



# COLLINS INSTITUTE OF TRAINING

JR Education Group Pty Ltd

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## PUBLIC-FACING POLICY SUITE

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Version 3.0 | Effective 1 March 2026 | Annual Review: March 2027

### About This Document

This suite contains the ten public-facing policies of Collins Institute of Training (JR Education Group Pty Ltd). These policies are provided to all prospective and enrolled students on request. They form part of the regulatory and contractual framework governing every student's relationship with this RTO.

These policies have been developed in compliance with the Standards for Registered Training Organisations 2025 (SRT0 2025), the National Vocational Education and Training Regulator Act 2011 (Cth), the Student Identifiers Act 2014 (Cth), the Privacy Act 1988 (Cth), the Australian Privacy Principles, and all applicable Commonwealth and Victorian anti-discrimination and consumer protection legislation.

- PP-01 Enrolment and Pre-Training Review Policy
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- PP-06 Fees, Payment and Refunds Policy
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# collins Institute

OF TRAINING

RTO CODE: 46221

<b>RTO Legal Entity</b>	JR Education Group Pty Ltd
<b>Trading Name</b>	Collins Institute of Training
<b>Address</b>	13-15 Normanby Avenue, Sunshine West VIC 3020
<b>Phone   Email</b>	0433 342 037   <a href="mailto:info@collinsinstituteoftraining.com.au">info@collinsinstituteoftraining.com.au</a>
<b>CEO and Director</b>	CEO
<b>Administration Officer</b>	Admin Officer
<b>Governing Standards</b>	Standards for Registered Training Organisations 2025 (SRT0 2025)
<b>Delivery Mode</b>	Online — Catapult LMS with live virtual classroom sessions
<b>Units Delivered</b>	TLIF0005 — Apply a Fatigue Risk Management System   TLIF0006 — Administer a Fatigue Risk Management System



Collins Institute of Training | Public-Facing Policy | SRTO 2025

## PP-01 — Enrolment and Pre-Training Review Policy

<b>Policy Owner</b>	CEO	<b>Version</b>	3.0
<b>Applies To</b>	All prospective students for TLIF0005 and TLIF0006	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	SRTO 2025 Standards 2, 3, 5 & 6; Student Identifiers Act 2014; Privacy Act 1988; Australian Consumer Law	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

This policy governs how Collins Institute of Training (CIT) manages enrolment for TLIF0005 — Apply a Fatigue Risk Management System and TLIF0006 — Administer a Fatigue Risk Management System. It ensures that every enrolment is based on accurate information, that genuine entry requirements are verified before any commitment is made, and that a meaningful Pre-Training Review (PTR) is completed with every prospective student.

CIT approaches enrolment as a professional and regulatory responsibility, not a sales activity. We will not enrol a student unless we are genuinely satisfied that the unit is suitable for their needs, that they meet the entry requirements (or that documented reasonable adjustments are in place), and that they have had a full and honest opportunity to make an informed decision before committing. This obligation is grounded in the Standards for Registered Training Organisations 2025 (SRTO 2025).

### 2. Scope

This policy applies to CEO (CEO and Student Support Officer) and Admin Officer (Administration Officer) when carrying out enrolment and pre-enrolment activities. It applies to all prospective students for both units of competency offered by CIT.

### 3. Legislative and Regulatory Framework

- Standards for Registered Training Organisations 2025 (SRTO 2025) — Standards 2, 3, 5 and 6
- National Vocational Education and Training Regulator Act 2011 (Cth) (NVETR Act)
- Student Identifiers Act 2014 (Cth)
- Privacy Act 1988 (Cth) and the Australian Privacy Principles (APPs)
- Australian Consumer Law — Schedule 2, Competition and Consumer Act 2010 (Cth)



- Disability Discrimination Act 1992 (Cth) | Racial Discrimination Act 1975 (Cth) | Sex Discrimination Act 1984 (Cth) | Age Discrimination Act 2004 (Cth) | Equal Opportunity Act 2010 (Vic)

## 4. Entry Requirements

The following minimum entry requirements apply to all enrolments in TLIF0005 and TLIF0006. No student may be enrolled unless each requirement is confirmed or a documented reasonable adjustment is in place.

### 4.1 Age

Applicants must be a minimum of 18 years of age at the date of enrolment. This requirement cannot be waived under any circumstances.

### 4.2 Identity Verification — 100-Point Check

All applicants must provide proof of identity totalling at least 100 points. The check must be conducted by CEO or Admin Officer via live video conference — documents must be physically displayed to the camera in real time. Emailed photocopies or photographs of documents are not sufficient as the sole verification method. At least one document from the primary (70-point) category is required.

Identity Document	Points
Current Australian Passport	70
Australian Birth Certificate	70
Australian Citizenship Certificate	70
Current Australian Driver's Licence — with photo	70
Australian Firearms Licence — with photo	40
Medicare Card	25
Current Credit Card or Debit Card — with name	25
Utility Bill — dated within 90 days, with name and address	25
ATO Tax Assessment Notice — current financial year	25
Department of Veterans' Affairs Health Card	40



The staff member conducting the check must record in the Pre-Training Review Record: (a) the type of each document sighted; (b) the document reference number where visible; (c) the date the check was conducted; and (d) their own name. This record is retained in the student's file for a minimum of 30 years and is available to ASQA on request.

### **4.3 Language, Literacy, Numeracy and Digital (LLND) Capability**

Both TLIF0005 and TLIF0006 require students to read and interpret regulatory text (including provisions of the Heavy Vehicle National Law), complete written assessment tasks, analyse and produce workplace-style records and documentation, and actively participate in online learning via the Catapult LMS and live video conferencing. A functional level of English literacy and basic digital capability is required to engage with the unit successfully.

All applicants must complete CIT's LLND Pre-Assessment Tool before enrolment is confirmed. This tool is a diagnostic instrument — it does not produce a pass or fail result. Its purpose is to identify whether a student may need additional learning support, so that CEO can put appropriate arrangements in place before training commences. Results are reviewed during the Pre-Training Review. Where significant challenges are identified that cannot be reasonably accommodated within CIT's delivery model, the applicant is advised honestly and referred to appropriate pre-vocational support.

### **4.4 Technology Requirements**

All training and assessment is delivered online. The following technology requirements must be confirmed as met before enrolment is finalised:

- A laptop or desktop computer is strongly preferred. Tablets and smartphones are suitable for working through learning modules but may be inadequate for completing written assessment workbooks.
- A reliable, stable internet connection — minimum recommended speed of 10 Mbps download for live video sessions.
- A fully functional webcam — built-in or external. The webcam must be enabled and the student's face must be visible at all times during virtual classroom sessions. This is a non-negotiable requirement.
- A working microphone — built-in headset or external.
- Supported browser: Google Chrome or Mozilla Firefox (Windows/Mac); Safari (iPad/iPhone). Internet Explorer and Microsoft Edge Legacy are not supported.
- Windows 7 or later operating system (PC/laptop users).
- Access to a printer and scanner (or equivalent scanning app on a smartphone) — required for submitting certain assessment documents.
- Basic digital literacy: ability to open and save files, compose and send emails, navigate websites, and type written responses.

Technology requirements are discussed and confirmed during the Pre-Training Review. Where a student's current setup does not meet requirements, enrolment is not confirmed until the situation is resolved. CEO does not accept 'I will sort it out once I start' as a satisfactory response — equipment and connectivity must be tested and confirmed before commencement.



#### **4.5 Workplace Access — Strongly Recommended**

Access to a heavy vehicle transport workplace is strongly recommended but is not an absolute entry requirement. Students who have workplace access can contextualise their learning and, for some assessment tasks, use real workplace documents as evidence (with confidentiality protections in place). Where students do not have workplace access, CEO provides simulated workplace materials specifically tailored to each student's assessment pathway.

### **5. Pre-Training Review — Mandatory Process**

Every applicant must complete a Pre-Training Review (PTR) before they sign an enrolment form, pay any fee, or commence training. The PTR is conducted by CEO via phone or video conference. It is a regulatory requirement under the SRT0 2025, not an optional administrative step, and it is not a sales call.

#### **5.1 What Must Be Covered in Every Pre-Training Review**

CEO must address and document all of the following in every PTR:

1. Confirm the applicant has received and read the current version of the Collins Institute of Training Student Handbook.
2. Explain the specific unit(s) of competency being enrolled in — what each unit covers, what it is for, and how it relates to the student's current or intended role in the transport industry.
3. Explain the delivery mode in full: self-paced online learning modules through the Catapult LMS; mandatory live virtual classroom sessions with webcam required throughout; written assessment workbooks and supervised practical tasks; no face-to-face attendance.
4. Confirm the course fee (\$150 per unit, all-inclusive) and explain clearly what is and is not included in that fee.
5. Explain the refund policy in plain language — particularly the no-refund-after-commencement provision — and explain the exceptional circumstances process.
6. Verify that the applicant is 18 years of age or older.
7. Conduct the 100-point identity check via live video conference — or confirm it has been conducted by Admin Officer.
8. Review the LLND Pre-Assessment Tool results and discuss any support needs identified. Where needs are identified, explain what support CIT can provide and agree on the arrangements before proceeding.
9. Confirm that the applicant's technology setup meets requirements — webcam, internet connection, supported browser, printer/scanner access.
10. Discuss the applicant's current or intended role in the transport industry and confirm that the unit is genuinely relevant to their professional context.
11. Identify any disability, health condition, cultural obligation, caring responsibility, or other personal circumstance that may affect the student's ability to train and be assessed in the standard format. Discuss whether reasonable adjustment is needed.
12. Explain the USI requirement — confirm that the student has a USI or will create one before training commences.
13. Explain student rights: the right to make a complaint; the right to appeal an assessment decision; the right to access their records; and the role of ASQA as the external regulator.



14. Allow unstructured time for the applicant to ask any questions they have, and provide full and honest answers.

## 5.2 Documenting the Pre-Training Review

CEO must complete the CIT Pre-Training Review Record on the day the PTR is conducted. The record must be dated and signed by CEO. It must confirm that each item above was covered, identify any support arrangements agreed, and record the enrolment outcome. The PTR Record is filed in the student's enrolment file and retained for a minimum of 30 years. It must be available to ASQA on request.

## 5.3 Outcomes of the Pre-Training Review

Following the PTR, CEO records one of three outcomes:

- Proceed to Enrolment — all requirements met; the unit is confirmed as appropriate for this student; the enrolment form is issued.
- Conditional Proceed — requirements substantially met; specific support arrangements are agreed, documented, and confirmed in place before LMS access is granted (for example, an LLND support plan is in place, or alternative technology has been arranged).
- Refer Elsewhere — the unit is not suitable for this applicant at this time. The applicant is advised honestly and respectfully, and is referred to a more appropriate pathway or provider where possible. No fee is taken. The reason for the decision is documented and must be based solely on the student's circumstances, capabilities, and unit fit — never on a protected characteristic such as age, race, disability, or gender.

## 6. Enrolment Form and Formal Confirmation

Where the PTR results in a Proceed to Enrolment or Conditional Proceed outcome, CEO provides the student with the CIT Enrolment Form. The form must be completed in full and must capture all of the following information:

- Full legal name as it appears on the student's identification documents
- Date of birth and current contact details — postal address, mobile phone, and email address
- Unique Student Identifier (USI)
- AVETMISS mandatory data fields: prior educational attainment; employment status; country of birth; language spoken at home; Aboriginal or Torres Strait Islander identification (voluntary); disability or learning difficulty (voluntary — collected for support planning purposes only)
- The unit code(s) being enrolled in
- Signed Student Handbook Acknowledgement Declaration — confirming the student has read and understood the handbook
- Signed consent to the collection, use, and disclosure of personal information as described in PP-08

Enrolment is formally confirmed when CIT receives the completed, signed enrolment form and the course fee is paid in full. LMS access credentials are issued by Admin Officer within 2 business



days of both conditions being satisfied. Training does not commence before LMS access is activated.

## **7. Maintaining Enrolment Records**

Admin Officer is responsible for maintaining student enrolment files in accordance with IP-04 (Student Records and Data Management Policy — Internal). Every file must contain the completed enrolment form, the PTR Record, the 100-point ID check record, the LLND Pre-Assessment Tool result, the signed Student Handbook Acknowledgement, and fee payment confirmation. Files must be retained for a minimum of 30 years from the date of the training activity.

## **8. Student Rights Under This Policy**

- To receive accurate, complete, and current information about the unit, delivery mode, fees, and entry requirements before making any commitment to enrol.
- To have the Pre-Training Review conducted genuinely in your best interest — not as a sales activity.
- To be told honestly if the unit is not appropriate for your circumstances, and to be referred to a more suitable pathway without prejudice.
- To have any identified support needs documented and accommodated before training commences.
- To receive a written explanation for a decision not to enrol, with reasons that are based solely on legitimate entry requirement considerations.



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## PP-02 — Discrimination, Harassment, Diversity and Inclusion Policy

<b>Policy Owner</b>	CEO	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All prospective and enrolled students; all CIT staff and contractors	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	SRTO 2025 Standards 5 & 6; Disability Discrimination Act 1992; Sex Discrimination Act 1984; Racial Discrimination Act 1975; Age Discrimination Act 2004; Equal Opportunity Act 2010 (Vic); Australian Human Rights Commission Act 1986	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

Collins Institute of Training (CIT) is committed to maintaining a training environment that is free from discrimination, harassment, and bullying, and that actively values diversity and inclusion. This is not a compliance exercise. CIT delivers training to students across a wide range of backgrounds, ages, cultural identities, and life circumstances — and we believe that a genuinely inclusive environment makes our training better and our organisation stronger.

This policy sets out: what constitutes discrimination, harassment, and bullying; CIT's obligations and commitments; what students and staff can expect; and the process for raising a concern or making a formal complaint. It applies to every aspect of the student experience at CIT — from marketing and pre-enrolment through to credential issuance and beyond.

### 2. Scope

This policy applies to CEO (CEO, Trainer-Assessor, and Student Support Officer), Admin Officer (Administration Officer), all enrolled and prospective students, and any contractor, consultant, or external provider engaged by CIT. It applies to all interactions connected with CIT's training activities — including virtual classroom sessions, the Catapult LMS, email and phone communications, and any other channel through which CIT's training is conducted.



### 3. Legislative Framework

CIT operates in accordance with the following legislation:

Legislation	Protected Ground(s)	Key Obligation on CIT
Disability Discrimination Act 1992 (Cth)	Disability — physical, sensory, intellectual, psychiatric, acquired brain injury, chronic illness	Prohibits direct and indirect discrimination; requires reasonable adjustment so that persons with disability can participate in education on equal terms.
Sex Discrimination Act 1984 (Cth)	Sex; gender identity; sexual orientation; intersex status; pregnancy; family responsibilities	Prohibits discrimination and sexual harassment on these grounds in the provision of education and training.
Racial Discrimination Act 1975 (Cth)	Race; colour; descent; national or ethnic origin	Prohibits discrimination and racially offensive conduct.
Age Discrimination Act 2004 (Cth)	Age	Prohibits age-based discrimination in the provision of services, including education.
Equal Opportunity Act 2010 (Vic)	All of the above, plus religion; political belief; industrial activity; personal association	Comprehensive Victorian framework applying to training providers. Includes vicarious liability obligations.
Australian Human Rights Commission Act 1986 (Cth)	Broad human rights framework	Establishes the AHRC as the external body for federal anti-discrimination complaints.
Fair Work Act 2009 (Cth) — general protections	Exercise of a workplace right; adverse action	Relevant where staff or contractors are involved.

### 4. What Is Discrimination?

Discrimination occurs when a person is treated less favourably — or is subjected to a condition, requirement, or practice that disadvantages them — on the basis of a protected characteristic. There are two types:

#### 4.1 Direct Discrimination

Direct discrimination occurs when a person is treated less favourably than another person in the same or similar circumstances because of a protected attribute. Examples relevant to CIT's training environment:



- Refusing to enrol a student because of their disability, without first exploring whether reasonable adjustment would allow them to participate.
- Providing lower quality assessment feedback to a student because of their cultural background or language.
- Making assumptions about a student's ability to complete the unit based on their age, gender, or background.
- Excluding a student from a virtual classroom discussion because of their religion or political views.

## 4.2 Indirect Discrimination

Indirect discrimination occurs when a condition or requirement that appears neutral on its face in practice disadvantages people with a particular protected characteristic, and the condition cannot be justified as reasonable in the circumstances. Example: requiring all students to submit assessment in a single written format, with no alternative provided, may indirectly discriminate against students with a print disability or specific learning disorder — unless the written format is itself a core requirement of the unit.

## 5. What Is Harassment?

Harassment is unwanted conduct related to a protected characteristic that has the purpose or effect of violating a person's dignity or creating an intimidating, hostile, degrading, humiliating, or offensive environment. Harassment does not have to be intentional to be unlawful — what matters is the effect on the person experiencing it.

### 5.1 Sexual Harassment

Sexual harassment is any unwelcome conduct of a sexual nature where a reasonable person would anticipate that the other person would be offended, humiliated, or intimidated. In the context of CIT's online training, sexual harassment can occur in virtual classroom sessions, through LMS messages, via email, or through any other communication channel. Examples include:

- Sending sexually explicit, suggestive, or inappropriate images or messages through the LMS or by email.
- Making sexualised comments about another student or staff member during a virtual session.
- Persistently messaging a student or staff member in a personal or unwanted way after being told to stop.
- Making unwelcome comments about a person's appearance or body during sessions.

Sexual harassment is unlawful under the Sex Discrimination Act 1984 regardless of the genders of the parties involved.



## 5.2 Racial Harassment

Racial harassment includes conduct that offends, humiliates, or intimidates a person on the basis of their race, ethnicity, national origin, or cultural background. In CIT's training environment this includes:

- Making racially derogatory or stereotyping comments about any cultural, ethnic, or national group in virtual sessions or in LMS communications.
- Using offensive language or slurs that are directed at a person's racial or ethnic identity.
- Dismissing, undermining, or ridiculing a student's perspective or contribution because of their cultural background.

## 5.3 Disability-Based Harassment

This includes conduct that demeans, ridicules, or is hostile to a person on the basis of their disability or health condition — for example, making jokes about a student's learning difficulty or mental health condition, or publicly disclosing a student's disability without their consent.

## 6. What Is Bullying?

Bullying is repeated, unreasonable behaviour directed towards a person or group that creates a risk to health and safety. Unlike discrimination and harassment, bullying does not need to be linked to a protected characteristic — it can involve any repeated pattern of behaviour that causes harm. In CIT's training environment, bullying may include:

- Persistently sending hostile, aggressive, or demeaning messages to another student or staff member through the LMS or by email.
- Publicly humiliating a student during a virtual classroom session on a recurring basis.
- Deliberately and repeatedly excluding a student from group discussions or activities in a way that causes harm.
- Making persistent, unreasonable criticism of a student's work or contributions in a way that goes beyond genuine assessment feedback.
- Spreading false information about another student or staff member within the learning environment.

A single incident — even a serious one — is not bullying. However, a single serious incident may constitute harassment or discrimination. CIT takes single incidents seriously regardless of whether they technically meet the definition of bullying.

## 7. CIT's Commitments

CIT makes the following unconditional commitments to every student and staff member:

- CIT will not tolerate discrimination, harassment, or bullying of any kind in its training environment, by any person — student, trainer, or administrative staff.
- Every person who interacts with CIT will be treated with dignity and respect, regardless of their age, gender, gender identity, sexual orientation, race, ethnicity, cultural background, religion, disability, pregnancy, family responsibilities, or any other characteristic.



- CIT will actively work to create a learning environment that values diversity and recognises the different backgrounds, perspectives, and experiences that students bring to their training.
- Any person who makes a genuine report of discrimination, harassment, or bullying will not be disadvantaged, penalised, or treated differently as a result of making that report.
- All reports will be taken seriously, investigated promptly, and handled with confidentiality and dignity.

## 8. Diversity and Inclusion — CIT's Approach

### 8.1 Valuing Diversity

CIT delivers training to drivers, schedulers, supervisors, and managers across the heavy vehicle transport industry — one of Australia's most diverse workforces in terms of age, cultural background, language, and life experience. We believe that this diversity is a strength, and our training environment should reflect it.

In practice, valuing diversity at CIT means:

- Designing training content and assessment scenarios that are relevant to and respectful of students from a wide range of cultural and professional backgrounds.
- Using examples and scenarios drawn from the real diversity of the Australian transport industry — not only scenarios that reflect a narrow demographic profile.
- Treating every student's professional experience as valuable, regardless of whether it was acquired in formal education or entirely on the road.
- Recognising that different students learn and communicate differently, and adapting support accordingly.

### 8.2 Cultural Safety

CIT acknowledges the Traditional Custodians of Country throughout Australia and pays respect to Elders past, present, and emerging. CIT is committed to maintaining a culturally safe learning environment for Aboriginal and Torres Strait Islander students and for students from all cultural backgrounds.

Cultural safety in practice means:

- Training materials and assessment scenarios are reviewed to ensure they are free from cultural stereotypes, bias, or content that is inappropriate or potentially harmful.
- Cultural leave, Sorry Business, and cultural ceremonies are accommodated with advance notice — CEO will reschedule affected virtual sessions and extend assessment deadlines accordingly, without requiring detailed disclosure of cultural practices.
- Students have access to 13YARN (13 92 76) as a culturally appropriate 24/7 crisis support service for First Nations students.
- Students are not required to disclose the content of cultural practices or community obligations beyond what is necessary to arrange a scheduling accommodation.



### 8.3 Language and Communication Diversity

English is the language of instruction and assessment at CIT, and students must have a sufficient level of English literacy to engage with the unit materials. However, CIT recognises that many students who are highly competent heavy vehicle operators and managers learned their trade without strong formal English language skills. CIT's support framework — including LLND support and reasonable adjustment — is designed to ensure that language barriers do not unfairly prevent a genuinely competent person from being assessed.

CIT does not make assumptions about a student's ability based on their accent, the complexity of their written expression, or the language they speak at home. Competency is assessed against the unit requirements — not against the standard of a native English speaker.

### 8.4 Inclusion of Students with Disability

CIT is committed to ensuring that students with disability can participate in training and be assessed on the same basis as other students. This commitment is operationalised through the reasonable adjustment process described in this policy and in PP-04 (Assessment Policy). Specific measures CIT takes to support the inclusion of students with disability include:

- Pro-active discussion of accessibility needs at the Pre-Training Review, so that adjustments can be planned before training commences rather than managed in a crisis.
- A wide range of potential adjustments available — including extended time, oral responses, modified document formats, and break arrangements — without requiring lengthy documentation for minor adjustments.
- Ensuring that the digital tools used for training delivery (Catapult LMS, video conferencing platform) are as accessible as reasonably practicable.
- Never disclosing a student's disability to other students or unnecessary parties without the student's consent.

## 9. Reasonable Adjustment

A reasonable adjustment is a modification to the standard training or assessment approach that allows a student with a disability, health condition, or other identified need to participate on a genuinely equal basis. The key principle is that the adjustment changes how competency is demonstrated — it does not change what must be demonstrated. The performance evidence and knowledge evidence requirements of TLIF0005 and TLIF0006 remain unchanged.

### 9.1 Adjustments That May Be Available

Need	Available Adjustments
Physical disability affecting writing	Oral response in place of written tasks (where writing is not a core requirement); scribe support; extended time; modified document formatting.
Vision impairment	Enlarged font; high-contrast formatting; text-to-speech compatibility; extended time.



Hearing impairment	Written substitution for verbal interaction; captioning for recorded content.
Mental health condition	Shorter sessions with breaks; flexible deadline arrangements with documented reason.
LLND challenges	Plain-English clarification; oral response option for non-writing-specific tasks; extended time.
Cultural or religious obligations	Flexible rescheduling; deadline extensions around significant cultural or religious dates.
Carer or family responsibilities	Flexible scheduling; deadline extensions with advance notice.

## 9.2 Requesting a Reasonable Adjustment

15. Disclose the need to CEO — ideally at the Pre-Training Review, but at any point during enrolment.
16. CEO documents the disclosure. Supporting documentation may be requested for significant adjustments but is not required for minor ones.
17. CEO considers whether the adjustment is: genuinely needed; preserves assessment validity; and is operationally feasible.
18. Written response provided within 5 business days — confirming the approved adjustment, or explaining why it cannot be accommodated and offering an alternative.
19. Approved adjustment documented in the student's file and monitored for effectiveness throughout their enrolment.

## 10. Reporting Discrimination, Harassment, or Bullying

Any student or staff member who experiences or witnesses discrimination, harassment, or bullying in connection with CIT's training activities should report it. Reports can be made verbally or in writing — by phone, by email, or by LMS message. CIT will never require a student to put their report in formal language or in any specific format. What matters is that the concern is raised.

### 10.1 Who to Report To

- For any concern about the conduct of another student: contact CEO — by LMS message, email to [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au), or by phone on 0433 342 037.
- For any concern about the conduct of any staff member: contact the CEO-CEO directly.
- For any concern about the conduct of the institute: an independent external reviewer is appointed. Contact ASQA at 1300 701 801 or the Australian Human Rights Commission at 1300 369 711 for external guidance if needed.



## 10.2 What Happens After a Report Is Made

20. CEO acknowledges the report in writing within 2 business days.
21. An initial assessment is conducted to understand the nature and severity of the reported conduct.
22. Where the conduct involves institute, an independent external reviewer is immediately appointed at CIT's expense.
23. An investigation is conducted — reviewing all available evidence, speaking with relevant parties, and documenting findings. The investigation is handled with strict confidentiality. Neither the reporting person nor the person reported about will be identified to other students unless it is strictly necessary.
24. Both parties are treated with dignity and respect throughout the process, regardless of the outcome.
25. A written outcome is communicated to the reporting person within 15 business days. The outcome advises what was found and what action has been or will be taken.
26. The person who made the report will not be disadvantaged in their enrolment, their assessment, or their relationship with CIT as a result of having made the report.

## 10.3 Outcomes and Consequences

Where discrimination, harassment, or bullying is confirmed following investigation, CIT will take action proportionate to the severity and nature of the conduct. Consequences may include:

- A formal written warning placed on the person's file.
- A mandatory undertaking from the person that the conduct will not be repeated.
- Temporary suspension of LMS access pending further review.
- Permanent exclusion from the unit enrolment without refund, for serious or repeated conduct.
- Referral to relevant authorities — including ASQA, the Australian Human Rights Commission, or law enforcement — where the conduct is sufficiently serious or involves unlawful behaviour.

## 11. External Complaint Bodies

Students who are not satisfied with CIT's handling of a discrimination, harassment, or diversity-related complaint have the right to escalate to an external body at any time. Escalating to an external body will not affect the student's enrolment or records.

### **Australian Human Rights Commission (AHRC)**

The AHRC handles complaints about discrimination and harassment under federal anti-discrimination law.

Website: [www.humanrights.gov.au](http://www.humanrights.gov.au) | Phone: 1300 369 711

Complaints can be lodged online at [humanrights.gov.au/our-work/complaints](http://humanrights.gov.au/our-work/complaints)



### **Victorian Equal Opportunity and Human Rights Commission (VEOHRC)**

The VEOHRC handles complaints under the Equal Opportunity Act 2010 (Vic).  
Website: [www.humanrightscommission.vic.gov.au](http://www.humanrightscommission.vic.gov.au) | Phone: 1300 292 153

### **Australian Skills Quality Authority (ASQA)**

For complaints about how CIT has handled a discrimination or harassment matter in the context of training delivery:  
Website: [www.asqa.gov.au/students/making-a-complaint](http://www.asqa.gov.au/students/making-a-complaint) | Phone: 1300 701 801

## **12. Student Rights Under This Policy**

- To train and be assessed in an environment free from discrimination, harassment, and bullying — at all times and in all communication channels.
- To be treated with dignity and respect regardless of age, gender, gender identity, sexual orientation, race, ethnicity, cultural background, religion, disability, pregnancy, family responsibilities, or any other characteristic.
- To have diversity valued and inclusion actively supported — not just tolerated.
- To request a reasonable adjustment to training or assessment, and to receive a written response within 5 business days.
- To make a report of discrimination, harassment, or bullying at any time, through any reasonable communication channel, without being required to use formal language or follow a specific format.
- To have a report investigated promptly, impartially, confidentially, and by someone not involved in the reported conduct.
- To never be disadvantaged, penalised, or treated differently for making a genuine report.
- To escalate to the AHRC, VEOHRC, or ASQA at any time if not satisfied with CIT's response.



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## PP-03 — Student Support Services Policy

<b>Policy Owner</b>	CEO, Student Support Officer	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All enrolled students	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	SRTO 2025 Standards 2 & 5; PP-02 Discrimination, Harassment, Diversity & Inclusion; PP-04 Assessment	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

Collins Institute of Training (CIT) is genuinely committed to the success of every enrolled student. Not in a marketing-brochure way — in a practical, operational way. This policy sets out the support services CIT provides, the standards to which those services are delivered, and how students access them. CIT recognises that many students in its programs are experienced heavy vehicle transport professionals who may not have studied formally for many years, and that online learning requires digital skills and organisational habits that don't come naturally to everyone. The support framework described in this policy is designed to meet students where they actually are.

### 2. Staff and Support Responsibilities

Role	Person	Responsibilities
CEO / Trainer-Assessor / Student Support Officer	Jatinder Singh	Primary contact for all academic, assessment, and welfare support. Responds to LMS messages and emails; provides assessment feedback; delivers virtual classroom sessions; manages LLND and reasonable adjustment support; handles complaints and appeals.
Administration Officer	Karam Singh Akliya	Administrative support: enrolment paperwork; fee processing and receipts; LMS access setup; credential issuance and posting; scheduling; first point of contact for administrative and fee queries.



### 3. Academic and Assessment Support

CEO is available to support all students with academic and assessment matters throughout the enrolment period. This is not limited to the period when formal assessment tasks are due — it is ongoing from the moment LMS access is activated to the day the final result is issued.

Academic support from CIT includes:

- Plain-English explanation of Heavy Vehicle National Law provisions, NHVR regulatory requirements, and fatigue management concepts that students find complex or unclear.
- Clarification of assessment task instructions, marking criteria, and submission format requirements — before a student begins a task, not after they submit it.
- Review and feedback on draft assessment work before formal submission, where a student requests this with reasonable lead time (at least 3 business days before the submission deadline).
- Detailed, specific, and actionable written feedback on every formally submitted assessment task, delivered within the service timeframes in clause 5.
- Individually scheduled one-on-one coaching sessions for students who are genuinely struggling with specific content areas — arranged by mutual agreement through the LMS or by phone.
- Honest, practical discussion of any Not Yet Competent result, including a clear plan for what the resubmission needs to address.

The single most important piece of advice CIT can give any student: raise difficulties early. A student who contacts CEO with a question three weeks before an assessment deadline will almost always have a better outcome than one who contacts him the evening before.

### 4. Language, Literacy, Numeracy and Digital (LLND) Support

The road transport industry employs some of the most practically skilled and operationally experienced workers in Australia. It also employs many people for whom formal reading, writing, or digital tasks present real challenges. CIT operates in this sector by design, and the support services described here reflect that reality.

Where a student's LLND Pre-Assessment Tool results (completed at Pre-Training Review) indicate a need for additional support, CIT will develop a support plan collaboratively with the student before training commences. Support available includes:

- Additional verbal explanation of written module content and complex regulatory text — CEO can talk a student through the meaning of difficult passages in the HVNL or NHVR guidance materials during a phone call or virtual session.
- Provision of plain-language summaries of key regulatory content in the Catapult LMS resource library.
- Assistance with understanding what an assessment task is asking for, without writing the student's answer. There is a clear and important distinction between helping a student understand a question and doing the work for them. CIT does the former; the student does the latter.
- Oral response as a reasonable adjustment for written assessment tasks, where writing is not itself a core performance evidence requirement of the unit — see PP-02 and PP-04 for the adjustment approval process.



- Extended time for written tasks where processing speed or literacy challenges are the documented barrier.
- Referral to the Read Write Now service (1300 655 506) or the AMES Australia Foundation Skills program for students who need more intensive LLN support than CIT can provide within its training model.

LLND needs that emerge during their enrolment — not identified at pre-enrolment — should be raised with CEO as soon as they become apparent. Students should not struggle in silence.

## 5. Digital and Technical Support

Problem	First Steps for the Student	CIT's Response
Cannot log into Catapult LMS	Click 'Forgot Password' on the login screen; check spam folder for credentials; restart browser	CEO or Admin Officer will reset the password within 1 business day if self-service fails.
LMS modules not loading or displaying incorrectly	Try Google Chrome or Firefox; clear browser cache and cookies; disable browser extensions; try a different device	Admin Officer escalates to Catapult LMS support within 1 business day.
Webcam not detected before a virtual session	Check browser camera permissions (click camera icon in address bar and set to 'Allow'); restart browser; restart device	Call 0433 342 037 immediately. CEO will attempt to resolve remotely; session rescheduled if unresolvable before it begins.
Cannot connect to or join a virtual classroom session	Check the meeting link (in LMS portal); try leaving and rejoining; check internet connection speed; try mobile data as a backup	CEO will attempt to contact the student directly. Genuine connection failure is recorded as an excused absence where the student notifies CIT promptly.
Assessment submission not going through the LMS	Try a different browser; check the file size and format against the submission instructions	Email the submission directly to <a href="mailto:info@collinsinstituteoftraining.com.au">info@collinsinstituteoftraining.com.au</a> before the deadline; Admin Officer will upload it on the student's behalf.
Persistent internet instability	Move closer to the router; use a wired ethernet connection for live sessions; use a mobile hotspot as a backup	Deadline extension considered where instability is genuine, promptly notified, and not the result of the student's failure to make reasonable preparations.



CIT's position on technical issues is straightforward: genuine technical failures happen, and students will not be penalised for them — provided CIT is notified promptly and in good faith. A student who calls or emails immediately when a problem arises will be treated very differently from one who disappears for three days and then claims a technical failure retrospectively.

## 6. Response Timeframes — Service Standards

Support Type	How to Contact	Response Timeframe
Academic or assessment question	LMS message centre or email	Within 2 business days; urgent matters (same day of session or assessment) by phone on 0433 342 037.
Assessment feedback after submission	LMS portal — automated notification when feedback is posted	Within 10 business days of the submission closing date.
LMS access or technical issue	Phone or email	Critical issues affecting an imminent session or deadline: same day. Non-critical: within 1 business day.
Administrative query (fees, scheduling, credentials)	Email or phone to Admin Officer	Within 2 business days.
Formal complaint	Email — see PP-07	Acknowledged within 2 business days; outcome within 15 business days.
Reasonable adjustment request	Email or LMS	Written response within 5 business days.
Welfare or wellbeing matter	Phone preferred	CEO responds within 1 business day. Crisis resources are provided immediately where relevant.

## 7. Welfare and Wellbeing

Transport is a demanding industry. Long hours, time away from family, irregular schedules, and the physical and mental load of managing heavy vehicles and fleets take a real toll on people. CIT understands this. If personal circumstances — health, family, finances, mental health, or anything else — are affecting a student's ability to study, CEO wants to hear about it.

CIT cannot always find a solution. But CIT will always listen, and in most cases where a student reaches out early enough, some form of accommodation is possible — a deadline extension, a rescheduled session, or a temporary pause in enrolment. The important thing is not to disappear. A student who is struggling and communicates is in a much better position than one who goes silent.



External welfare and wellbeing support services available to all students:

- Lifeline: 13 11 14 (24/7 crisis support — phone and online chat at [www.lifeline.org.au](http://www.lifeline.org.au))
- Beyond Blue: 1300 22 4636 (mental health support — [www.beyondblue.org.au](http://www.beyondblue.org.au))
- 13YARN: 13 92 76 (24/7 culturally safe crisis support for First Nations people)
- MensLine Australia: 1300 78 99 78
- 1800RESPECT: 1800 737 732 (domestic and family violence support)

## 8. Student Rights Under This Policy

- To receive academic, LLND, technical, welfare, and administrative support throughout your enrolment.
- To receive assessment feedback within 10 business days of the submission closing date.
- To have welfare disclosures treated with confidentiality and genuine care.
- To be referred to external support services where CIT's internal capacity is not sufficient for your needs.
- To contact CEO directly during business hours without requiring a formal appointment.



## PP-04 — Assessment Policy

<b>Policy Owner</b>	CEO / Trainer-Assessor	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All enrolled students	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	SRTO 2025 Standards 1, 2 & 3; TLI Training Package — TLIF0005 & TLIF0006; PP-05 RPL; PP-07 Complaints & Appeals	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

This policy explains how assessment works at Collins Institute of Training (CIT) for TLIF0005 — Apply a Fatigue Risk Management System and TLIF0006 — Administer a Fatigue Risk Management System. It is written for students and is intended to be fully transparent: you should know what to expect before your first assessment task, not discover it mid-unit.

CIT treats assessment as a genuine measure of competency, not a bureaucratic hurdle. Assessment tasks are designed to reflect the real conditions of a heavy vehicle transport workplace. Trainer-Assessor, holds the required TAE qualification and has current vocational competency in heavy vehicle fatigue risk management. He assesses objective, documented marking criteria. Assessment tools are validated annually.

### 2. Governing Framework

All assessment at CIT is governed by the Standards for Registered Training Organisations 2025 (SRTO 2025), in particular Standards 1, 2, and 3, and by the TLI Transport and Logistics Training Package. The Training Package specifies — for each unit — the performance evidence required, the knowledge evidence required, and the assessment conditions under which evidence must be collected. CIT's assessment tools are mapped directly to these requirements. Mapping documents are maintained in CIT's quality register and available to ASQA on request.

### 3. The Four Principles of Assessment

Every assessment activity at CIT is designed and conducted in accordance with the four principles required by the SRTO 2025:

Principle	What It Means	How CIT Applies It
Fairness	The student is informed about the assessment process before it commences	Assessment criteria and task instructions are provided before every task.



	and receives equitable treatment.	Adjustments are available for identified needs. No student is disadvantaged on the basis of personal characteristics. The appeals process is accessible and clearly explained.
Flexibility	The student may demonstrate competency in different ways, and assessment is responsive to individual circumstances.	Multiple assessment methods are used. Alternative formats are available where supported by a reasonable adjustment request. Workplace context is taken into account when determining evidence pathways.
Validity	Assessment tasks are directly based on the performance evidence and knowledge evidence requirements of the unit of competency.	Every task is mapped to specific unit requirements from the TLI Training Package. Tasks reflect realistic heavy vehicle transport workplace scenarios — not generic or abstract situations.
Reliability	Assessment decisions are consistent and replicable across assessors and over time.	CEO applies documented marking criteria. Assessment tools are validated annually by at least one external industry validator. If a second qualified assessor reviewed the same evidence against the same criteria, they would reach the same decision.

## 4. Assessment Methods

CIT uses a combination of assessment methods to collect sufficient evidence of both knowledge and practical application for each unit. The combination is designed to ensure full coverage of all performance evidence, knowledge evidence, and assessment condition requirements of the unit.

### 4.1 Written Knowledge Questions — Catapult LMS

Structured written questions completed within the student's individual Catapult LMS portal. Questions are scenario-based, drawing on realistic heavy vehicle transport situations. They test understanding and application — not the ability to quote regulatory text verbatim. The question is always, in essence: can you demonstrate that you understand this requirement well enough to apply it in a real workplace?



Question formats include multiple choice, short written answer (3–6 sentences), and extended written response (requiring analysis of a described scenario and a structured recommendation or explanation). Webcam supervision is required during certain knowledge question tasks — CEO will advise students in advance which tasks require this.

## 4.2 Written Assessment Workbooks

Structured scenario-based documents requiring the student to complete tasks directly analogous to those performed in a real heavy vehicle transport workplace. Workbooks are different for TLIF0005 and TLIF0006:

- TLIF0005 workbook tasks include: calculating compliant work and rest periods under Standard Hours for described driver scenarios; identifying fatigue risk factors in a described operational situation; completing a sample work diary for a given trip; identifying non-compliance in a provided work diary extract; and describing appropriate driver responses to fatigue-related incidents and near-misses.
- TLIF0006 workbook tasks include: designing a compliant BFM scheduling roster for a described multi-driver fleet scenario; analysing a sample FRMS document for compliance gaps against NHVR accreditation requirements; completing a documented trip approval with fatigue risk assessment; drafting a section of a workplace fatigue management policy for a described transport operation; and identifying chain of responsibility obligations for schedulers and operators in a described multi-party scenario.

Workbooks are submitted electronically via the Catapult LMS. Students with workplace access may use real workplace documents as supplementary evidence, with appropriate redaction to protect third-party confidentiality. Where workplace access is not available, CEO provides simulated workplace materials tailored to each student's assessment pathway.

## 4.3 Practical and Structured Record-Keeping Tasks

Tasks requiring the student to produce, complete, or critically analyse workplace-style documents: work diaries; electronic work diary (EWD) records; fatigue management plans; trip planning records; operator records; scheduling spreadsheets. These tasks directly reflect the documents a driver (TLIF0005) or transport scheduler or supervisor (TLIF0006) creates or manages in daily professional practice.

## 4.4 Trainer Observation During Virtual Classroom Sessions

CEO observes student participation, verbal responses, and demonstrated reasoning during mandatory virtual classroom sessions. This observation supplements the written evidence collected through other assessment methods. CEO may direct specific questions to individual students during sessions as part of the evidence-gathering process — students should come to sessions having engaged with the relevant learning modules, and should be prepared to discuss the content covered.

A written record of observed assessment performance is maintained for each student, and verbal feedback given during sessions is followed up in writing through the LMS within 2 business days.



## 5. Competency Outcomes — Competent and Not Yet Competent

Assessment results at CIT are reported as either Competent (C) or Not Yet Competent (NYC). The vocational education and training system does not use percentage scores, grades, or distinctions. The question assessed in every task is simply: has this student demonstrated the required knowledge and skills to the standard specified in the unit of competency?

### 5.1 Competent (C)

A Competent result means the student has provided sufficient, valid, and authentic evidence that satisfies all of the following elements of the unit:

- All performance criteria within every element of the unit.
- All performance evidence requirements — demonstrated in the number, type, and context required by the unit.
- All knowledge evidence requirements — to the depth and breadth specified.
- All assessment conditions — including the requirement that evidence be gathered under supervised conditions.

When all assessment tasks for a unit are assessed as Competent, the student is eligible to receive their Statement of Attainment, subject to USI verification and full fee payment.

### 5.2 Not Yet Competent (NYC)

A Not Yet Competent result means that one or more specific requirements of the unit have not been adequately addressed in the evidence submitted. NYC is not a failure in the traditional academic sense — it means there is a specific, identifiable gap to be addressed.

When CEO records a Not Yet Competent result on any task, he is required to provide the student with written feedback within 10 business days that specifically identifies:

- Which performance criteria, performance evidence requirements, or knowledge evidence requirements were not sufficiently addressed.
- What was missing or insufficient in the evidence — described specifically, not generally.
- Clear, actionable guidance on what a successful resubmission must contain to address each identified gap.

The feedback is not an invitation for the student to rewrite everything from scratch. It is a precise map of the specific gaps to be fixed.

## 6. Resubmission

Every student who receives a Not Yet Competent result on any assessment task is entitled to at least one resubmission attempt for that task, at no additional charge. The resubmission must specifically address the feedback CEO has provided — a general rework of the entire task that does not target the identified gaps is not a valid resubmission and will not be marked as such.

The resubmission process:

27. Student reads CEO's feedback carefully — may contact CEO for clarification of any feedback point before beginning the resubmission. This is encouraged.



28. Student prepares the resubmission, addressing each identified gap. The resubmission may involve revising the original response, supplementing it with additional evidence, or both.
29. Student resubmits via the LMS, noting 'RESUBMISSION — [Task Name]' in the submission title so CEO can identify it.
30. CEO assesses the resubmission within 10 business days.
31. If the resubmission is Competent, the student's result is updated and they proceed to the next task or, if all tasks are complete, to credential issuance.
32. If the resubmission remains Not Yet Competent, CEO contacts the student by phone to discuss the situation and agree on a plan. Options may include additional coaching, gap training, or a further reassessment attempt. Any additional fee for a third or subsequent reassessment attempt will be disclosed before the student agrees to proceed.

## 7. Assessment Supervision and Authentication

CIT delivers all training online. Maintaining assessment integrity in this environment requires active supervision and authentication measures that go beyond what is needed for face-to-face delivery. CIT's authentication approach:

- 100-point identity check at enrolment — establishes the baseline identity of every enrolled student.
- Webcam presence at every virtual classroom session — CEO visually confirms each student's identity at the start of each session and records attendance by name. Any student whose webcam is not enabled is not recorded as present.
- LMS activity monitoring — submission timestamps, module completion records, and session attendance logs are reviewed by CEO to identify patterns that are inconsistent with genuine, independent engagement (for example, a complex 20-page workbook submitted 45 minutes after first LMS login).
- Verbal verification — CEO may ask a student to verbally explain or expand on specific aspects of their written submission during a virtual session. A student who cannot explain the content of their own submission is a concern that will be investigated.
- Supplementary verbal assessment — where CEO has reasonable grounds to question the authenticity of a submission, he may conduct a brief, structured verbal assessment with the student before recording any result. This is not punitive — it is a reasonable quality assurance step.

## 8. Academic Misconduct

Academic misconduct is any deliberate act that misrepresents a student's competency in assessment. At CIT, academic misconduct includes: submitting work that was written or completed by another person (including AI tools, unless explicitly permitted by CEO for a specific task); having another person attend virtual sessions or complete observed activities on the student's behalf; fabricating workplace documents, supervisor statements, or records; and sharing assessment questions or answers with other students enrolled in the same unit.

Where academic misconduct is suspected, CEO documents his concern and follows the procedure in IP-06. The student is notified and given a genuine opportunity to respond before any determination is made. Confirmed misconduct may result in voiding of the affected assessment, a



formal warning, suspension, or exclusion without refund — depending on the severity. Serious cases, including impersonation and fabrication of records, may be referred to ASQA.

## 9. Student Rights Under This Policy

- To receive clear assessment criteria and task instructions before every assessment activity.
- To have assessment conducted in accordance with the four principles: fairness, flexibility, validity, and reliability.
- To receive written feedback on every assessment submission within 10 business days.
- To at least one resubmission per task at no additional charge for any Not Yet Competent result.
- To request a reasonable adjustment to assessment format or conditions — see PP-02.
- To appeal any assessment decision you believe is incorrect or unfair — see PP-07.



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## PP-05 — Recognition of Prior Learning (RPL) Policy

<b>Policy Owner</b>	CEO / Trainer-Assessor	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All prospective and enrolled students	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	SRTO 2025 Standards 1, 2 & 3; TLI Training Package — TLIF0005 & TLIF0006; PP-04 Assessment; PP-07 Complaints	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

Many of the people who need TLIF0005 or TLIF0006 have been working in heavy vehicle transport for years. Some of them already know — in practice, from lived experience — exactly what these units cover. Recognition of Prior Learning (RPL) is the formal process through which Collins Institute of Training (CIT) assesses and recognises that existing competency, without requiring the student to complete a full unit they may not need.

CIT is committed to making RPL a genuine, accessible, and fairly conducted assessment pathway. We will not discourage an eligible student from applying, and we will not make the process unnecessarily complicated. We are equally committed to making RPL a rigorous assessment process — a credential will only be awarded where the evidence genuinely demonstrates that all unit requirements are met. The competency standard is identical for RPL and full unit enrolment. RPL is not a shortcut or an exemption; it is an alternative method of demonstrating competency.

### 2. What RPL Is and What It Is Not

RPL is an assessment process. It requires the student to provide a portfolio of evidence demonstrating their existing competency, and to participate in a structured interview with CEO as part of the assessment. The same performance evidence, knowledge evidence, and assessment conditions apply to RPL as to full unit enrolment.

RPL is not appropriate for a student who does not yet have the relevant knowledge and skills. CEO will conduct a brief eligibility conversation with every student who inquires about RPL before any application is submitted, to help them honestly assess whether the pathway is likely to be productive for them. No fee is charged for this conversation.

### 3. Who RPL May Suit

RPL may be particularly well suited to students who can demonstrate:

- Substantial current or recent experience as a long-haul or fleet heavy vehicle driver operating under HVNL work and rest hour requirements — relevant to TLIF0005.



- Current or recent experience in a transport scheduling, fleet management, or transport operations management role — relevant to TLIF0006.
- Experience operating under an NHVR-accredited Basic Fatigue Management (BFM) or Advanced Fatigue Management (AFM) scheme.
- Prior completion of relevant training in fatigue management, heavy vehicle law, or road safety that is not nationally recognised or has since been superseded by the current TLI Training Package.
- Demonstrable competency in the specific elements of TLIF0005 or TLIF0006, confirmed through the initial eligibility conversation with CEO.

## 4. Evidence Requirements

Evidence submitted for RPL must meet all four of the following quality criteria. CEO assesses each piece of evidence against these criteria before accepting it as part of the portfolio:

Criterion	Definition	What It Looks Like in Practice
Valid	The evidence directly addresses the competency requirements being assessed.	A completed work diary addresses TLIF0005 requirements; a fleet scheduling record addresses TLIF0006 requirements. A general employment reference letter is not valid on its own.
Sufficient	The evidence collectively covers all performance criteria, performance evidence, and knowledge evidence requirements of the unit.	A portfolio addressing only two or three elements of a multi-element unit is not sufficient.
Authentic	The evidence genuinely represents the student's own work or experience.	Documents bearing the student's name; supervisor statements specifically describing the student's individual performance — not a generic reference.
Current	The evidence reflects competency that is current or recent enough to be a reliable indicator of present capability.	Generally within the past 3–5 years. Recency is assessed contextually — competency in a relatively stable regulatory environment may remain current longer than competency in a recently reformed area.



Types of evidence that CIT will consider in an RPL application:

- Work diaries, electronic work diary (EWD) records, trip sheets, and HVNL compliance records from current or prior employment as a heavy vehicle driver.
- Fatigue Management Plans, FRMS documentation, driver scheduling records, or compliance audit records developed or administered by the student in a supervisory or management role.
- Prior training certificates, transcripts, or statements of attainment — including superseded or non-nationally-recognised qualifications — relevant to fatigue management or heavy vehicle compliance.
- Current or recent employment records, position descriptions, or duty statements that specifically confirm the nature, scope, and duration of the student's relevant work.
- Third-party verification statements from current or former employers, supervisors, or senior colleagues — written statements that specifically describe the student's competency in fatigue management, not general character references.
- NHVR accreditation certificates, operator licences, or compliance audit reports relevant to the student's organisation.
- Documented responses to structured RPL interview questions — recorded in writing by CEO during the RPL interview.

## 5. RPL Process — Step by Step

33. Initial inquiry — the student contacts CIT to express interest in RPL. CEO conducts a brief (approximately 15-minute) eligibility conversation to help the student assess whether RPL is likely to be viable given their background. No fee is charged for this conversation.
34. RPL application — where RPL is assessed as likely viable, CEO provides the student with the CIT RPL Application Form and the RPL Evidence Guide for the relevant unit. The Evidence Guide maps evidence types to specific unit requirements, so the student knows exactly what they need to collect and why.
35. Evidence collection — the student compiles their evidence portfolio in accordance with the Evidence Guide. CEO is available to answer questions about evidence types and sufficiency during this stage.
36. Evidence submission — the student submits the completed portfolio to CIT electronically via the LMS or by email.
37. Initial evidence review — CEO reviews the portfolio within 10 business days of receipt. He identifies any gaps and contacts the student to discuss whether supplementary evidence can be provided to address them before the formal RPL assessment.
38. RPL interview — CEO conducts a structured interview with the student via video conference. The interview tests the student's knowledge against the knowledge evidence requirements of the unit and allows CEO to probe the depth and currency of the student's understanding. The interview is documented in writing and a copy is retained in the student's file.
39. RPL assessment decision — CEO makes a Competent or Not Yet Competent determination, documented in a written RPL Assessment Report with full reasoning.
40. Outcome notification — the student is notified of the outcome in writing within 15 business days of the RPL interview. If Competent: the Statement of Attainment is issued within 30



calendar days. If Not Yet Competent: CEO provides a Gap Training Plan that specifically identifies what additional evidence or training is required to achieve competency.

## 6. Fee

The RPL assessment fee is \$150 per unit — the same as the full course fee. This covers CEO's time for the initial eligibility conversation, evidence review, RPL interview, assessment determination, and documentation. The fee is disclosed and agreed before any formal RPL application is submitted.

Where an RPL application is unsuccessful and the student proceeds to gap training, the RPL fee is credited towards the cost of the gap training or full unit enrolment. No additional RPL application fee is charged for the first reassessment following completion of a Gap Training Plan.

## 7. Student Rights Under This Policy

- To apply for RPL for any unit delivered by CIT at any time, without pressure or discouragement from CIT staff.
- To receive the RPL Evidence Guide, which explains exactly what evidence is required and why.
- To ask CEO questions about evidence requirements and evidence sufficiency during the collection stage.
- To receive a written RPL Assessment Report with full reasoning for any Competent or Not Yet Competent determination.
- To receive a Gap Training Plan where an RPL application is unsuccessful.
- To have the RPL fee credited towards gap training or full unit enrolment where the RPL application is unsuccessful.
- To appeal an RPL determination believed to be incorrect or unfair — see PP-07.



## PP-06 — Fees, Payment and Refunds Policy

<b>Policy Owner</b>	CEO; Admin Officer	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All prospective and enrolled students	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	SRTO 2025 Standard 5 & 7; Australian Consumer Law; National Code of Practice for Providers of Education and Training to Overseas Students (note: not applicable — domestic only)	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

Collins Institute of Training (CIT) is committed to being completely transparent about fees. No student should be surprised by a cost they were not clearly told about before they committed to enrolling. This policy sets out every fee charged by CIT, how payment works, and the full refund framework — including the specific circumstances in which refunds are available and those in which they are not.

This policy is provided to every student before enrolment as part of the Pre-Training Review process and the Student Handbook. It forms part of the contractual terms governing the student's enrolment at CIT.

### 2. Fee Schedule

Unit Code	Unit Title	Total Fee	What Is Included
TLIF0005	Apply a Fatigue Risk Management System	\$150.00 (all inclusive)	Full Catapult LMS access for the entire enrolment period; all online learning modules and reference resources; all mandatory virtual classroom sessions with CEO; all assessment tasks and marking; written assessor feedback on every submission; at least one free resubmission per task for any Not Yet Competent result;



			issuance of Statement of Attainment on successful completion.
TLIF0006	Administer a Fatigue Risk Management System	\$150.00 (all inclusive)	As above.
TLIF0005 + TLIF0006 — concurrent enrolment	Both units enrolled simultaneously	\$300.00 (all inclusive)	All inclusions as above for each unit.

The following are NOT included in the course fee and will be separately disclosed before they are charged:

- Second or subsequent reassessment attempt following an unsuccessful resubmission — the fee for this will be advised by CEO before the student agrees to proceed, and will not be charged without the student's explicit prior agreement.
- Replacement Statement of Attainment — \$25 per unit. See PP-10.
- Postage of a physical printed copy of the credential — at cost (Australia Post standard rate). The digital PDF is issued to the student's email address at no additional charge.

### 3. Payment

The course fee is due and payable in full before LMS access is provided and training commences. CIT does not offer payment by instalment or deferred payment for the standard course fee.

Accepted payment methods:

- Bank Transfer (EFT) — CIT's BSB and account number are provided on the tax invoice issued by Admin Officer.
- Credit card or debit card (Visa or Mastercard) — processed via CIT's secure payment portal. Contact Admin Officer for the payment link.

Admin Officer issues a tax invoice to the student (or their employer or sponsor, where applicable) upon enrolment confirmation. A receipt is issued upon confirmed receipt of payment. Students must retain both documents. LMS access credentials are issued by Admin Officer within 2 business days of payment being confirmed as received in CIT's bank account. Where an employer or sponsor is paying by purchase order, LMS access will not be provided until the actual payment is received — a purchase order alone is not sufficient.



## 4. Refund Policy

Circumstance	Refund Entitlement	How Processed
Student provides written cancellation notice more than 5 clear business days before the confirmed LMS access activation date.	Full refund of the course fee — \$150 per unit. No administration fee deducted.	Admin Officer processes the refund within 10 business days of receiving the written cancellation.
Student provides written cancellation notice 5 or fewer clear business days before the confirmed LMS access activation date.	50% refund — \$75 per unit.	Admin Officer processes within 10 business days.
Student withdraws after LMS access has been provided and the unit has commenced.	No refund — except where exceptional circumstances apply (see clause 5) or where CIT is at fault (see clause 6).	Written withdrawal notice is required. Refer to clause 5 if exceptional circumstances may apply.
Collins Institute of Training cancels the course or is unable to deliver it before commencement.	Full refund of the course fee — 100%. No deduction of any kind.	Admin Officer processes within 5 business days of the cancellation notice.
Collins Institute of Training materially fails to deliver training as agreed — for example, an extended LMS outage or prolonged trainer unavailability.	Full or partial refund, at the discretion of CEO, proportionate to the extent of the failure.	CEO determines the refund amount within 10 business days of the student's written request.
Duplicate or erroneous payment made by the student.	Full refund of the incorrectly charged amount.	Admin Officer processes within 5 business days of identifying the error.

## 5. Exceptional Circumstances Refunds

CIT recognises that life is unpredictable. Where a student needs to withdraw from their unit enrolment after commencement due to genuinely exceptional personal circumstances, they may submit a written application to CEO for a partial refund or a credit note to be applied to a future enrolment.

Exceptional circumstances for the purposes of this clause are limited to:

- A serious medical emergency — the student, or an immediate family member, requiring urgent hospitalisation or a medical intervention that prevents the student from continuing their enrolment.
- Bereavement — the death of an immediate family member.
- An acute and documented mental health crisis that prevents the student from studying.



- A natural disaster that directly affects the student's home or workplace.
- A domestic violence situation in which continuing the unit enrolment is not safe or feasible.

General change of mind, competing work commitments, loss of interest, or scheduling inconvenience do not constitute exceptional circumstances under this policy.

## 5.1 How to Apply for an Exceptional Circumstances Refund

41. Email [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au) with the subject line: EXCEPTIONAL CIRCUMSTANCES REFUND REQUEST — [Your Full Name].
42. Include in your email: your full name; the unit code(s) you were enrolled in; the date you withdrew; a clear and honest description of the exceptional circumstance; and any supporting documentation you are able to provide (for example, a medical certificate, a death certificate, a statutory declaration, or a letter from a medical professional).
43. Applications must be submitted within 20 business days of the date of withdrawal.
44. CEO acknowledges receipt of the application in writing within 2 business days.
45. CEO provides a written decision within 10 business days of receiving all supporting documentation.
46. The decision sets out whether a refund is approved; the amount (up to 100% depending on the proportion of the unit completed and the nature and severity of the circumstances); and whether a credit note is offered as an alternative to a cash refund.
47. The decision is final within CIT's internal process. Students who are not satisfied may escalate to ASQA.

## 6. Fee Protections

Collins Institute of Training is regulated by ASQA and complies with the fee protection requirements of the SRTO 2025. In the event that CIT ceases to operate, loses its RTO registration, or is otherwise unable to complete the delivery of enrolled students' unit enrolments, CIT will:

- Notify all currently enrolled students in writing within 5 business days.
- Issue Statements of Attainment immediately to all students who have already been assessed as Competent in all required tasks.
- Make all reasonable efforts to facilitate the transfer of students who have not yet completed to a comparable RTO delivering TLIF0005 and/or TLIF0006.
- Issue full refunds for the unused portion of course fees where transfer cannot be arranged.
- Ensure all student training records are transferred to a secure archive accessible to students via ASQA or the relevant state training authority.

## 7. Student Rights Under This Policy

- To receive a complete, accurate, written fee schedule before paying any amount to CIT.
- To receive a tax invoice for every payment and a receipt confirming that payment has been received.



- To have any approved refund processed within the timeframes stated in this policy.
- To apply for an exceptional circumstances refund consideration and have it assessed fairly and individually.
- To never be charged any additional fee that was not disclosed and agreed before the student committed to proceeding.



## PP-07 — Complaints and Appeals Policy

<b>Policy Owner</b>	CEO / Student Support Officer	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All prospective students, enrolled students, and former students	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	SRTO 2025 Standard 6; NVETR Act 2011; PP-04 Assessment; all public policies	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

Collins Institute of Training (CIT) is committed to a complaints and appeals process that is accessible, fair, impartial, transparent, and genuinely effective. Every person who interacts with CIT — as a prospective student, an enrolled student, or a former student — has the right to raise a complaint about any aspect of CIT's operations, or to formally challenge an assessment decision they believe is incorrect or unfair.

CIT regards complaints and appeals not as administrative inconveniences, but as valuable quality assurance feedback. A complaint is an opportunity to identify and fix something that is not working. An appeal is a check on whether assessment decisions are being made correctly and consistently. Both are taken seriously.

A student who raises a genuine complaint or appeal will never be disadvantaged, treated differently, or penalised in their enrolment or their relationship with CIT as a result. This is an unconditional commitment.

### 2. Scope

This policy applies to all prospective students, enrolled students, and former students of CIT. It covers complaints about any aspect of CIT's operations — including training delivery, assessment, student support, administrative processes, fees, and the conduct of any staff member — and appeals against any formal assessment decision.

### 3. Key Principles

- **Accessibility** — the process is simple. A complaint or appeal can be lodged by email in plain language. No legal knowledge or representation is required.
- **Impartiality** — every complaint and appeal is investigated by a person who was not directly involved in the circumstances giving rise to it. Where the complaint concerns CEO personally, an independent external reviewer is appointed.
- **Transparency** — students are kept informed at every stage. Every complaint and appeal receives a written outcome with clear reasons.



- No reprisal — a student who raises a genuine complaint or appeal will not be disadvantaged in their enrolment or relationship with CIT under any circumstances.
- Timeliness — acknowledgement within 2 business days; written outcome within 15 business days.
- Confidentiality — complaint details are shared only with those who need to know for the investigation.
- Continuous improvement — every complaint and appeal is recorded and reviewed to identify systemic issues and drive improvements to CIT's training and services.

## 4. Informal Resolution

The fastest and most effective way to resolve most concerns is directly and informally. If something is not right — an assessment task was unclear, a session scheduling issue arose, a piece of feedback seemed unfair — the first step is simply to raise it with CEO by LMS message, email, or phone. In most cases, a direct, honest conversation resolves the matter within a day or two and to everyone's satisfaction.

CIT notes all informally raised concerns internally, so that recurring issues can be identified and addressed. Informal resolution does not prevent a student from subsequently lodging a formal complaint if they are not satisfied with the outcome of the conversation.

## 5. Formal Complaint — Process

### 5.1 How to Lodge a Formal Complaint

#### Formal Complaint — Contact Details

Email: [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au)

Subject line: FORMAL COMPLAINT — [Your Full Name]

Your complaint email should include:

- Your full name and current contact details
- Your unit code(s) and the date you enrolled
- A clear description of what happened, when it happened, and who was involved
- A description of any steps you have already taken to try to resolve the matter informally
- The specific outcome you are seeking
- Any documents or evidence you wish to include

### 5.2 Acknowledgement

CEO or Admin Officer will acknowledge receipt of the formal complaint in writing within 2 business days. The acknowledgement will confirm: that the complaint has been received and recorded in CIT's Complaints Register; the name of the person who will be responsible for investigating it; and that a written outcome will be provided within 15 business days of the acknowledgement date.



### 5.3 Investigation

CEO conducts the investigation, unless the complaint directly concerns CEO — in which case an independent external reviewer is appointed. The investigator must:

48. Review all records relevant to the complaint — including LMS activity logs, assessment submissions, correspondence, attendance records, payment records, and any other documentation that bears on the complaint.
49. Speak with any staff member whose conduct or actions are relevant to the complaint — all conversations are documented in writing.
50. Within 5 business days of commencing the investigation, give the student an explicit opportunity to provide any additional information, evidence, or clarification they wish to put forward.
51. Conduct the investigation with strict confidentiality — details of the complaint are not shared with anyone beyond those who genuinely need to know for the investigation.
52. Document every investigative step taken, including the evidence reviewed and the conclusion drawn from each piece of evidence.

### 5.4 Written Outcome

The student receives a written outcome within 15 business days of the acknowledgement date. If the investigation is taking longer than anticipated — for example, because the matter is complex or involves multiple parties — the student is notified before the 15-day deadline and given an updated timeframe.

The outcome letter must include:

- A summary of the complaint as CIT has understood it.
- A summary of the investigation — what records were reviewed, what conversations occurred, what was established.
- The decision: complaint upheld; complaint partly upheld; or complaint not upheld.
- The reasons for the decision, explained clearly.
- A description of any corrective action that has been or will be taken as a result.
- Information about the student's right to escalate to ASQA if they are not satisfied with the outcome.

## 6. Assessment Appeal — Process

An assessment appeal is a formal challenge to a Not Yet Competent assessment result. If you believe that a result you received is wrong, or that the assessment process was unfair or flawed in some way, you have the right to have that decision reviewed by a different qualified assessor.

An assessment appeal must be lodged within 20 business days of the date you received the assessment result you are disputing. CIT will not consider appeals lodged outside this timeframe unless there are compelling and fully documented exceptional circumstances.

### 6.1 Grounds for an Assessment Appeal

An assessment appeal must be based on at least one of the following grounds:



- The assessment was not conducted in accordance with the requirements of the relevant unit of competency, or with CIT's Assessment Policy (PP-04).
- You were not provided with adequate, clear, and accurate instructions about what the assessment task required, how it would be marked, or how it was to be submitted.
- The assessor's Not Yet Competent determination is inconsistent with the marking criteria or is not supported by a reasonable interpretation of the evidence you submitted.
- A previously approved reasonable adjustment was not properly implemented during the assessment.
- A verified technical failure — for example, an LMS outage or internet disconnection during a supervised session — materially disadvantaged you in completing or submitting the assessment, and this was not adequately addressed at the time.
- A significant procedural error occurred in the conduct or marking of the assessment that affected the outcome.

## 6.2 How to Lodge an Assessment Appeal

### Assessment Appeal — Contact Details

Email: [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au)

Subject line: ASSESSMENT APPEAL — [Your Full Name] — [Unit Code]

Your appeal email should include:

- Your full name and current contact details
- The unit code and the specific assessment task being appealed
- The result you received and the date you received it
- The specific ground(s) on which you are appealing, from the list above
- Any additional supporting information or evidence
- Must be lodged within 20 business days of receiving the result

## 6.3 Appeal Review Process

53. CEO or Admin Officer acknowledges receipt of the appeal in writing within 2 business days.
54. The appeal is assigned to a qualified assessor who was not involved in the original assessment decision. CIT will engage an appropriately qualified external assessor at its own cost where no internal second assessor is available.
55. The reviewer independently examines: the student's original submission; the marking criteria applied by CEO; CEO's feedback; the student's stated grounds for appeal; and any additional information provided by either party.
56. The reviewer may conduct a brief structured verbal assessment with the student as part of the appeal review, if additional evidence of understanding is needed to make the determination.
57. A written outcome is provided to the student within 15 business days of the acknowledgement date:



- Appeal Upheld — the original Not Yet Competent result is overturned. A Competent result is recorded. If all other conditions for credential issuance are met, a Statement of Attainment is issued within 30 calendar days. No additional fee applies.
- Appeal Not Upheld — the original result stands. The outcome letter explains in clear terms why the appeal was not upheld and advises the student of their right to escalate to ASQA.

## 7. External Escalation

If a student has exhausted CIT's internal complaint and appeals processes and remains unsatisfied with the outcome, they have the right to take the matter to an external body. Escalating to an external body will not affect the student's enrolment status, records, or relationship with CIT.

### **Australian Skills Quality Authority (ASQA)**

ASQA is the national regulator for Australian RTOs. Students can submit a complaint about an RTO's conduct, training quality, or student outcomes.

Website: [www.asqa.gov.au/students/making-a-complaint](http://www.asqa.gov.au/students/making-a-complaint)

Phone: 1300 701 801

Note: ASQA will usually ask for evidence that you have first attempted to resolve the matter with the RTO.

### **Office of the Australian Information Commissioner (OAIC)**

For complaints specifically about mishandling of your personal information by CIT:

Website: [www.oaic.gov.au](http://www.oaic.gov.au)

Phone: 1300 363 992

### **Australian Human Rights Commission (AHRC)**

For complaints about discrimination, harassment, or human rights matters in connection with your training:

Website: [www.humanrights.gov.au](http://www.humanrights.gov.au)

Phone: 1300 369 711

## 8. Complaints and Appeals Register

Every formal complaint and assessment appeal received by CIT is recorded in CIT's Complaints and Appeals Register, maintained by CEO. Each entry records: the date received; the nature of the complaint or appeal; the parties involved; the investigation steps taken; the outcome; the date the outcome was communicated; and any corrective action taken. The Register is reviewed quarterly to identify systemic issues and inform CIT's Continuous Improvement process. ASQA may request access to the Register at any time.



## 9. Student Rights Under This Policy

- To lodge a formal complaint at any time, about any aspect of CIT's operations, without fear of disadvantage or reprisal.
- To have a formal complaint acknowledged within 2 business days and a written outcome provided within 15 business days.
- To have your complaint investigated impartially by someone not involved in the circumstances.
- To have an assessment appeal reviewed by a different qualified assessor.
- To receive a written outcome with clear reasons for every formal complaint and assessment appeal.
- To escalate to ASQA, the OAIC, or the AHRC if not satisfied with CIT's response.



Collins Institute of Training | Public-Facing Policy | SRTO 2025

## PP-08 — Privacy and Personal Information Policy

<b>Policy Owner</b>	CEO	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All persons whose personal information is held by CIT	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	Privacy Act 1988 (Cth); Australian Privacy Principles 1–13; Student Identifiers Act 2014; SRTO 2025 Standard 3	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

Collins Institute of Training (CIT) — operating as JR Education Group Pty Ltd — takes its privacy obligations seriously. This policy explains in plain terms what personal information CIT collects, why it collects it, how it is used and stored, who it is shared with, how long it is kept, and what rights you have in relation to your information. It has been prepared in accordance with the Privacy Act 1988 (Cth) and the thirteen Australian Privacy Principles (APPs).

CEO, as CEO, is CIT's Privacy Officer and is responsible for ensuring CIT's ongoing compliance with all privacy obligations. If you have a privacy question, concern, or complaint, contact CEO at [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au).

### 2. What Personal Information CIT Collects

Category	Specific Information Collected	When and How
Identity	Full legal name; date of birth; gender	Enrolment form; 100-point ID check at Pre-Training Review
Contact	Home address; mobile phone number; email address	Enrolment form
Identity Document Record	Type, issuing authority, and reference details of ID documents sighted (not stored as copies unless required)	Pre-Training Review Record — completed by CEO or Admin Officer
USI	Unique Student Identifier — 10-character alphanumeric code	Enrolment form; verified with USI Registrar



AVETMISS Data	Prior educational attainment; employment status; country of birth; language spoken at home; Aboriginal or Torres Strait Islander identification (voluntary); disability or learning difficulty (voluntary)	Enrolment form
LLND Assessment	Results of the CIT LLND Pre-Assessment Tool; any identified support needs	Pre-Training Review — conducted by CEO
Assessment Records	All submitted assessment tasks and evidence; assessor feedback; competency determinations	During the course — stored in Catapult LMS
Attendance Records	Virtual classroom session attendance logs, confirmed by CEO	During the course
Payment Records	Invoice and payment history (credit card details are not stored by CIT)	At time of payment — processed by Admin Officer
Communication Records	Emails; LMS message centre records; phone call notes relevant to the enrolment	Ongoing throughout enrolment
Complaint and Appeal Records	Details and outcomes of formal complaints or appeals where applicable	Where applicable

### 3. Why CIT Collects This Information

CIT collects personal information only for purposes that are directly related to its functions as a registered training organisation. These purposes are:

- Assessing the applicant's suitability and eligibility for enrolment in TLIF0005 and/or TLIF0006.
- Processing the enrolment, managing the student's record, and administering the student's enrolment.
- Delivering training and conducting assessment in accordance with the SRT0 2025 and the TLI Transport and Logistics Training Package.
- Verifying the student's Unique Student Identifier and recording training outcomes on the Australian Skills Passport.
- Reporting training activity data to the National Centre for Vocational Education Research (NCVER) under the AVETMISS reporting framework, as required by law.
- Meeting CIT's regulatory obligations to ASQA — including providing records during an audit, investigation, or compliance monitoring activity.



- Communicating with the student about their unit, assessment, results, and administrative matters.
- Processing fees and maintaining financial records in accordance with CIT's obligations as a business entity.
- Managing and resolving complaints and appeals.
- Supporting CIT's continuous improvement of training and service delivery — using de-identified data only for this purpose.

#### 4. How CIT Does Not Use Your Information

- CIT does not use student personal information for any marketing or promotional purpose.
- CIT does not aggregate or on-sell student data to any third party for commercial purposes.
- CIT does not use personal information to make automated decisions about students without human review.
- CIT does not share personal information with an employer or training sponsor without the student's explicit written consent.

#### 5. Who CIT Shares Information With

Recipient	Purpose	Legal Basis
Australian Skills Quality Authority (ASQA)	Regulatory compliance; provision of student records during audit or investigation	Required by the SRTO 2025 and the NVETR Act 2011
National Centre for Vocational Education Research (NCVER)	AVETMISS statistical and research reporting on training activity	Required by the NVETR Act and state training authority data sharing agreements
USI Registrar (Dept. of Employment and Workplace Relations)	USI verification and recording of training outcomes on the Australian Skills Passport	Required by the Student Identifiers Act 2014
Catapult Learning Management System (LMS provider)	Platform hosting of unit content and student assessment records	Data processing agreement in place; student data is hosted in Australia
External complaint reviewer or legal adviser	Investigation of formal complaints or appeals	Strictly on a need-to-know basis; covered by a confidentiality agreement
Law enforcement or government agencies	Where required by a court order, warrant, or applicable legislation	Only to the extent legally required



CIT does not sell, rent, exchange, transfer, or otherwise provide student personal information to any third party for that party's own marketing, commercial, or research purposes. This is an unconditional commitment.

## 6. Storage, Security, and Retention

### 6.1 Storage

Student personal information is stored in the following systems: the Catapult LMS (assessment records, attendance records, and LMS communication records); CIT's secure email system (email correspondence and administrative communications); and CIT's administrative records system managed by Admin Officer (enrolment forms, payment records, and physical documents). All electronic systems are password protected. Access to student records is limited: CEO has full access; Admin Officer has access limited to the administrative information necessary for her role as Administration Officer.

### 6.2 Security

CIT takes reasonable steps to protect all personal information from misuse, interference, loss, and unauthorised access, modification, or disclosure. These steps include:

- Role-based access controls — staff can only access the student records that are necessary for the performance of their specific function.
- Password protection for all systems containing personal information, and two-factor authentication where it is available.
- Regular review of system access logs to detect unusual or unauthorised activity.
- Immediate revocation of all system access when a staff member or contractor ceases their engagement with CIT.
- Secure shredding of physical documents containing personal information prior to disposal.

### 6.3 Data Breach Response

Where CEO becomes aware of an actual or suspected data breach that is likely to result in serious harm to one or more individuals — an 'eligible data breach' under the Notifiable Data Breaches scheme in Part IIIC of the Privacy Act 1988 — CIT will:

58. Immediately contain the breach — take action to stop any ongoing unauthorised access or disclosure.
59. Assess the breach — determine the type of information involved, the number of individuals affected, and the nature of the harm that could result.
60. Notify all affected individuals directly, providing the information required under s.26WK of the Privacy Act, including what steps they can take to protect themselves.
61. Lodge a data breach notification statement with the OAIC in the prescribed form within the required timeframe.
62. Document all steps taken in a Data Breach Record retained in CIT's quality management files.



## 6.4 Retention

Student training records — including all personal information collected at enrolment and during the unit — are retained for a minimum of 30 years from the date of the training activity, in accordance with SRT0 2025 Standard 3. After the expiry of the applicable retention period, records are securely destroyed. Payment records are retained for a minimum of 7 years in accordance with ATO requirements.

## 7. Your Privacy Rights

### 7.1 Right of Access

You have the right to request access to the personal information that CIT holds about you. To make an access request, send an email to [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au) with the subject line 'Privacy Access Request — [Your Full Name]'. CEO will respond within 30 calendar days of receiving the request. In most cases, access is provided at no charge.

### 7.2 Right of Correction

You have the right to request the correction of any personal information CIT holds about you that is inaccurate, incomplete, out of date, or misleading. Send a correction request to [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au). CEO will respond within 30 calendar days, either making the correction or providing a written explanation of why the information is considered accurate.

### 7.3 Privacy Complaints

If you believe that CIT has handled your personal information in a way that breaches the Australian Privacy Principles, you may: (a) make a privacy complaint to CEO at [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au) — all privacy complaints are investigated under the same process as general complaints described in PP-07; and (b) if you are not satisfied with CIT's response, escalate the complaint to the Office of the Australian Information Commissioner (OAIC) at [www.oaic.gov.au](http://www.oaic.gov.au) or 1300 363 992.

## 8. Sensitive Information

Disability status, health information, and Indigenous identification are treated as sensitive information under the Privacy Act 1988 and attract a higher standard of protection. CIT collects this information only where the individual has provided explicit, voluntary consent, and uses it only for the specific purpose for which it was disclosed — disability and health information for the purpose of arranging reasonable adjustment; Indigenous identification for the purpose of AVETMISS statistical reporting. Sensitive information is never used for marketing or any other secondary purpose.



## 9. Student Rights Under This Policy

- To know what personal information CIT collects about you, why it is collected, and who it is shared with.
- To access the personal information CIT holds about you within 30 calendar days of a written request.
- To request correction of any inaccurate, incomplete, or out-of-date information.
- To have your personal information protected from unauthorised access, use, or disclosure.
- To be notified directly if an eligible data breach involves your personal information.
- To make a privacy complaint to CEO and, if not satisfied, to escalate to the OAIC.



## PP-09 — Unique Student Identifier (USI) Policy

<b>Policy Owner</b>	CEO; Admin Officer	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All prospective and enrolled students	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	Student Identifiers Act 2014 (Cth); Student Identifiers Registrar Guidelines; Privacy Act 1988; PP-08 Privacy	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

This policy explains the Unique Student Identifier (USI) system and the obligations of Collins Institute of Training (CIT) under the Student Identifiers Act 2014 (Cth). CIT is required by law to collect and verify a valid USI from every student before issuing any credential. CIT is also required to include the verified USI in all training activity data submitted to NCVET, and to record each student's training outcomes on their Australian Skills Passport within 30 calendar days of the final assessment date.

### 2. What the USI Is

A Unique Student Identifier (USI) is a permanent, unique 10-character alphanumeric code assigned to each individual who undertakes nationally recognised training in Australia. Your USI is:

- Free — there is no charge to create or use a USI at any point in your training career.
- Permanent — it stays with you for life. It does not expire, is not linked to any particular RTO, and does not change when you change jobs or providers.
- Consolidated — every nationally recognised qualification and statement of attainment you receive, from any RTO in Australia, is recorded against your USI on your Australian Skills Passport.
- Accessible — you can view your complete training history at any time at [www.usi.gov.au](http://www.usi.gov.au), using the same identity verification documents used to create your USI.
- Private and controlled — only you and the RTOs you specifically authorise can view your transcript. You control who has access through your settings at [www.usi.gov.au](http://www.usi.gov.au).

### 3. CIT's Legal Obligations

As an RTO registered under the NVET Act 2011, CIT has the following legal obligations under the Student Identifiers Act 2014:

- CIT must collect a valid USI from every student before training commences. LMS access will not be provided until the USI is on file.



- CIT must verify every collected USI with the Student Identifiers Registrar before issuing any Statement of Attainment. CEO or Admin Officer conducts the verification using the USI verification portal.
- CIT must include the verified USI in all AVETMISS training activity data submitted to NCVET as part of CIT's annual reporting obligations.
- CIT must record the student's training outcomes on their Australian Skills Passport within 30 calendar days of the final assessment date.
- CIT must not use the USI for any purpose other than those expressly permitted under the Student Identifiers Act 2014.
- CIT must protect the USI as personal information in accordance with the Privacy Act 1988 and PP-08.

#### 4. How to Create a USI

If you do not already have a USI, create one at [www.usi.gov.au](http://www.usi.gov.au). Select 'Create a USI'. You will need to verify your identity using one of the following Australian government identity documents:

- Australian driver's licence | Medicare card | Australian passport
- Australian birth certificate | Certificate of Registration by Descent
- ImmiCard | Visa (verified via VEVO)

Your USI is generated immediately upon successful identity verification. The entire process takes approximately 5–10 minutes and is free. Save your USI in a secure place — a notes app, a password manager, or a dedicated email folder. You will use it for every RTO you train with throughout your career.

If you have difficulty creating a USI — for example, because you do not have access to the required identity documents online — contact CEO. CIT can assist you in exploring alternative pathways, including the USI exemption process where applicable.

#### 5. Providing Your USI to CIT

Your USI must be entered on your CIT Enrolment Form before enrolment is finalised. Admin Officer will verify your USI with the Student Identifiers Registrar shortly after the enrolment form is received. If the USI cannot be verified — for example, because the details you have provided do not exactly match the Registrar's records — Admin Officer will contact you promptly to resolve the discrepancy. Training can commence with an unverified USI, but a Statement of Attainment cannot be issued until the USI is successfully verified.

#### 6. After Your Training — Your Australian Skills Passport

When you successfully complete TLIF0005 or TLIF0006, CIT will record your completion on your Australian Skills Passport within 30 calendar days of the final assessment date. This is done as part of CIT's AVETMISS reporting to NCVET and its obligations under the Student Identifiers Act 2014.



Your Australian Skills Passport is a permanent, independent record of your nationally recognised training. It is accessible at [www.usi.gov.au](http://www.usi.gov.au) and is maintained by the Student Identifiers Registrar independently of any individual RTO. Even if CIT ceases to operate in the future, your training record will remain accessible on your Australian Skills Passport.

## 7. USI Exemptions

In very limited circumstances, the Student Identifiers Registrar may grant an exemption from the USI requirement — for example, for an individual with a specific religious or conscientious objection. Exemptions are rare. If you believe you may be eligible for an exemption, contact CEO before attempting to enrol. CIT will help you navigate the exemption process but cannot make any representation about the likelihood of an exemption being granted.

## 8. Student Rights Under This Policy

- To create a Unique Student Identifier free of charge at [www.usi.gov.au](http://www.usi.gov.au).
- To control who can access your Australian Skills Passport — all access permissions are managed by you at [www.usi.gov.au](http://www.usi.gov.au).
- To have your USI used only for the purposes permitted under the Student Identifiers Act 2014.
- To have your USI treated as personal information and protected in accordance with PP-08.
- To have your training outcomes recorded on your Australian Skills Passport within 30 calendar days of the final assessment date.



Collins Institute of Training | Public-Facing Policy | SRTO 2025

## PP-10 — Issuance of Credentials and Records Retention Policy

<b>Policy Owner</b>	CEO; Admin Officer	<b>Version</b>	3.0   1 March 2026
<b>Applies To</b>	All enrolled and former students	<b>Review Date</b>	March 2027
<b>Standards Ref</b>	SRTO 2025 Standard 3; AQF Issuance Policy; Student Identifiers Act 2014; Privacy Act 1988; PP-08; PP-09	<b>Approved By</b>	CEO

### 1. Purpose and Policy Statement

This policy sets out how Collins Institute of Training (CIT) issues Statements of Attainment to students who successfully complete TLIF0005 or TLIF0006, what those credentials must contain, the timeframes for issuance, CIT's records retention obligations, and the process for requesting replacement credentials. CIT is committed to issuing credentials promptly and accurately, and to maintaining student training records securely for the long term.

### 2. Conditions for Credential Issuance

A Statement of Attainment will be issued when, and only when, all five of the following conditions are satisfied:

63. All assessment tasks for the relevant unit of competency have been submitted and assessed as Competent by CEO.
64. All mandatory virtual classroom sessions for the unit have been attended — or, where a session was missed with prior approval, a documented make-up arrangement has been completed to CEO's satisfaction.
65. The student's identity has been confirmed to CEO's satisfaction throughout the unit. Where there are unresolved questions about whether the enrolled student completed the assessed work, a credential will not be issued until the matter is resolved.
66. A valid Unique Student Identifier has been provided by the student and successfully verified with the Student Identifiers Registrar.
67. The course fee of \$150 per unit (or \$300 for concurrent enrolment in both units) has been paid in full, with no outstanding amounts.

If any of these five conditions is not yet met, Admin Officer will contact the student in writing within 5 business days to explain which condition is outstanding and what is needed to resolve it.



### 3. Content of the Statement of Attainment

Every Statement of Attainment issued by CIT must include the following elements, in accordance with the Australian Qualifications Framework (AQF) Issuance Policy:

- The full legal name of the issuing RTO: JR Education Group Pty Ltd T/A Collins Institute of Training.
- CIT's RTO registration number as listed on the National Register of VET at training.gov.au.
- The student's full legal name, exactly as recorded on the enrolment form and matched to their 100-point ID.
- The unit code and full unit title: TLIF0005 — Apply a Fatigue Risk Management System OR TLIF0006 — Administer a Fatigue Risk Management System.
- The name and current version of the training package from which the unit is drawn: TLI Transport and Logistics Training Package.
- The date the credential was issued.
- A statement confirming the credential was issued in accordance with the Standards for Registered Training Organisations 2025 and the Australian Qualifications Framework.
- The authorised signature of CEO, CEO and responsible person, on behalf of CIT.

### 4. Issuance Timeframe and Delivery Format

CIT will issue the Statement of Attainment within 30 calendar days of the date on which all five conditions in clause 2 are satisfied. CIT's target is to issue within 10–15 business days where all conditions are met at the same time. The 30-day period is the maximum, not the standard.

Credentials are issued in digital format (PDF) by email to the student's registered email address. A physical printed copy can be posted to the student's registered postal address on request — standard Australia Post charges apply. The digital PDF is the official credential for all purposes.

### 5. Circumstances Where a Credential Will Not Be Issued

A Statement of Attainment will not be issued — and Admin Officer will contact the student to explain why — in any of the following circumstances:

- Not all assessment tasks have been assessed as Competent.
- The student's Unique Student Identifier cannot be verified with the Student Identifiers Registrar.
- The course fee has not been paid in full.
- An academic misconduct investigation is ongoing or has resulted in the voiding of assessment results relevant to this credential.
- CEO has unresolved concerns about whether the enrolled student completed the assessed work.



## 6. Australian Skills Passport — Recording Training Outcomes

In addition to issuing the credential directly to the student, CIT records each student's training outcomes on their Australian Skills Passport within 30 calendar days of the final assessment date. This is done as part of CIT's annual AVETMISS submission to NCVET and in accordance with CIT's obligations under the Student Identifiers Act 2014.

The Australian Skills Passport provides a permanent, independent record that is accessible at [www.usi.gov.au](http://www.usi.gov.au) and is not dependent on CIT continuing to operate. If CIT ceases to exist at any point in the future, the student's training record will remain permanently accessible on their Australian Skills Passport.

## 7. Records Retention

CIT retains all student training records for a minimum of 30 years from the date of the relevant training activity, in accordance with SRT0 2025 Standard 3. This minimum retention period applies regardless of whether the student completed the unit, withdrew, or was excluded. The 30-year minimum is not negotiable.

Record Type	Minimum Retention Period	Person Responsible
Enrolment forms and supporting documentation	30 years	Admin Officer
Pre-Training Review Records	30 years	CEO / Admin Officer
LLND Pre-Assessment Tool results	30 years	CEO
All assessment tasks, submissions, and evidence	30 years	CEO (Catapult LMS)
Assessment results and competency determinations	30 years	CEO
Virtual classroom attendance records	30 years	CEO
Copies of all issued credentials	30 years	Admin Officer
Complaints, appeals, and their outcomes	30 years	CEO
AVETMISS reporting records	30 years (recommended); minimum 7 years	CEO / Admin Officer
Payment records and invoices	7 years (ATO requirement)	CEO



Where CIT ceases to operate, all student records will be transferred to a secure archive and CIT will notify ASQA and the relevant state training authority. Students will be advised in writing of how to access their records after the transfer.

## 8. Replacement Credentials

Students who require a replacement Statement of Attainment — for example, because the original was lost, damaged, or is no longer accessible — may request one at any time. Because CIT retains student records for a minimum of 30 years, replacement requests can be fulfilled regardless of how much time has passed since the original credential was issued.

To request a replacement credential:

68. Email [info@collinsinstituteoftraining.com.au](mailto:info@collinsinstituteoftraining.com.au) with the subject line: REPLACEMENT CREDENTIAL REQUEST — [Your Full Name] — [Unit Code].
69. Include in your email: your full name; your date of birth; the unit code of the credential you need replaced; and the approximate date of your original unit completion.
70. A replacement credential fee of \$25 per unit applies. Admin Officer will provide payment details once the request is received.
71. Admin Officer will verify your records and issue the replacement within 15 business days of the request being confirmed and payment being received.

Alternatively, your Australian Skills Passport at [www.usi.gov.au](http://www.usi.gov.au) provides a free, permanent, self-service record of your training history that is accessible at any time without contacting CIT.

## 9. Student Rights Under This Policy

- To receive a Statement of Attainment within 30 calendar days of satisfying all conditions for issuance.
- To be contacted by Admin Officer within 5 business days if there is any reason the credential cannot be issued on time.
- To have training outcomes recorded on the Australian Skills Passport within 30 calendar days of the final assessment date.
- To access all training records held by CIT on written request, in accordance with PP-08.
- To request a replacement credential at any time for a fee of \$25 per unit.
- To have records retained for a minimum of 30 years and transferred safely in the event of CIT closure.