporting students to disclose any disabilities if they wish, ensuring privacy and respect;
- Providing reasonable adjustments to training and assessment for learners with special needs or disabilities;
- Upholding the rights and obligations of all individuals in a fair and respectful manner;
- Providing a safe, inclusive, and culturally respectful learning environment, especially for First Nations people and individuals from other diverse groups;
- Ensuring access and equity principles are incorporated in PMV Training's key policies, procedures, and practices;
- Ensuring all students have equitable access to training resources, facilities, equipment, support services, information, training and assessment personnel, materials, and training and assessment opportunities;
- Recognising and supporting neurodivergent learners through appropriate learning environment adaptations and assessment accommodations;
- Addressing transportation barriers that may affect access to training and vocational placements;
- Respecting religious considerations that may impact participation in certain training activities;
- Supporting students with low digital literacy or limited technology access.

5.2 Diversity and Inclusion

PMV Training recognises the importance of supporting learners with disabilities to access and participate in training and assessments on an equal basis. PMV Training will:

- Ensure all students have equitable access to the benefits of training and assessment irrespective of their gender, age, race, religion, culture, linguistic background, marital status, geographic location, socio-economic background, disability, sexual preference, family responsibility or political persuasion;
- Foster a safe and inclusive learning environment for all learners, ensuring they feel welcomed, respected, and valued;
- Provide a culturally safe learning environment specifically for First Nations people, honouring their cultural heritage, perspectives, and contributions;
- Acknowledge and support the unique learning styles and needs of neurodivergent learners;
- Accommodate religious considerations during enrolment and throughout training.

5.3 Reasonable Adjustment

PMV Training promotes and supports a diverse learning environment that respects and values all learners. PMV Training will:

- Encourage and support VET students to disclose any disabilities if they choose to do so, ensuring confidentiality and respect;
- Consult with learners to identify the challenges, barriers and needs;
- Make reasonable adjustments to training and assessment processes where appropriate to accommodate learners with disabilities. Any reasonable adjustments made however, must not compromise the rigour of the assessment process;
- Transparently communicate with learners if a reasonable adjustment cannot be provided, clearly outlining the reasons in a respectful manner;
- Engage with trainers, trainers, and industry professionals to determine and implement appropriate reasonable adjustments for workplace and vocational placements;
- Source and provide appropriate assistive technologies and support resources from specialist providers, government agencies, and community organisations as needed.

5.4 Harassment and Discrimination

As per PMV Training's policies and procedures, discrimination and harassment are misconduct and will be managed through the student misconduct process. Discrimination and harassment may also be unlawful under State and/or Australian law and may result in further action.

5.5 Complaints and Appeals

PMV Training encourages learners to raise concerns about fair treatment, accessibility, or inclusiveness. Complaints and appeals are managed according to PMV Training Complaints and Appeals Policy and Procedure, ensuring confidentiality, respect, and impartial resolution.

5.6 Monitoring and Review

This policy will be reviewed regularly to ensure compliance with relevant legislation and continuous improvement of equity practices. Feedback from learners and staff will be actively sought to further improve inclusive practices.

6. Procedure

6.1 Fostering a Safe and Inclusive Learning Environment

PMV Training fosters a safe and inclusive learning environment for all students through:

6.1.1 Inclusive Training Design

Through its training design, PMV Training:

- Incorporates diverse perspectives, case studies, and examples in training design to reflect the varied backgrounds of students;
- Ensures assessments and teaching materials are culturally sensitive and avoid stereotypes or biases;
- Adapts learning environments to accommodate neurodivergent needs, including sensory considerations, clear instructions, and structured routines.

6.1.2 Offering Support Services and Adjustments

PMV Training offers to all students:

- Support services such as counselling, academic assistance, IT and other student services to support students' social, emotional, and academic wellbeing;
- Reasonable adjustments (e.g., flexible scheduling, extra time for assessments) to accommodate diverse needs;
- Digital literacy support for students with limited technology skills or access, including basic skills training, alternative formats, and access to campus technology;
- Transportation assistance options for students facing accessibility challenges, particularly related to mandatory vocational placements.

6.1.3 Promoting Cultural Safety in Communication

PMV Training requires all staff to use inclusive, respectful language in all communications. Culturally safe communication is also promoted during in-class interactions.

6.1.4 Staff Training

This policy is accessible for staff across all campuses, and staff training is provided as follows:

- Human Resources ensures all staff receive ongoing training and professional development to support this policy (i.e. cultural awareness, disability inclusion, and equity practices);
- Training in PMV Training's Access and Equity policy and procedures is provided by HR to all newly recruited staff through staff induction training.

6.1.5 Complaints and Appeals

PMV Training ensures transparency and accountability through its Complaints and Appeals process:

- Complaints and appeals lodged related to concerns about fair treatment, accessibility or inclusiveness will be managed in accordance with PMV Training's Complaints and Appeals Policy and Procedure, ensuring confidentiality, respect and impartiality;
- All harassment complaints will be investigated impartially, seriously, empathetically and in strict confidence, taking into account the privacy of all parties. Where appropriate, disciplinary action will be taken by PMV Training.

7.2 Support Services and Adjustments

PMV Training provides support services and adjustments through the following process:

7.2.1 Disclosure and Initial Support

- Upon enrolment, learners are invited to voluntarily disclose any disabilities or additional support needs, ensuring confidentiality and respect;
- Learners are informed about available support services and encouraged to contact Student Support Officers for further assistance;
- Religious considerations that may impact training participation are discussed during enrolment, particularly for programs involving activities that may conflict with religious practices (e.g., meat and other food handling requirements).

7.2.2 Assessment of Needs and Planning Adjustments

If a learner discloses a disability or need for support, a Student Support Officer will arrange a consultation with the learner and/or their delegated associate to discuss:

- The learner's specific needs;
- Possible support and/or reasonable adjustments;
- Whether PMV Training can meet the identified needs.

If a requested adjustment cannot be made, Student Support Officers will meet with the learner to respectfully discuss the limitations and provide a written explanation of the reasons. Alternative support options or pathways will be explored and offered where possible.

Where support and/or reasonable adjustment can be made, written confirmation of all discussions and decisions will be provided to learners by Student Support Officers via an Individual Support Plan (ISP).

An Individual Support Plan (ISP) is developed, detailing the agreed support services and/or reasonable adjustments required to support the learner (e.g. modified materials, extended assessment time, alternative assessment formats, or physical accessibility adjustments).

The completed Individual Support Plan (ISP) is stored on the student's file within the student management system and shared with only relevant staff members required to implement the plan (e.g. the assigned trainer), ensuring privacy.

For vocational placements, Student Support Officers will coordinate with trainers/trainers and industry partners to ensure workplace reasonable adjustments are implemented appropriately.

7.2.3 Implementation of Support and/or Reasonable Adjustments

- Support and/or reasonable adjustments are implemented as per the Individual Support Plan (ISP), allowing the learner to participate in training and assessments on an equal basis.
- Assigned trainer involved in the learner's training and assessment are briefed on the adjustments to be applied.
- All staff must follow the principles of fairness and flexibility in assessment, and all trainers/trainers are responsible for observing and advocating for the policy.
- Assistive technologies and support resources are sourced from specialist providers, government agencies (such as NDIS), community organisations, and educational technology suppliers as appropriate to individual needs.

7.2.4 Review and Monitoring of Support and/or Reasonable Adjustments

The learner's progress is monitored regularly to assess the effectiveness of the adjustments. Monitoring is undertaken through several means including but not limited to:

- General observation and feedback of the learner's in-class participation by the trainer.
- Course progression monitoring activities.
- Through the formal assessment process.

If the adjustments require modification, the learner and support staff (including the trainer and Student Support Officers) work together to revise the support plan as needed.

7.2.5 Feedback and Continuous Improvement

- Students are encouraged to provide feedback to PMV Training during their enrolment and can do so via the Complaints, Feedback and Appeals Form available on the PMV Training website.
- At the end of the course learners are invited to provide feedback on the support and adjustments received.
- All student feedback is reviewed to improve support processes and inform future policy reviews. This process is managed in accordance with PMV Training's Continuous Improvement Policy and Procedure.

Student Support Services Policy and Procedure

1. Purpose

This policy articulates PMV Training's commitment to delivering holistic support services that enable every student to thrive academically, maintain wellbeing, and achieve positive learning outcomes throughout their educational journey. It establishes the framework for identifying student needs, providing appropriate interventions, and ensuring equitable access to comprehensive support services.

This policy encompasses all students engaged in training with PMV Training, including domestic and international students, as well as staff members responsible for training delivery, student services coordination, and support service provision.

2. Responsibility

Implementation of this policy involves coordinated effort across multiple roles within PMV Training:

Role	Responsibility
Chief Executive Officer (CEO)	Ensures adequate resourcing for student support services, supports staff professional development, and ensures support services align with organisational objectives.
Compliance Manager	Oversees implementation and review of this policy, monitors effectiveness, and ensures compliance with the NVETR Outcome Standards 2025 and ESOS National Code 2018.
Student Support Officers	Identify student support needs, coordinate interventions and referrals, work with trainers and trainees, and maintain Individual Support Plans.
Trainers and Trainers	Monitor student wellbeing, identify learners requiring additional support, refer students to Student Support Officers, and implement reasonable adjustments in training and assessment.

3. Compliance Mapping

Legislation	Requirement
Outcome Standards for RTOs, Standard	Clauses 2.1, 2.3, 2.5, 2.6 (Training support services, Wellbeing support, Diversity and Inclusion, Facilitating learning)
ESOS National Code 2018	Standard 6 (Student support services)
Disability Standards for Education 2005	All provisions relating to enrolment, participation, curriculum delivery, student support services, and elimination of harassment and victimisation
Disability Discrimination Act 1992	Obligations regarding reasonable adjustment and elimination of discrimination

4. Definitions

Term	Description
Accidental Counsellor	A person such as a staff member or colleague who provides initial listening support to someone in distress and refers them to appropriate professional services where required.

Term	Description
Access and Equity	Policies and practices that ensure fair access to VET for all learners, recognising that factors such as age, gender, culture, disability, language ability, or location may create participation barriers.
Critical Incident	A traumatic event or serious threat that causes significant stress, fear, or injury to individuals. This excludes minor injuries or academic misconduct matters.
Reasonable Adjustments	Modifications made to training or assessment to support students with disability while maintaining competency standards and complying with the Disability Standards for Education 2005.
Training	The process through which an RTO facilitates learning and competency development in accordance with training products and assessment requirements.
Training Support Services	Services that assist students to meet training requirements, including LLND support, study skills development, and academic assistance.
Wellbeing Support Services	Services that support students' physical, mental, and emotional wellbeing, including counselling, mental health support, and referrals to external support providers.

5. Policy

5.1 PMV Training's Commitment to Student Support

PMV Training commits to student-centred, inclusive, and wellbeing-focused education by ensuring all students receive tailored and appropriate support throughout their learning experience.

PMV Training recognises that student wellbeing forms the foundation of successful learning outcomes. The organisation commits to identifying wellbeing needs within its VET student cohort in the training context and providing, or referring students to, appropriate wellbeing support services both within the organisation and through external partnerships.

PMV Training endeavours to maximise access, participation, and successful outcomes by delivering fair and equitable services to all students. This commitment is upheld through full compliance with applicable anti-discrimination legislation and the Disability Standards for Education 2005.

PMV Training maintains obligations under the Disability Standards for Education 2005 (Cth) including processes relating to:

- Enrolment;
- Engagement, consultation and participation, including reasonable adjustment;
- Curriculum development, accreditation and delivery;
- Student support services; and
- Prevention of harassment and victimisation of students with disability.

PMV Training's Student Support Framework operates proactively and is designed to:

- Identify support needs and barriers to participation and engagement at the earliest opportunity.
- Deliver targeted and coordinated support interventions, both directly and through referral partnerships.
- Create inclusive and flexible learning environments enabling full student participation.
- Foster a culture of respect, safety, and wellbeing for all learners.
- Ensure equitable service access regardless of background, age, gender, religion, cultural identity, or ability.

5.2 Identifying Student Support Needs

PMV Training commits to assisting students in identifying their learning and other support needs and, where possible, removing barriers that prevent individuals from accessing and participating in our courses.

Prior to enrolment or commencement, PMV Training aims to identify support needs and relevant available support services to enable course success. This includes but is not limited to:

- Identification of Language, Literacy, Numeracy and Digital (LLND) support needs through pre-enrolment assessment and LLND evaluation;

- Encouraging disability and individual needs disclosure during enrolment by providing opportunities to share relevant information via the Application Form and Enrolment Interview;
- Identifying mental health and wellbeing support requirements through consultation with Student Support Officers;
- Determining cultural, linguistic, and settlement support needs for international students and students from diverse backgrounds.

When LLND assessments indicate learning support requirements, or students inform the Student Support team of learning support needs, PMV Training assists students in understanding those needs and ensures they have access to appropriate support services and resources.

5.3 Support Services Offered

PMV Training provides access to a comprehensive range of support services including:

Support Category	Services Provided
Academic and Training Support	LLND skills development, study skills assistance, trainer/trainer consultation, academic counselling, course progression support
Wellbeing and Counselling Support	Mental health first aid, accidental counselling, referrals to external counselling services, crisis support, wellbeing resources
International Student Services	Orientation programs, accommodation assistance, airport pickup coordination, visa support information, cultural adjustment support, employment rights information
First Nations Student Support	Culturally safe support services, connection to Indigenous organisations, 13YARN crisis support, culturally appropriate orientation
Disability and Accessibility Services	Reasonable adjustments, assistive technologies, accessible learning materials, individual support planning, consultation regarding specific needs
IT and Digital Support	Student portal access, online learning platform support, digital literacy resources, cyber safety education, technical troubleshooting
Financial and Administrative Support	Information on subsidised training, payment plan options, transport concessions, financial counselling referrals
Employment and Career Services	Job search platform access, resume preparation, interview preparation, workplace rights information, industry placement support

Comprehensive information is available in PMV Training's Student Support Services Guide, accessible through the College website and provided to all students at orientation.

5.4 Student Support and Counselling

PMV Training recognises that students' personal, academic, social, emotional and mental wellbeing is fundamental to successfully completing their studies. To support students, PMV Training designates Student Support Officers who provide a supportive environment where students can discuss concerns confidentially.

Selective PMV Training staff hold valid Mental Health First Aid Training Certificates, enabling them to identify students' needs and recommend appropriate strategies and resources. Student Support Officers work closely with trainers and trainers to ensure students are thriving in their studies.

Where PMV Training cannot directly address student concerns through internal services, students are directed to external professional help and counselling services including but not limited to Lifeline, Beyond Blue, Headspace, and other specialised support agencies identified in the Student Support Services Guide.

5.5 International Student Support Services

PMV Training commits to supporting international students in adjusting to study and life in Australia by providing timely, culturally appropriate, and relevant support throughout their educational journey.

All overseas students are provided with access to a comprehensive orientation program at the beginning of their course. This program is tailored to be age-appropriate and culturally sensitive, and includes information on:

- Support services available to assist overseas students to help them adjust to study and life in Australia;
- English language and study assistance programs;
- Relevant legal services and how to access legal advice;
- Emergency and health services including how to call 000;
- PMV Training's facilities and resources;
- Complaints and appeals processes;
- Requirements for course attendance and progress;
- Support services available to assist students with general or personal circumstances that are adversely affecting their education in Australia;
- Services students can access for information on their employment rights and conditions, and how to resolve workplace issues through the Fair Work Ombudsman.

PMV Training ensures access to international student support by:

- Providing relevant information or referrals as appropriate to overseas students who request assistance in relation to services and programs at no additional cost to the overseas student;
- Facilitating access to learning support services consistent with the requirements of the course, mode of study, and the learning needs of student cohorts;
- Allocating designated Student Support Officers to be the official point of contact for overseas students, equipped with up-to-date details of PMV Training's support services;
- Allocating sufficient student support personnel to meet the needs of overseas students;
- Ensuring all PMV Training staff who interact directly with overseas students are aware of their obligations and the potential implications under the ESOS framework and National Code.

PMV Training provides opportunities for students to access welfare-related support services to assist with issues that may arise during their study, including course progress and attendance requirements, through Student Support Officers and external referrals as appropriate.

5.6 Implementing and Monitoring Support Arrangements

All agreed support arrangements are documented by PMV Training via an Individual Support Plan (ISP). Student Support Officers regularly review individual support including feedback from the student, trainers, and any other individuals involved in support provision, to determine whether the support plan is effective.

If the support plan proves effective, any potential improvements to the plan are identified, documented, and implemented to enhance student outcomes.

If the support plan fails to achieve intended outcomes and the student is not meeting required learning and assessment outcomes, the student will be subject to the Course Progression Monitoring Policy and Procedures and will be contacted by the Student Support Officer and/or trainer to discuss next steps and additional interventions.

5.7 Health, Safety and Personal Security

PMV Training is committed to providing a safe learning environment for all students. The organisation will:

- Provide overseas students with or refer them to (including electronically) general information on safety and awareness relevant to life in Australia;
- Take all reasonable steps to provide a safe environment on campus and advise overseas students and staff on actions they can take to enhance their personal security and safety;
- Provide information to all students about how to seek assistance for and report an incident that significantly impacts on their wellbeing, including critical incidents and emergency situations as per the Critical Incident Policy and Procedure;
- Maintain emergency contact information including Triple Zero (000), Lifeline, Beyond Blue, 13YARN, and other crisis support services in all student-facing materials and on campus;
- Provide cyber safety education and resources to protect students from phishing, cyberbullying, and online threats.

5.8 Health, Safety and Personal Security

PMV Training is committed to providing a safe learning environment for all students. The organisation will:

- Provide overseas students with or refer them to (including electronically) general information on safety and awareness relevant to life in Australia;
- Take all reasonable steps to provide a safe environment on campus and advise overseas students and staff on actions they can take to enhance their personal security and safety;
- Provide information to all students about how to seek assistance for and report an incident that significantly impacts on their wellbeing, including critical incidents and emergency situations as per the Critical Incident Policy and Procedure;
- Maintain emergency contact information including Triple Zero (000), Lifeline, Beyond Blue, 13YARN, and other crisis support services in all student-facing materials and on campus;
- Provide cyber safety education and resources to protect students from phishing, cyberbullying, and online threats.

5.9 Health, Safety and Personal Security

PMV Training monitors and evaluates its student support services through collection of student feedback, survey data, and analysis of support service utilisation. Any identified areas for improvement are logged in PMV Training's Continuous Improvement Register and actioned in accordance with the organisation's quality management framework.

6. Procedure

6.1 Informing Students

To support informed decision-making, the Marketing and Student Support team provides accessible information about PMV Training's Student Support services prior to enrolment, electronically on the website and in the following materials:

- Student Handbook
- Course information documents (flyers and brochures)
- Relevant PMV Training Policies and Procedures

All students are provided with a copy of the Student Handbook via email prior to enrolment and during orientation.

6.2 Identification of Support Needs

Prior to enrolment, the Student Support Team undertakes a pre-enrolment assessment to determine potential support needs. This includes:

- Review of the Online Application Form including disability disclosure section;
- LLND evaluation in accordance with the Language, Literacy, Numeracy and Digital (LLND) Skills Policy and Procedure;
- Enrolment interview discussion regarding individual learning needs, barriers to participation, and available support services.

If a student requires support, the Student Support Officer or delegated admissions officer organises a consultation or meeting (phone/video call/in person) to further identify specific needs and to develop an Individual Support Plan.

During the consultation, the Student Support Officer will:

- Explore learners' prior formal and informal learning and advise about Credit Transfer/Recognition of Prior Learning if applicable;
- Identify delivery mode and attendance patterns which accommodate learners' needs;
- Ask learners about any characteristics or needs which may affect their learning or assessment;
- Discuss reasonable adjustments and support strategies that may be implemented;
- Provide information about internal and external support services available.

6.3 Commencement Support: International Students

For international students, PMV Training can arrange airport pickup to transport them to their accommodation. Students can indicate their need for this service while submitting the Application Form. Student Support Officers maintain contact with students from the point of Confirmation of Enrolment (CoE) issuance to facilitate the course commencement process.

Student Support Officers organise a comprehensive Orientation Program during students' first week. The Orientation program aims to familiarise students with the campus, facilities, support services, and living and studying in Australia. During orientation, students receive:

- Campus tour showcasing facilities and resources;
- Information on academic and English language support services;
- Health, emergency services, and campus safety information;
- Legal services referral information;
- Attendance and course progress requirements;
- Employment rights and Fair Work Ombudsman information;
- Cultural diversity and inclusion information;
- Complaints and appeals processes.

6.4 Commencement Support: Domestic Students

On-Campus Students: Upon commencement (or prior to the start date), students are formally introduced to trainers and taken on a guided campus tour, ensuring students feel comfortable with facilities, resources, and campus layout. Students receive orientation materials including the Student Handbook and Student Support Services Guide.

Online Students: Once enrolment is finalised, students receive a comprehensive orientation to PMV Training's online learning environment—either in person (if students visit the campus) or via a dedicated online session. Students are provided with login credentials, technical support contact information, and digital literacy resources.

6.5 Implementing and Monitoring Support - Individual Support Plan (ISP)

All formal support arrangements are documented via an Individual Support Plan (ISP).

The Individual Support Plan for each student will vary and depend upon individual needs. Each individual support plan must include:

- Any internal support to be provided (e.g., additional one-on-one Trainer/Trainer time, assistive technologies, accessible learning materials);
- If any workplace support to be provided for Work Based Training (e.g., workplace mentor, additional visits by the Trainer);
- Specific support requirements prior to each assessment event;
- Reasonable adjustments to be applied to assessments (documented separately and maintained on student's enrolment record);
- External support services or referrals (e.g., LLND provider, counselling services, disability support organisations);
- Review dates and monitoring schedule;
- Consent for information sharing with relevant parties as required by VET regulation.

All Individual Support Plans must ensure that support for any special needs does not compromise individual safety or the integrity of the training product. The Individual Support Plan must identify whether the proposed delivery mode and attendance patterns for the course will accommodate the student's needs or if modifications are required.

Students are made aware that information may be disclosed to other parties as required by relevant VET regulation and ESOS legislation for international students.

6.6 Review of Support

Management regularly review individual support including feedback from the student and any other individuals involved in support provision (e.g., trainer), to determine whether the support plan is effective.

If the support plan proves effective, any improvements which might be made to the plan must be identified, documented, and implemented.

If the support plan proves ineffective and the student is not meeting required learning and assessment outcomes, the student will be subject to the Course Progress Policy and Procedures and will be contacted by relevant staff to discuss interventions, additional support options, or course alternatives.

Reviews are conducted at minimum intervals specified in the ISP (typically every 4-6 weeks), and more frequently if concerns arise regarding student progress, attendance, or wellbeing.

6.7 External Support Services and Referrals

PMV Training maintains partnerships and referral pathways to external support agencies to ensure students can access specialised services beyond internal capacity. External services include:

- Mental health services: Lifeline (13 11 14), Beyond Blue (1300 22 4636), Headspace (1800 650 890), Medicare Mental Health (1800 595 212);
- Crisis support: Suicide Call Back Service (1300 659 467), 13YARN (13 92 76), 1800RESPECT (1800 737 732);
- Health services: 13 HEALTH (13 43 25 84), Kids Helpline (1800 55 1800);
- LLND support: Learning Difficulties Australia, Australian Council for Adult Literacy;
- Employment services: Fair Work Ombudsman (13 13 94);
- First Nations support: Indigenous.gov.au, Well Mob;
- International student support: Study Australia, Multicultural Australia (07 3337 5400).

Students are informed that while referrals are facilitated at no cost by PMV Training, some external services may incur fees. Students are provided with this information prior to accessing external services.

Third Party Arrangements Policy and Procedure

1. Purpose

The purpose of this policy is to ensure that PMV Training meets all legislative and regulatory obligations relating to Third Party Agreements. This policy outlines the requirements for managing third party service delivery in accordance with the Compliance Standards for NVR Registered Training Organisations 2025.

This policy applies to all arrangements where external organisations provide services on behalf of PMV Training, including training delivery, assessment, recruitment, and related education and support services across all delivery locations.

2. Responsibility

Role	Responsibility
Chief Executive Officer (CEO)	Approves third-party agreements, oversees implementation of this policy, and ensures third-party arrangements meet regulatory requirements.
Compliance Manager	Conducts due diligence on third parties, monitors provider compliance, maintains written agreements, and ensures ASQA notification requirements are met within required timeframes.
Third-Party Provider	Delivers services in accordance with the agreement, complies with regulatory requirements, cooperates with ASQA audits or investigations, ensures staff meet credential requirements, maintains quality standards aligned with PMV Training, and notifies PMV Training of any issues affecting delivery or compliance.

3. Compliance Mapping

Legislation	Requirement
Compliance Standards for NVR Registered Training Organisations 2025 - Division 3 Accountability	Third Party Arrangements Requirements: An NVR registered training organisation must ensure that where services are delivered by a third party on the organisation's behalf, the provision of the services is governed by a written agreement that: (a) is entered into by the organisation and third party as soon as reasonably practicable prior to the third party delivering any services; (b) requires the third party to cooperate with the National VET Regulator; (c) requires accurate responses to requests for information from the Regulator; (d) prohibits the third party from using the NRT logo, organisation's branding, or issuing AQF certification documentation; (e) contains specified particulars including business names, dates, obligations, and monitoring entitlements.
Notification Requirements - Compliance Standards for NVR Registered Training Organisations 2025, Division 3 - Accountability, subsection (2)	An NVR registered training organisation must notify the National VET Regulator of any written agreement within: (a) 30 calendar days of the agreement being entered into or prior to the obligations under the agreement taking effect, whichever occurs first; and (b) 30 calendar days of the agreement ending.

4. Definitions

Term	Description
Third Party Arrangement	An arrangement where another organisation delivers training, assessment, support services, or student recruitment on behalf of PMV Training.
Written Agreement	A formal contract between PMV Training and a third party outlining responsibilities and regulatory requirements for service delivery.
Monitoring	Ongoing oversight activities to ensure third parties comply with quality standards and regulatory requirements.

5. Policy

5.1 General Commitment

- PMV Training ensures that all third party arrangements are established and managed effectively with clearly defined roles, responsibilities, and accountability mechanisms. The organisation maintains ultimate responsibility for all services delivered on its behalf and ensures that third party providers deliver services that meet or exceed PMV Training's quality standards, comply with all regulatory requirements, and align with the organisation's educational philosophy and values.
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- PMV Training recognises that engaging third parties does not diminish its compliance obligations under the Outcome Standards for NVR Registered Training Organisations 2025. The organisation implements robust governance frameworks to ensure third party services are seamlessly integrated with PMV Training's operations while maintaining consistent student experiences, assessment standards, and support services across all delivery modes and locations.
-
- All third party arrangements are subject to continuous monitoring, evaluation, and improvement processes to ensure ongoing compliance, quality assurance, and alignment with industry best practices in engineering education and training.

5.2 Due Diligence Requirements

Before engaging any third party provider, PMV Training conducts comprehensive due diligence including assessment of the organisation's commitment, capability, and capacity to deliver quality training and assessment services, verification of fitness and propriety of relevant staff, and evaluation of the third party's ability to provide training support services and wellbeing support services.

5.3 Written Agreement Requirements

All third party arrangements are governed by written agreements that include:

- Business or trading names of all parties to the agreement
- Start and end dates of the agreement
- Details of PMV Training's operations, including all delivery locations covered by the arrangement
- Key roles in implementation and monitoring of the agreement
- Clear obligations of PMV Training, including which party will issue qualifications and statements of attainment, provide pre-enrolment information, and collect learner fees and enrolment information
- Clear obligations of the third party, including provision of training and assessment materials, resources and facilities
- Mechanisms for systematic monitoring by PMV Training
- Record-keeping procedures related to agreement obligations
- Clauses requiring the third party to cooperate with ASQA and provide accurate responses to requests
- Prohibition clauses preventing the third party from using the NRT logo, PMV Training's branding, or issuing AQF certification documentation
- Entitlement for PMV Training to regularly monitor the quality of services being delivered

5.4 Monitoring and Quality Assurance

PMV Training maintains sufficient strategies and resources to systematically monitor services delivered on its behalf. The monitoring plan includes:

- Designated personnel responsible for conducting reviews and following up outcomes
- Specific timeframes for monitoring activities
- Methods for monitoring assessments, pre-enrolment information, training and assessment resources, facilities and equipment, trainer/trainer competencies and qualifications, marketing/advertising information, issuance of qualifications/statements of attainment, and records management practices
- Strategies for two-way feedback between PMV Training and the third party
- Processes to identify emerging risks and promptly rectify non-compliance

5.5 Trainer Authentication

PMV Training authenticates the credentials and practices of all trainers and trainers engaged by third party providers to ensure they meet the requirements of the Outcome Standards for NVR Registered Training Organisations 2025.

5.6 Student Information and Transparency

PMV Training ensures comprehensive transparency regarding third party arrangements through the following requirements:

5.6.1 Pre-enrolment Information

All pre-enrolment materials provided by third parties clearly identify PMV Training as the registered training organisation responsible for issuing qualifications. Information includes detailed course information, entry requirements, training delivery arrangements, assessment processes, and support services available to students.

5.6.2 Service Provider Identification

Students receive clear written information identifying which organisation will deliver training and assessment services, which organisation will provide student support services, and confirmation that PMV Training will issue all AQF certification documentation.

5.6.3 Fee Structure Transparency

All fee information provided to students clearly outlines total course costs, payment schedules, PMV Training's fee protection policies, refund policies and procedures, circumstances under which refunds apply, and timeframes for refund processing. Third parties are prohibited from collecting fees on behalf of PMV Training unless specifically authorised in the written agreement.

5.6.4 Funding and Subsidy Information

Where applicable, third parties providing marketing or enrolment services clearly communicate government funding eligibility requirements, subsidy entitlements available to eligible students, identification of PMV Training as the funded training provider, application processes for accessing subsidies, and any obligations students have in relation to funded training places.

5.6.5 Marketing Compliance

All marketing and advertising materials used by third parties comply with Australian Consumer Law requirements, accurately represent PMV Training's scope of registration, clearly distinguish between nationally recognised training and non-accredited programs, and include appropriate disclaimers regarding funding eligibility and availability.

5.7 Communication Protocols

PMV Training maintains protocols to communicate with third parties regarding legislative changes that may impact their service, changes in delivery, and expectations around providing support for student wellbeing and managing complaints.

5.8 Notification Requirements

PMV Training notifies ASQA within 30 calendar days of entering into or ending any third party arrangement using the required notification forms.

5.9 Compliance Monitoring

PMV Training ensures third parties are aware of their obligations under the Standards and any other legislative or regulatory requirements that apply to services they deliver. Regular compliance reviews are conducted to verify third party adherence to all requirements.

6. Procedure

6.1 Pre-Engagement Procedures

Prior to engaging any third party, the Compliance Manager conducts due diligence checks including verification of organisational capacity, staff qualifications, financial viability, and compliance history.

6.2 Agreement Development

All written agreements are developed using PMV Training's standard template and reviewed by the CEO before execution. Agreements must be signed before any services commence.

6.3 Ongoing Monitoring

The Quality Manager implements regular monitoring activities including site visits, documentation reviews, student feedback analysis, and compliance audits of third party operations.

6.4 Non-Compliance Management

When non-compliance is identified, PMV Training implements immediate rectification actions and may suspend or terminate agreements if compliance cannot be achieved.

Training and Assessment Policy and Procedure

1. Purpose

This policy establishes PMV Training's commitment to developing, implementing, and reviewing comprehensive Training and Assessment Strategies (TAS) for all training products on its scope of registration in accordance with the Outcome Standards for NVR Registered Training Organisations (March 2025). The policy ensures training delivery strategies align with training product requirements, reflect current industry practice, and meet the needs of VET students through appropriate resources, facilities, and trainer/trainer competencies.

PMV Training is committed to:

- Developing a Training and Assessment Strategy for every training product on scope
- Ensuring training delivery strategies align with training product requirements and AQF specifications
- Seeking meaningful advice and feedback from industry to ensure training reflects current industry practice
- Ensuring facilities, resources, and equipment are fit-for-purpose, safe, accessible, and sufficient
- Providing clear information to VET students about training products, delivery modes, and requirements
- Determining and providing appropriate training support services
- Ensuring trainers and trainers meet competency requirements and maintain industry currency
- Reviewing and updating Training and Assessment Strategies annually and when changes occur
- Accommodating diverse VET student needs including language, literacy, numeracy, and disability support

This policy applies to:

- All training products on PMV Training's scope of registration (AQF qualifications, skill sets, units of competency, and accredited courses)
- Development and documentation of Training and Assessment Strategies
- Industry consultation and engagement processes
- Identification and provision of facilities, resources, and equipment
- Trainer requirements and professional development
- Training delivery and assessment approaches
- VET student support services and reasonable adjustments
- Review and continuous improvement of strategies
- Applications for registration and extension of scope

2. Definitions

Term	Description
Training and Assessment Strategy (TAS)	Document outlining how a training product will be delivered and assessed, including delivery methods, resources, trainer requirements, industry consultation, and student support arrangements.
Training Product	An AQF qualification, skill set, unit of competency, or accredited course listed on training.gov.au.
Industry Consultation	Process of obtaining advice and feedback from industry and employers to ensure training reflects current industry practices and needs.
Training Delivery Strategy	Planned approach to training delivery, including delivery modes, sequencing, duration, and scheduling.
Volume of Learning	Notional time required for a student to achieve training outcomes, expressed as total learning hours.
Training Support Services	Services provided to support student progression, including LLN support, learning resources, tutorial assistance, and reasonable adjustments.

Term	Description
Current Industry Practice	The skills, technologies, processes, and standards currently used in the relevant industry or workplace.

3. Policy Statement

3.1 Training and Assessment Strategy Development

PMV Training develops a comprehensive Training and Assessment Strategy for each training product on its scope of registration. Each TAS is:

- Documented using the approved TAS template
- Developed before training delivery commences
- Submitted as part of scope of registration applications
- Developed in consultation with industry stakeholders
- Based on analysis of training product requirements and industry needs
- Aligned with AQF volume of Training specifications
- Responsive to the needs and characteristics of the target VET student cohort

3.2 Training Delivery Strategies (Standard 1.1)

Each TAS includes training delivery strategies that ensure:

- Training aligns with requirements of the training product
- AQF level descriptors are met for qualifications
- Packaging rules are followed correctly
- Pre-requisite and co-requisite requirements are accommodated
- Volume of Training is appropriate and meets AQF specifications
- Training is structured logically and sequenced appropriately
- Delivery modes and methods are suitable for the training product and student cohort
- Delivery schedule supports student Training and completion

Training delivery modes may include:

- Face-to-face classroom delivery
- Online/e-learning
- Blended Training (combination of face-to-face and online)
- Workplace-based training
- Simulation-based training
- Self-paced Training with support

3.3 Industry Consultation and Current Practice (Standard 1.2)

PMV Training seeks meaningful advice and feedback from relevant industry, employer, and community representatives to ensure training reflects current industry practice. This includes:

- Identifying relevant industry representatives including employers, industry associations, licensing bodies, and subject matter experts
- Seeking advice on current industry practices, technologies, regulations, and standards
- Consulting on training delivery approaches and assessment methods
- Gathering feedback on graduate employment outcomes and skill requirements
- Using industry advice to inform changes to training and assessment strategies
- Documenting industry consultation in the TAS including dates, participants, and key outcomes
- Maintaining ongoing relationships with industry stakeholders
- Ensuring training content, examples, and case studies reflect current industry practice

Industry consultation sources may include:

- Industry Skills Councils and Skills Service Organisations
- Industry Training Bodies

- Employers and enterprises in the relevant industry
- Industry associations and professional bodies
- Licensing bodies and regulators
- Industry Advisory Committees
- Current practitioners and subject matter experts
- Companion Volume Implementation Guides
- Industry publications and research

3.4 Facilities, Resources, and Equipment (Standard 1.8)

Each TAS identifies facilities, resources, and equipment required to deliver the training product. PMV Training ensures:

- Facilities, resources, and equipment are fit-for-purpose, safe, accessible, and sufficient
- All requirements specified in the training product are met
- Resources reflect current industry practice and technologies
- VET students have sufficient access to facilities and resources to practice and demonstrate skills
- Facilities comply with health and safety requirements and building codes
- Equipment is maintained in safe working order
- Training resources are current and comply with copyright requirements
- Third-party facilities and resources (if used) meet the same standards
- Ongoing suitability and safety is monitored and assured

The TAS documents:

- Physical facilities required (classrooms, workshops, laboratories, simulated environments)
- Equipment and tools needed for training and assessment
- Training resources (student manuals, workbooks, online materials, references)
- Assessment resources (assessment tools, marking guides, instructions)
- Technology requirements (computers, software, Training management system access)
- Work placement or industry engagement arrangements
- Ownership, leasing, or access arrangements for facilities and equipment
- Where third parties provide facilities or resources
- Safety and accessibility features

3.5 Information Provision to VET Students (Standard 2.1)

The TAS identifies information that will be provided to VET students about the training product prior to enrolment and during their studies. This ensures information is clear, accurate, and current, including:

- Training product code, title, and AQF level
- Units of competency included and packaging rules
- Entry requirements and pre-requisites
- Delivery modes and locations
- Duration and delivery schedule
- Assessment methods and requirements
- Fees and charges
- Training support services available
- Recognition of prior Training and credit transfer options
- Pathways and employment outcomes

3.6 Pre-Enrolment Suitability Assessment (Standard 2.2)

The TAS identifies:

- Entry requirements including pre-requisite qualifications, licensing, or experience
- Language, literacy, numeracy, and digital literacy skills required
- Physical requirements (if applicable)
- Processes for reviewing prospective students' skills and competencies
- How suitability assessment leads to appropriate pre-enrolment advice
- Alternative training products or support services for students who don't meet requirements

3.7 Training Support Services (Standard 2.3)

The TAS identifies training support services that will be available to VET students, including:

- Language, literacy, numeracy and digital (LLND) support
- Training resources and materials
- Access to trainers and trainers for support and guidance
- Tutorial assistance and one-on-one support
- Online Training platform access and technical support
- Reasonable adjustments for students with disability
- Support for students at risk of not making adequate progress
- Wellbeing support services and referral pathways
- How and when students can access support
- Contact points for assistance

3.8 Trainer Requirements (Standards 3.1, 3.2, 3.3)

The TAS documents trainer requirements to ensure the VET workforce meets competency requirements and maintains industry currency. This includes:

- Required vocational competencies for trainers and trainers
- Required TAE credentials (TAE40116, TAE40122, or successor qualifications)
- Industry experience and currency requirements
- Professional development plans to maintain industry knowledge
- Mapping of trainer/trainer credentials to units being delivered
- Plans for professional development to meet new or changing requirements
- Staff allocation and coverage for delivery and assessment activities

3.9 Target VET Student Cohort

The TAS identifies the target VET student cohort and how training and assessment strategies accommodate their characteristics and needs, including:

- Demographic characteristics (age, location, employment status)
- Prior Training and experience
- Language, literacy, and numeracy levels
- Training styles and preferences
- Cultural and linguistic diversity
- Disability and accessibility needs
- Work commitments and scheduling constraints
- Geographic location and access to facilities
- Technology access and digital literacy
- How delivery and assessment strategies accommodate these characteristics

3.10 Review and Continuous Improvement

PMV Training reviews Training and Assessment Strategies to ensure they remain current, effective, and aligned with industry needs. Each TAS is:

- Reviewed at least annually
- Reviewed when training products are updated or superseded
- Reviewed when industry feedback indicates changes are needed
- Reviewed when validation activities identify issues
- Reviewed when student completion data indicates concerns
- Updated to reflect improvements identified through continuous improvement processes
- Updated to incorporate outcomes from validation activities
- Informed by student and staff feedback
- Version controlled with dates and change descriptions documented

4. Procedures

4.1 Developing a Training and Assessment Strategy

Step 1: Initiate TAS Development

The CEO or Compliance Manager initiates development of a Training and Assessment Strategy (TAS) when applying for a new training product on scope, when a training product is updated or superseded, or when significant revisions to an existing TAS are required.

Step 2: Obtain Training Product Information

Current training product documentation is downloaded from training.gov.au, including training product specifications, packaging rules, unit details, AQF descriptors where applicable, and Companion Volume Implementation Guides.

Step 3: Analyse Requirements

Training product requirements are analysed to identify unit structures, prerequisites, assessment requirements, volume of training, industry or licensing requirements, and required facilities, equipment, and resources.

Step 4: Conduct Industry Consultation

Industry consultation is undertaken to confirm current industry practice, identify skill needs, gather advice on delivery and assessment approaches, and identify potential workplace learning opportunities.

Step 5: Identify Target Cohort

The characteristics and needs of the target VET student cohort are identified to inform training design.

Step 6: Design Training Delivery

Training delivery strategies are developed, including delivery modes, training methods, sequencing or clustering of units, scheduling, balance of theory and practical training, and volume of training.

Step 7: Design Assessment Strategy

Assessment approaches are designed in accordance with the Assessment Policy and training product requirements.

Step 8: Identify Resources and Facilities

Facilities, equipment, training resources, assessment tools, technology requirements, and access arrangements are identified and documented.

Step 9: Identify Trainer Requirements

Trainer and assessor requirements are determined, including vocational competencies, TAE credentials, industry currency, and any professional development needs.

Step 10: Identify Student Support Services

Training support services required to support student progression are identified and documented.

Step 11: Complete TAS Documentation

All required information is recorded in the TAS template.

Step 12: Prepare Training and Assessment Resources

Required training and assessment resources are obtained or developed in accordance with resource development procedures.

Step 13: Approval

The completed TAS is reviewed and approved by the CEO prior to submission to ASQA or commencement of delivery.

4.2 Conducting Industry Consultation

Step 1: Identify Stakeholders

Relevant industry stakeholders are identified, including employers, industry associations, professional bodies, skills service organisations, licensing authorities, and industry practitioners or subject matter experts.

Step 2: Request Consultation

Identified stakeholders are contacted to request participation in industry consultation activities.

Step 3: Conduct Consultation

Consultation may be conducted through meetings, interviews, surveys, Industry Advisory Committee discussions, industry forums, or workplace visits and observations.

Step 4: Gather Industry Feedback

Feedback is sought on current industry practices, technologies and standards, skill requirements, emerging trends, delivery and assessment approaches, equipment and resource needs, and opportunities for work placement or industry engagement.

Step 5: Document Consultation

Industry consultation activities are documented, including consultation dates, participants and organisations, method of consultation, key feedback provided, and how the advice informed the Training and Assessment Strategy.

Step 6: Incorporate Industry Advice

Industry feedback is incorporated into training delivery strategies, assessment approaches, resource requirements, training content, and workplace engagement arrangements.

Step 7: Maintain Industry Engagement

Ongoing relationships with industry stakeholders are maintained to support continuous improvement and ensure training remains aligned with industry needs.

4.3 Obtaining or Developing Training and Assessment Resources

Step 1: Resource Research

Training and assessment resources are researched from commercial publishers, Skills Service Organisations, open-source providers, and relevant government or industry bodies.

Step 2: Resource Evaluation

Resources are evaluated to confirm alignment with training product requirements, relevance to current industry practice, suitability for the target student cohort, and overall quality, accuracy, and currency.

Step 3: Resource Acquisition

Where suitable commercial resources are available, they are purchased or licensed ensuring copyright compliance and appropriate licensing arrangements.

Step 4: Resource Development

Where suitable resources are not available, in-house materials are developed, including student learning materials, assessment tools and marking guides, session plans, trainer guides, and online learning materials for Moodle.

Step 5: Resource Mapping

All training and assessment resources are mapped to the relevant units of competency to ensure elements, performance criteria, required knowledge and skills, and assessment requirements are fully addressed.

Step 6: Resource Register

All resources are recorded in the Training and Assessment Resource Register, including resource details, source, version, supported units, licensing information, and review dates.

Step 7: Student Access

Training materials are uploaded to Moodle and made accessible to students where applicable.

4.4 Reviewing and Updating Training and Assessment Strategies

Step 1: Schedule TAS Review

The Compliance Manager schedules an annual review of each Training and Assessment Strategy (TAS) as part of the Compliance Calendar.

Step 2: Gather Review Input

Input is gathered from trainers and assessors, VET student feedback, industry consultation, validation outcomes, continuous improvement records, and student completion and outcome data.

Step 3: Conduct TAS Review

The TAS is reviewed against current training product requirements on training.gov.au, changes in industry practice, student feedback, effectiveness of delivery and assessment approaches, adequacy of resources and facilities, and trainer competency and currency.

Step 4: Identify Improvements

Required updates or improvements to the TAS are identified based on review findings.

Step 5: Update TAS Documentation

The TAS is updated to reflect changes made, reasons for the updates, and the new version number and review date.

Step 6: Implement Changes

Approved changes are implemented across training delivery, resources, assessment tools, and trainer professional development where required.

Step 7: Approval and Communication

The CEO approves the updated TAS and changes are communicated to relevant trainers, assessors, and staff.

5. Roles and Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Oversees implementation of this policy, approves all Training and Assessment Strategies (TAS), ensures a TAS exists for each training product on scope, allocates resources for implementation, and monitors compliance.
Compliance Manager	Leads TAS development, coordinates industry consultation, ensures TAS align with training product requirements and industry practice, coordinates annual TAS reviews, maintains the Training and Assessment Resource Register, and implements improvements.
Trainers and Trainers	Participate in TAS development and industry consultation, implement TAS in training delivery, provide feedback on effectiveness, identify improvements, maintain industry currency, and use approved training and assessment resources.

6. Records Management

PMV Training maintains the following records in accordance with its Records Management Policy:

- Training and Assessment Strategies for all training products (current and previous versions)
- Industry consultation documentation including dates, participants, and outcomes
- Training and Assessment Resource Register
- Resource mapping documentation
- TAS review documentation and outcomes
- Evidence of resource copyright compliance and licensing agreements
- Trainer credential mapping
- Professional development plans and records
- Student feedback on training delivery and resources
- Continuous improvement actions related to TAS

7. Review and Amendment

This policy is reviewed annually, or earlier where required due to regulatory, operational, or continuous improvement requirements.

8. Links to the Outcome Standards

This policy addresses multiple standards in the Outcome Standards for NVR Registered Training Organisations (March 2025):

- **Standard 1.1** – Training delivery strategies align with training product requirements and AQF specifications
- **Standard 1.2** – Industry consultation and reflection of current industry practice in training
- **Standard 1.8** – Identification and provision of fit-for-purpose facilities, resources, and equipment
- **Standard 2.1** – Provision of clear, accurate information to VET students
- **Standard 2.2** – Pre-enrolment suitability assessment and advice
- **Standard 2.3** – Identification and provision of training support services
- **Standard 3.1** – VET workforce management and allocation
- **Standards 3.2 & 3.3** – Trainer competency and industry currency requirements
- **Standard 4.4** – Continuous improvement through regular review and update of strategies

Training Package Transition Policy + Procedure

1. Purpose

This policy establishes PMV Training's commitment to managing transitions from superseded, deleted, or expired training packages and accredited courses to current versions. The policy ensures compliance with the Outcome Standards for NVR Registered Training Organisations 2025, particularly Standards 1.1 and 2.1, and protects the interests of VET students during training product transitions.

PMV Training is committed to:

- Delivering training and assessment consistent with current training product requirements
- Maintaining current versions of all training packages and accredited courses on its scope of registration
- Communicating promptly and clearly with VET students about training product changes and transition arrangements
- Ensuring VET students can complete their training or are appropriately transitioned to replacement qualifications
- Preventing enrolment of students in superseded, deleted, or expired training products when they will not have sufficient time to complete

This policy applies to:

- All training packages and accredited courses on PMV Training's scope of registration
- All qualifications, skill sets, and units of competency delivered by PMV Training
- All currently enrolled VET students affected by training product transitions
- All prospective VET students considering enrolment in training products
- All staff involved in training delivery, assessment, and student support

2. Definitions

Term	Description
Training Product	An AQF qualification, skill set, unit of competency, accredited course, or module listed on training.gov.au or accredited by a VET regulator.
Superseded Training Product	A training product replaced by a newer version but still valid during the transition period for existing students to complete training.
Deleted Training Product	A training product removed from training.gov.au with no replacement. Certification cannot be issued after the deletion date.
Expired Training Product	An accredited course or product that has reached the end of its accreditation period and is no longer valid for delivery or certification.
Transition Period	The timeframe during which an RTO may continue enrolling and training students in a superseded training product, typically up to 12 months.
Teach-Out Period	Additional time allowed for existing students to complete training if they would be disadvantaged by transitioning, typically up to 6 months beyond the transition period.
Training.gov.au	The National Register of VET information containing endorsed training packages, accredited courses, qualifications, units of competency, and RTO details.

3. Policy Statement

3.1 Current Training Products

PMV Training ensures that all training and assessment is consistent with the requirements of current training products by:

- Maintaining only current versions of training packages and accredited courses on its scope of registration
- Regularly monitoring training.gov.au for updates, changes, and new releases
- Systematically updating scope of registration when training products are superseded or new versions are released
- Ensuring learning and assessment resources align with current training product requirements

3.2 Student Communication

PMV Training informs VET students, as soon as practicable, of any changes to training products that may affect them, including:

- Notification when their enrolled training product becomes superseded, deleted, or expired
- Clear explanation of transition arrangements and deadlines
- Information about replacement training products or alternative options
- Details of any changes to course duration, content, or assessment requirements
- Support available to help students navigate the transition
- Impact on completion timeframes and any actions students need to take

Communications are provided in clear, accessible language and through multiple channels including email, student portals, direct contact, and written correspondence.

3.3 Enrolment Controls

PMV Training does not accept new enrolments in superseded, deleted, or expired training products when students will not have sufficient time to complete their training and assessment within the permitted timeframes.

Specifically, PMV Training:

- Ceases accepting new enrolments in superseded training products at the end of the transition period (or earlier if students cannot reasonably complete within the timeframe)
- Does not enrol students in deleted or expired training products
- Assesses each prospective student's likelihood of completion before accepting enrolment in a training product approaching transition
- Updates all marketing materials, websites, and student information to reflect only current training products

3.4 Transition Arrangements

For currently enrolled students affected by training product transitions, PMV Training:

- Reviews each student's progress to determine if they can complete within the transition period
- Develops individual transition plans for students who cannot complete within the transition period
- Provides students with timely and adequate advice about their options
- Facilitates transition to replacement training products using mapping information and recognition of prior learning
- Implements teach-out arrangements only where students would be genuinely disadvantaged by transitioning
- Ensures all transition processes are fair, transparent, and maintain the integrity of training products

3.5 Training and Assessment Resources

When transitioning to new or revised training products, PMV Training ensures:

- Learning and assessment strategies are developed for replacement training products
- Learning and assessment materials are obtained, developed, or updated
- Facilities and equipment meet the requirements of new training products
- Trainer competencies and industry currency are verified and updated as required
- Professional development is provided to staff on changes to training products

4. Procedures

4.1 Monitoring Scope of Registration

Step 1: The Compliance Manager monitors training.gov.au at least quarterly to check for updates to all qualifications, skill sets, and units of competency on PMV Training's scope of registration.

Step 2: The Compliance Manager registers PMV Training's details with TGA/ASQAnet to receive automatic notifications for each training product on scope.

Step 3: The Compliance Manager subscribes to relevant industry bodies and networks to stay informed of upcoming training package and accredited course changes.

Step 4: The Compliance Manager maintains a Training Package Register documenting all training products on scope, their current version, and any known upcoming changes.

Step 5: When a training product is superseded, deleted, or expired, the Compliance Manager immediately initiates the transition planning process outlined below.

4.2 Transition Planning

Step 1: Obtain Training Product Updates

Download the replacement training product details from training.gov.au or the relevant course owner.

Step 2: Identify Affected Training Products

Identify all qualifications, skill sets, and units of competency on PMV Training's scope requiring updates.

Step 3: Record Transition Dates

Record key transition dates including the publication date of the superseded training product, the end of the transition period, the final date for new enrolments, and any deletion date where applicable.

Step 4: Review Equivalence Mapping

Review equivalence mapping between the superseded and replacement training products to determine transition requirements.

Step 5: Develop Transition Plan

Develop a transition project plan outlining timelines, responsibilities, and key milestones.

4.3 Notifying Students

Step 1: Student Notification

Within two (2) weeks of becoming aware of a training product transition, PMV Training notifies all affected currently enrolled students.

Step 2: Notification Content

The notification explains that the training product has been superseded, deleted, or expired, outlines key transition deadlines, available options (completion within the transition period or transition to the replacement product), details of the replacement training product where applicable, implications for course duration or assessment, available support services, and a contact person for enquiries.

Step 3: Communication Channels

Notifications may be delivered through multiple channels including email, phone calls for at-risk students, student portal announcements, and written correspondence where required.

Step 4: Record Keeping

All student notifications are documented in the student's file.

Step 5: Marketing Updates

Website and marketing materials are updated to reflect training product changes and superseded qualifications are no longer promoted.

4.4 Preparing Resources and Systems

Step 1: Develop learning and assessment strategies for replacement training products.

Step 2: Obtain, develop, or update learning and assessment materials.

Step 3: Verify facilities and equipment meet requirements of new training products.

Step 4: Map trainer qualifications to new training products and identify professional development needs.

Step 5: Deliver professional development to all relevant staff on training product changes.

Step 6: Update all systems and documentation:

- Student management system (aXcelerate)
- Learning management system (Moodle)
- Student handbook
- Enrolment forms and training plans
- Marketing materials (website, social media, brochures)
- Training Package Register

4.5 Updating Scope of Registration

Step 1: The Compliance Manager verifies all documentation for the replacement training product is complete.

Step 2: The Compliance Manager submits an application through ASQAnet to add the replacement training product to scope of registration.

Step 3: Upload supporting documentation as required by the application process.

Step 4: Wait for ASQA confirmation before commencing delivery of the new training product.

Step 5: Once approval is received, notify all staff and commence delivery.

4.6 Managing Currently Enrolled Students

Step 1: Review Student Progress

Review all currently enrolled student records to determine progress toward completion, expected completion dates, and likelihood of completing within the transition period.

Step 2: Support Completion Within Transition Period

Where students can reasonably complete within the transition period, delivery and assessment may be accelerated where appropriate and additional support provided to facilitate timely completion.

Step 3: Develop Transition Plans

For students unlikely to complete within the transition period, develop individual transition plans in consultation with the student.

Step 4: Transition Arrangements

Transition plans include review of completed units, mapping to the replacement qualification using equivalence information, recognition of prior learning where applicable, an updated training plan outlining remaining units, revised enrolment documentation, and a new completion timeline.

Step 5: Record Keeping

All transition arrangements and student agreements are documented in the student file.

4.7 Teach-Out Arrangements

PMV Training may implement teach-out arrangements only where students would be genuinely disadvantaged by transitioning to a replacement qualification.

Step 1: Identify Genuine Disadvantage

Identify students who may be genuinely disadvantaged by transition, considering factors such as proximity to completion, additional requirements in the replacement qualification, personal circumstances, and employment or licensing impacts.

Step 2: Document Evidence

Document the evidence supporting the determination of genuine disadvantage.

Step 3: Implement Teach-Out

Where approved, implement teach-out arrangements for a maximum of six (6) months beyond the transition period end date.

Step 4: Monitor Progress

Monitor teach-out students closely to support completion within the approved teach-out period.

Step 5: Transition if Required

Students unable to complete within the teach-out period must be transitioned to the replacement qualification.

4.8 Removing Superseded Training Products

Step 1: Once all students have completed or transitioned, and the teach-out period has expired (if applicable), prepare to remove the superseded training product from scope.

Step 2: Verify no outstanding enrolments or incomplete assessments remain in the superseded qualification.

Step 3: The Compliance Manager submits an application through ASQAnet to remove the superseded training product from scope of registration.

Step 4: Update the Training Package Register to reflect the removal.

Step 5: Maintain appropriate records in accordance with regulatory requirements, even after removal from scope.

5. Roles and Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Monitors training.gov.au for training product changes, manages the Training Package Register, leads transition planning, submits scope applications to ASQA, ensures timely student notifications, authorises teach-out arrangements, and oversees implementation of this policy.
Trainers and Trainers	Participate in professional development on training product updates, align training and assessment practices with current products, support students during transitions, monitor student progress, and deliver accelerated or adapted programs where appropriate.
Administrative Staff	Update student management systems with new training product details, process student transitions and enrolments, distribute student notifications, maintain accurate records of transition arrangements, and update marketing and website information.
VET Students	Read and respond to training product change notifications, engage with staff regarding transition options, complete required documentation, and maintain progress to meet transition deadlines.

6. Records Management

PMV Training maintains the following records in accordance with its Records Management Policy:

- Training Package Register documenting all training products on scope
- Monitoring records from training.gov.au and TGA/ASQAnet
- Transition project plans and timelines
- Student notification records (copies of emails, letters, and confirmation of receipt)

- Individual student transition plans
- Evidence of genuine disadvantage for teach-out arrangements
- RPL documentation for transitioned students
- Updated learning and assessment strategies
- Staff professional development records related to training product changes
- Scope of registration applications and ASQA correspondence
- Updated marketing materials and website change logs

7. Review and Amendment

This policy is reviewed annually, or earlier where required due to regulatory, operational, or continuous improvement requirements.

8. Links to the Outcome Standards

The policy also supports compliance with:

- **Standard 1.5** – Validation requirements (more frequent validation required when training products change)
- **Standard 1.6** – Recognition of prior learning (used to facilitate student transitions)
- **Standard 1.8** – Facilities, resources and equipment (must be suitable for new training products)
- **Standard 2.2** – Pre-enrolment advice (assessing suitability and completion likelihood)
- **Standard 3.2 & 3.3** – Trainer competencies (must be current for new training products)

USI Policy and Procedure

1. Purpose

This policy establishes PMV Training's commitment to meeting the requirements of the Student Identifiers Act 2014 and supporting the national VET data collection through the Unique Student Identifier (USI) scheme. The policy ensures that PMV Training complies with the Outcome Standards for NVR Registered Training Organisations (March 2025), particularly Standard 2.1, by providing clear information to VET students about the costs and processes associated with obtaining a Student Identifier.

PMV Training is committed to:

- Verifying Student Identifiers with the Registrar before using them for any purpose
- Ensuring no AQF certification documentation is issued without a verified USI, unless an exemption applies
- Informing VET students about USI requirements, processes, and any applicable exemptions prior to enrolment or commencement
- Protecting the privacy and security of USI data and all related personal information
- Supporting VET students to obtain their USI either independently or through PMV Training's assistance
- Complying with the Australian Privacy Principles and the Privacy Act 1988

This policy applies to:

- All VET students enrolling in nationally recognised training with PMV Training
- All staff involved in student enrolment, USI collection, verification, and data management
- The collection, verification, storage, and protection of USI data
- The issuance of AQF certification documentation
- Third parties who may handle student information on behalf of PMV Training

2. Definitions

Term	Description
Unique Student Identifier (USI)	A unique reference number that creates a secure online record of a student's nationally recognised VET training and qualifications in Australia.
Student Identifier	Has the same meaning as defined under the Student Identifiers Act 2014.
Registrar	The authority responsible for issuing and managing USIs under the Student Identifiers scheme.
Verified USI	A USI confirmed as valid and correctly linked to the student's identity through the Registrar.
AQF Certification Documentation	Official documents issued to confirm completion of an AQF qualification or statement of attainment.
Authenticated VET Transcript	An official record of nationally recognised training outcomes prepared by the Registrar and accessed through the USI system.

3. Policy Statement

3.1 USI Requirement

All VET students enrolling in nationally recognised training with PMV Training must have a verified USI before AQF certification documentation can be issued, unless an exemption applies under the Student Identifiers Act 2014.

PMV Training will not issue AQF certification documentation to a student without:

- Being in receipt of the student's USI, and
- Verifying that USI with the Registrar

PMV Training may commence training and assessment before a student has provided their USI, but certification cannot be issued until the USI is provided and verified.

3.2 Information to VET Students

In accordance with Standard 2.1(c)(iv) of the Outcome Standards, PMV Training provides clear and accessible information to prospective and current VET students about:

- The USI requirement and why it is necessary
- How to create a USI independently (at no cost through www.usi.gov.au)
- The processes for creating, providing, and verifying a USI
- What identification documents are required
- Available exemptions and their implications
- How USI data is protected and used
- That AQF certification documentation cannot be issued without a verified USI

This information is provided to students:

- Prior to enrolment through pre-enrolment information materials
- On the PMV Training website
- During the enrolment process
- In the Student Handbook

3.3 USI Verification

Before using a USI for any purpose, including issuing certification or reporting to AVETMISS, PMV Training verifies the USI with the Registrar to ensure it:

- Is a valid USI
- Matches the student's personal details
- Is correctly associated with the student

Verification is conducted through PMV Training's student management system (AXcelerate), which connects to the USI Registry System.

3.4 Exemptions

Students may be exempt from providing a USI in specific circumstances as set out in the Student Identifiers Act 2014, including if the student:

- Is undertaking training that does not lead to a nationally recognised qualification or statement of attainment
- Has been assessed by a medical practitioner as being unable to obtain a USI due to mental incapacity
- Is deceased at the time of applying for AQF certification documentation
- Meets other exemption criteria specified in the Student Identifiers Act 2014 or regulations

Where an exemption applies, PMV Training will inform the student prior to either the completion of enrolment or commencement of training and assessment (whichever comes first) that:

- The results of the training will not be accessible through the Commonwealth USI system
- The training outcomes will not appear on any authenticated VET transcript prepared by the Registrar
- This may affect the student's ability to provide evidence of their qualification to future employers or education providers

Documentation supporting the exemption is maintained in the student's file.

3.5 Privacy and Security

PMV Training recognises the importance of protecting students’ privacy and personal information. PMV Training is bound by the Australian Privacy Principles (APPs) in the Privacy Act 1988 and complies with all requirements in respect of the collection and management of student personal information.

PMV Training ensures the security of:

- The USI itself
- All related documentation and personal information
- Information stored in the student management system (AXcelerate)
- Hard copy records containing USI data

Specific privacy and security measures include:

- USIs are not printed on AQF certification documentation
- USIs are treated as confidential information
- Access to USI data is restricted to authorised PMV Training staff only
- Student personal information is stored securely in electronic and/or hard copy form
- Information is destroyed or de-identified when no longer needed in accordance with the Archives Act 1983
- Student information is not shared or disclosed except as described in this policy or with student authorisation

3.6 Disclosure of Personal Information

PMV Training may disclose students’ personal information, including USI data, to third parties as required or permitted by law. The third parties to whom PMV Training may disclose student personal information include:

Recipient	Purpose
Government Departments and Agencies	For administering and auditing VET providers and programs, education policy and research, and enabling VET regulators to perform regulatory functions.
NCVER	For creation of authenticated VET transcripts, resolving USI issues, and collection and auditing of national VET statistics.
USI Registrar	For verification of USIs and maintenance of student training records.
Legal Authorities	Any person or agency authorised or required by law to access the information.
Authorised Organisations	Organisations authorised to access information with the student’s express written consent.

4. Procedures

4.1 Students Creating Their Own USI

PMV Training encourages students to create their own USI, which is free and straightforward:

Step 1: Inform Students of USI Requirement

Prospective students are informed of the USI requirement during pre-enrolment and through information provided on the PMV Training website.

Step 2: Direct Students to Create a USI

Students are directed to www.usi.gov.au to create their USI using the online instructions.

Step 3: Identification Requirements

Students are advised that they must provide an approved identification document when creating a USI, such as a driver's licence, Medicare card, passport, birth certificate, citizenship document, ImmiCard, or Certificate of Identity.

Step 4: Match Identification Details

Students are advised that the personal details used when creating their USI must exactly match their identification document.

Step 5: Provide USI at Enrolment

Students provide their USI during the enrolment process.

Step 6: Verify USI

The Administration team verifies the USI through the aXcelerate student management system at enrolment.

Step 7: Resolve Verification Issues

If the USI does not verify, the student is contacted to confirm the number and ensure personal details match their identification documents.

Step 8: Record USI

Once verified, the USI is recorded in aXcelerate and the student's file.

4.3 Managing Students Without a USI

Step 1: Allow Training to Proceed

If a student has not provided a USI at the commencement of training, training and assessment may proceed while the student is supported to obtain their USI.

Step 2: Record Outstanding USI

The Administration team records the outstanding USI in the student management system.

Step 3: Follow Up with Student

The student is regularly contacted to obtain their USI and assistance is provided where required.

Step 4: Advise Certification Requirement

Students are informed that AQF certification documentation cannot be issued until a verified USI is provided.

Step 5: Verify and Record USI

Once the USI is received, it is verified immediately and recorded in the student management system, after which certification may proceed if all other requirements are met.

4.4 Managing Exemptions

Step 1: Exemption Request

If a student believes they are exempt from the USI requirement, obtain documentation supporting the exemption claim.

Step 2: Verify Eligibility

Confirm the exemption meets the criteria specified in the Student Identifiers Act 2014.

Step 3: Inform Student in Writing

Before enrolment or commencement of training (whichever occurs first), advise the student in writing that their training results will not be accessible through the USI system, their qualification will not appear on authenticated VET transcripts, and this may affect their ability to provide evidence of qualifications to employers or education providers.

Step 4: Obtain Acknowledgement

Obtain the student's written acknowledgement confirming they understand the implications of the exemption.

Step 5: Record Exemption

Record the exemption in aXcelerate and maintain supporting documentation in the student file.

Step 6: Issue Certification

AQF certification documentation may be issued in accordance with the applicable exemption provisions.

4.5 Data Security and Access Controls

Step 1: Restrict System Access

Access to aXcelerate and electronic folders containing USI data is restricted to authorised PMV Training staff.

Step 2: Secure Systems

All systems containing student personal information are protected through secure login procedures and password controls.

Step 3: Secure Physical Records

Hard copy records containing USI data are stored in locked cabinets with access limited to authorised staff.

Step 4: Protect Certification Documents

USIs must not be printed on AQF certification documentation such as testamurs or statements of attainment.

Step 5: Staff Training

Staff with access to USI data receive training on privacy obligations and data security procedures.

Step 6: Security Monitoring

Regular audits of data security practices and system access logs are conducted.

Step 7: Information Disposal

Personal information is securely destroyed or de-identified when no longer required, in accordance with the Archives Act 1983.

5. Roles and Responsibilities

Role	Responsibility
Chief Executive Officer (CEO)	Oversees implementation of this policy, ensures compliance with the Student Identifiers Act 2014 and Australian Privacy Principles, ensures appropriate systems for USI management, and approves procedures for exemptions and privacy breaches.
Compliance Manager	Ensures staff understand USI requirements, monitors compliance, maintains current pre-enrolment USI information, reviews exemption requests, investigates privacy incidents, and audits USI verification and data security practices.
Administration Team	Provides students with USI information, collects and verifies USIs in aXcelerate, creates USIs with student consent, follows up missing USIs, records USIs accurately, maintains confidentiality of USI data, and ensures AQF certification is not issued without a verified USI (unless exempt).
VET Students	Create or authorise creation of their USI, provide the USI at enrolment, ensure details match identification documents, keep their USI secure, notify PMV Training of personal detail changes, and understand certification cannot be issued without a verified USI.

6. Records Management

PMV Training maintains the following records in accordance with its Records Management Policy and the Archives Act 1983:

- Student USIs in AXcelerate student management system
- USI verification records

- Written consent forms for PMV Training to create USIs on behalf of students
- Exemption applications and supporting documentation
- Student acknowledgements regarding exemption implications
- Pre-enrolment information materials provided to students
- Follow-up communications with students about outstanding USIs
- Data security audit logs and reports
- Privacy breach incident reports (if any)

7. Review and Amendment

This policy is reviewed annually, or earlier where required due to regulatory, operational, or continuous improvement requirements.

8. Links to the Outcome Standards

The policy also supports compliance with:

- **Standard 2.1(a)** – All information provided to VET students is clear, accurate, and current
- **Standard 2.1(b)** – PMV Training identifies required information and communicates it to students prior to enrolment
- **Standard 2.1(d)** – Documentation is provided to students prior to enrolment setting out obligations
- The Student Identifiers Act 2014 requirements for USI collection, verification, and use
- Privacy obligations under the Privacy Act 1988 and Australian Privacy Principles

Work Health and Safety Policy and Procedure

1. Purpose

This policy outlines PMV Training's position on work health and safety and framework for fulfilling obligations under the Work Health and Safety Act 2011 and all relevant Work Health and Safety Regulations and codes of conduct. This policy also outlines the duties and responsibilities of all employees, contractors, volunteers, VET students and other persons in the workplace, in creating and maintaining a safe working and learning environment.

This policy applies to all PMV Training staff, including employees, contractors, interns, volunteers, third party providers, VET students, and any individual engaged with PMV Training at all training sites and work placement locations.

2. Responsibility

The Chief Executive Officer (CEO) will be responsible for the implementation of this policy with the support of relevant Managers. The responsibility for managing health and safety ultimately rests with the person in control of the business or undertaking (PCBU), directors and management.

All PMV Training managers, employees, other workers, non-workers, VET students, and visitors must uphold their responsibilities and duties in creating and maintaining a safe working and learning environment as outlined in this policy.

3. Compliance Mapping

This policy and procedure align with the following regulatory requirements:

- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- Outcome Standards for Registered Training Organisations - Standard 1.8 (Facilities, resources and equipment) - ensuring facilities, resources and equipment are fit-for-purpose, safe, accessible and sufficient
- Outcome Standards for Registered Training Organisations - Standard 4.3 (Risk Management) - identifying and managing risks to VET students, staff and the organisation

4. Definitions

Term	Description
Hazard	Anything in the workplace that has the potential to cause harm, such as unsafe equipment, poor manual handling, slippery floors, hazardous substances, unsafe behaviours, or fatigue.
Health	Refers to both physical and psychological health and wellbeing.
Risk	The likelihood that a hazard may cause harm, influenced by factors such as frequency of exposure, number of people involved, and severity of potential injury.
VET Student	A student undertaking vocational education and training and/or assessment with PMV Training.
Worker	As defined under the Work Health and Safety Act 2011, a person carrying out work in any capacity for a business, including employees, contractors, apprentices, trainees, volunteers, and work experience students.
Workplace	Any location where work or training activities occur, including training facilities, work placements, and work-integrated learning environments.

5. Policy

General Commitment

PMV Training is committed to providing and maintaining a safe and healthy workplace and learning environment for all employees, VET students, visitors, and members of the public. PMV Training endeavors to provide a safe working and learning environment that is:

- Compliant with all Work Health and Safety Legislation and Regulations, codes of practice and other safety guidance;
- Designed to eliminate or minimise hazards and risks to health and safety, as far as is reasonably practicable;
 - Fit-for-purpose, safe, accessible and sufficient for the training and assessment being delivered; and
 - Supportive of the wellbeing and safety of VET students, particularly those under 18 years of age.
 - PMV Training will endeavor to continuously improve health and safety in the workplace and learning environment through consultation, the adoption and improvement of safe work practices, and increasing the awareness of health and safety obligations for management, staff, and VET students.
 - PMV Training takes a firm stand on workplace health and safety and our goal is to provide a safe and healthy work and learning environment that is free from workplace injury and illness. This will only be achieved through the participation, cooperation and commitment of everyone in the workplace and training environment.

PMV Training Responsibilities

The responsibility for managing health and safety ultimately rests with the person in control of the business or undertaking (PCBU), directors and management. PMV Training's responsibilities include:

- Provide and maintain a work and training environment (including equipment, facilities, resources and systems of work) that is, so far as is reasonably practicable, safe for all employees, VET students and third parties and without risk to their physical and mental health and their dignity;
- Provide adequate facilities for the welfare of workers and VET students;
- Provide information, training, instruction and supervision as necessary to maintain a healthy and safe workplace and learning environment;
- As a minimum, comply with all relevant legislative and regulatory requirements, and industry standards;
- Implement new workplace health and safety policy requirements when they are introduced, as well as monitor and improve existing procedures;
- Employ stringent risk management processes to continuously improve workplace safety and health;
- Conduct audits and inspections, set performance objectives and measure progress to ensure continuous improvement of the safety management system;
- Promote safety and health awareness to eliminate unsafe acts and hazards, to help create an injury and disease-free training environment;
- Ensure that incidents, injuries, safety and health issues, and non-compliances are reported and investigated; and that the learnings are identified, implemented and communicated to all;
- Ensure the training premises are of adequate size and have adequate heating, ventilation, cooling and lighting;
- Monitor the workplace and the health and safety of workers and VET students to assist in preventing injury and illness;
- Communicate with senior management on a regular basis on any matters that concern the provision of a healthy and safe workplace and learning environment;
- Consult with workers and VET students on matters of work health and safety;
- Identify and document strategies and procedures for managing risks associated with VET students using facilities, resources and equipment during work-integrated learning, work placements, or other community-based learning;
- Ensure that facilities, resources and equipment are suitable, safe, regularly maintained and accessible for VET students participating in training and assessment.

Harassment, Bullying and Discrimination

- PMV Training takes seriously the effects of harassment, bullying and discrimination, and the rights of employees and VET students to a workplace and learning environment free from all such behaviours.
- Harassment, bullying and discrimination are health and safety issues. In this policy, all references to health, injury, safety, risk, and incidents incorporate the protection of individuals from harassment, bullying and discrimination and their effects.

- All employees and VET students are expected to comply with PMV Training's Bullying, Harassment and Anti-discrimination Policy.

Workplace Health and Safety Responsibilities and Duties

All PMV Training workers, non-workers, VET students and visitors have an obligation to carry out their duties and responsibilities for health and safety through the following:

- Making themselves aware of the relevant PMV Training policies, procedures and instructions;
- Taking reasonable care of themselves and others in the workplace and training environment;
- Cooperating with management so that employees of PMV Training carry out their duties as required under the Work Health and Safety Act;
- Reporting all known or observed hazards, incidents and injuries to PMV Training management;
- Maintaining a safe and clean environment, free from obstructions.

Risk Identification and Management

PMV Training maintains its commitment to a safe working and learning environment by:

- Routinely conducting assessments of the workplace and training facilities to detect, assess, and respond to identified hazards or risks;
- Giving preference to removing any hazards or risks to prevent injury, illness or incidents from occurring;
- Reducing the likelihood of the risk or hazard occurring and its severity, where we are unable to eliminate the risk entirely;
- Ensuring safety risks or hazards are promptly identified and addressed;
- Ensuring VET students receive guidance and instruction prior to using equipment that may pose a risk to safety;
- Investigating any incidents involving facilities and/or equipment and implementing corrective measures to prevent recurrence.

Breaches and Reporting

All PMV Training staff and VET students have a responsibility to adhere to this policy.

If you observe a hazard or risk in the workplace or training environment, or are involved in a safety incident, you must report your concern to your manager or trainer using the Incident and Hazard Report Form.

Breach of this policy is considered to be serious and may result in legal and/or disciplinary action. All breaches of this policy will be managed in accordance with PMV Training's complaints and grievance procedures.

6. Procedure

How to Report an Incident or Hazard

- Staff and VET students can report an incident or hazard to their manager or trainer;
- Managers receiving the report will review and forward the form to the CEO;
- The manager will follow up with the staff member or VET student once corrective action has been completed, finalise the corrective action plan, and initiate any other required follow-up actions;
- The CEO closes the case, saves any correspondence to the appropriate file and logs the report on the Incident Report Register;
- Incidents of harassment or bullying must be reported in accordance with PMV Training's Bullying, Harassment and Anti-discrimination Policy;
- The CEO notifies the designated manager and any other person involved in the case of the updates, changes, and correction actions completed.

Safe Use of Equipment and Materials

PMV Training will ensure that:

- VET students are made aware of all emergency and evacuation procedures at the first training session;
- Staff and VET students are instructed in the safe use, handling and storage of equipment and materials;
- Equipment is regularly maintained and serviced in accordance with manufacturer's specifications and industry standards;
- VET students have access to appropriate personal protective equipment (PPE) where required.

Ergonomic Practices

It is important to set up and maintain a safe working environment for yourself and those around you. Points to consider in your workstation setup include:

- Seat height is adjusted so arms and forearms are at right angles and are straight when resting on keyboard;
- Feet are flat on the floor or on a footrest, knees are at right angles and thighs are horizontal to the floor;
- Armrests are positioned out of the way while typing but may provide support during other activities;
- Keyboard-to-user distance allows user to relax shoulders with elbows hanging close to body;
- Mouse is directly next to keyboard and at the same level;
- Monitor height is adjusted so the top of the screen is at or slightly lower than eye level;
- Viewing distance of the monitor is approximately an arm's length away.

Emergency Evacuation Procedure

PMV Training and management will ensure that employees and VET students are familiar with the evacuation procedures and the location of any emergency exits.

Upon hearing the evacuation announcement, all PMV Training staff and VET students must immediately move to the designated assembly area and follow the instructions given by staff. The designated assembly areas are:

- Perth: Grass patch in front of PMV car park
- Site-based training: Client designated assembly area

The building must not be re-entered until staff and VET students are instructed to do so by emergency personnel.

If the evacuation announcement is made, all persons within the premises must:

- Go to the fire exit as directed by staff;
- Only take personal belongings if safe to do so;
- Advise a first aid officer of any injured person as soon as possible;
- Go immediately to the designated assembly area outside and remain in class groups;
- Remain calm and do not run or panic.

Work Placement and Work-Integrated Learning Safety

PMV Training has documented strategies and procedures for managing risks associated with VET students using facilities, resources and equipment during work-integrated learning, work placements, or other community-based learning. These include:

- Engaging with employers to understand potential risks to VET students;
- Collaboratively identifying strategies for mitigating those risks;
- Agreeing on roles and responsibilities for implementing risk mitigation strategies;
- Ensuring work placement hosts have appropriate WHS policies and procedures in place;
- Managing concerns raised by VET students, staff or employers during work placements;
- Conducting regular reviews of work placement sites to ensure ongoing suitability and safety.

No Smoking on PMV Training Premises

PMV Training has a 'No Smoking' policy that precludes anyone from smoking while on PMV Training premises. This includes the areas immediately outside entrances to PMV Training buildings.

Records Management

All work health and safety related documentation is recorded and maintained in accordance with PMV Training's records management processes and retention requirements