

## Student Handbook



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## 1.0 WELCOME TO PARADIGM TRAINING GROUP

Paradigm Training Group (PTG) is a nationally accredited Registered Training Organisation (RTO #41059), based on the Gold Coast, Queensland. We are dedicated to providing practical, industry-aligned vocational education and training that equips students with the skills and qualifications needed to succeed in real-world environments.

At PTG, we specialise in delivering flexible training across a growing range of nationally recognised qualifications. Our training delivery model is tailored to support the needs of modern students, combining the accessibility of online learning with the rigour and effectiveness of flexible face-to-face practical training.

**Please note:** All qualifications delivered by Paradigm Training Group are based on nationally endorsed units of competency and are aligned with the most current version of the relevant Training Package, as published on <https://training.gov.au/>.

### 1.1 WHY STUDY WITH PTG?

#### 1. Flexible Learning Model

Our courses are delivered through a blend of online theory learning and assessment, supported by qualified trainers. This allows students to complete their academic work at their own pace from anywhere with internet access.

#### 2. Structured Practical Training

Most qualifications include a scheduled in-person practical workshop, typically delivered in intensive blocks of training on the Gold Coast.

- i. For full-course enrolments, workshops generally run over seven consecutive days.
- ii. For part-course enrolments or individual units, practical durations are shorter and aligned to the specific units undertaken.

Students may choose to complete the practical workshop as a single seven-day block or split their attendance across smaller blocks of training. This allows students to participate in a few days at a time and return later to complete the remaining sessions, supporting a better balance between work, life, and study commitments. This flexible attendance option is provided at no additional cost.

#### 3. Specialist in Maritime Operations

With extensive experience in the maritime sector, PTG delivers a broad range of nationally recognised training programs aligned with contemporary industry and licensing requirements. Our programs cover operational and safety skill sets, marine engine driver pathways, Coxswain and Master-level certifications, and marine radio operations. Training is designed to meet AMSA standards and is suitable for students seeking to enter or progress within the maritime industry.

#### 4. Business and Leadership Programs

PTG offers nationally endorsed qualifications in business, leadership, and management. These programs are designed for individuals seeking to strengthen their organisational, supervisory, or small-business capabilities, and they reflect current industry expectations and training package requirements.

To further support the maritime and tourism sectors, PTG contextualises its business and leadership qualifications to align with maritime work environments. This provides a cohesive, industry-relevant pathway - from entry-level through to diploma-level leadership and business skills - supporting students who want a well-rounded, integrated approach to building their careers.

#### 5. Experienced and Supportive Trainers

All PTG trainers hold current training and assessing credentials and bring extensive industry experience to the learning environment. They provide ongoing guidance via our aXcelerate e-learning system, ensuring that students are supported throughout every stage of their training journey.

#### 6. Student-Centric Approach

Our administrative and training teams are committed to providing high levels of student support from enrolment

through to graduation. We value each student's success and maintain a strong commitment to quality training outcomes.

To further enhance the learning experience, we offer additional tutoring after the practical workshop for students who need extra guidance. Our workshops also include homemade morning tea and a celebratory end-of-week lunch, creating a welcoming environment that supports connection, comfort, and confidence throughout the training journey.

*For detailed information on units and qualification structure, students are encouraged to refer to [training.gov.au](https://training.gov.au) or consult the PTG administration team.*

## 1.2 UNDERSTANDING VOCATIONAL EDUCATION AND TRAINING (VET)

**Vocational Education and Training (VET)** is a nationally recognised education system in Australia that provides students with the practical skills and knowledge required to succeed in a wide range of occupations and industries. VET focuses on work-readiness, hands-on application, and competency-based learning, enabling students to gain qualifications that are directly aligned with real-world job roles.

VET is regulated by national standards and frameworks, including the **Standards for RTOs 2025**, and supports both entry-level training and career advancement through structured qualifications ranging from Certificate I to Advanced Diploma levels.

Key features of the VET system include:

- **Competency-Based Training (CBT):** Students are assessed on their ability to perform specific tasks to industry standards, rather than time spent in training.
- **Nationally Endorsed Training Packages:** All qualifications are based on nationally developed units of competency, ensuring consistency across industries and providers.
- **Industry Relevance:** Courses are developed in consultation with industry to reflect current job roles, technologies, and workplace expectations.
- **Flexible Delivery:** Training may be delivered online, in the workplace, face-to-face, or through a combination of methods, depending on the course and provider.
- **Pathways to Employment or Further Study:** VET qualifications are recognised across Australia and can lead directly to employment or provide credit toward higher-level education (e.g., university).

At Paradigm Training Group (PTG), all training and assessment services are aligned with the Australian VET system and delivered by qualified trainers who bring both educational and industry experience to the learning environment. Our programs are designed to support students in gaining job-ready skills, meeting licensing requirements, or progressing in their chosen field.

*For more information about Vocational Education and Training in Queensland, visit the Queensland Government's official website: <https://www.qld.gov.au/education/further-ed/vet>*

## 2.0 ENROLMENT AND STUDENT ELIGIBILITY

Paradigm Training Group (PTG) is committed to ensuring fair, inclusive, and transparent enrolment practices that support student success and uphold the Standards for RTOs 2025. This section outlines who is eligible to apply, how applications are processed, and what students can expect before commencing their training.

### 2.1 ENTRY REQUIREMENTS

To maintain quality training outcomes and ensure student readiness, PTG applies the following entry criteria:

- **Age Requirement**  
Students must be at least 15 years of age at the time of enrolment. Students under 18 years of age must have written consent and signature from a parent or legal guardian prior to enrolment being accepted.

Where applicable, school students may only enrol in training where it is permitted under the relevant funding program or pathway (e.g. school-based apprenticeships or traineeships). Additional eligibility requirements may apply.

- **Prerequisite Requirements**

Some qualifications and units may have course-specific prerequisites. These may include:

- i. Language, Literacy and Numeracy (LLN) thresholds,
- ii. Medical requirements for physical tasks (particularly for maritime practicals),
- iii. Technical knowledge, especially where licensing standards or maritime regulatory bodies (e.g., AMSA) impose minimum criteria for enrolment or licensing.

- **Digital Literacy Requirements**

Students enrolling in online or blended delivery courses must have basic digital literacy and access to:

- A computer, tablet or mobile phone,
- Internet connectivity,
- Word processing software,
- Email and file management skills (e.g., attaching files, uploading content).

*Please note: Reasonable adjustments will be made where required under access and equity.*

- **Pre-Enrolment Assessment**

All prospective students must complete a pre-training review and LLN assessment as part of the enrolment process. This helps PTG determine:

- The student's current skill level,
- Any required learning support or reasonable adjustment needs,
- Whether the selected course is suited to the student's goals and abilities.

If the review identifies potential barriers to success, PTG will discuss available support options or recommend an alternative learning pathway if appropriate.

## 2.2 ENROLMENT PROCEDURE

PTG's enrolment process is designed to be clear, supportive, and efficient. The steps are as follows:

### Step 1: Initial Enquiry

Students contact PTG by phone or email to discuss:

- Course options and delivery formats
- Unit structures and practical training requirements
- Funding eligibility
- Credit transfer and/or RPL options

PTG staff ensure the qualification aligns with the student's goals and expectations.

### Step 2: Provide Required Documentation

If applicable, students supply:

- Identification documents
- Copies of prior qualifications and transcripts

- Evidence for RPL

### **Step 3: Eligibility Review**

PTG staff review all submitted information to confirm the student's suitability and entry eligibility.

### **Step 4: Information and Offer Pack Issued**

Eligible students receive a personalised merge document containing:

- A link to the PTG website to review the relevant course outline;
- A link to the PTG Student Handbook;
- A link to the PTG Language, Literacy, and Numeracy (LLN) Quiz, and;
- A direct link to the online enrolment form should they wish to proceed.

This ensures students can make an informed decision before enrolling.

### **Step 5: Complete Online Enrolment**

Students complete the online enrolment form. PTG then issues an invoice for the chosen course.

### **Step 6: Enrolment Activation**

Enrolment becomes active once:

- The deposit payment is received (or government funding is secured), **and**
- The student has accessed their course content on the aXcelerate platform.

### **Step 7: Complete Online Theory**

Before attending the practical component, students must complete all required online theory modules and associated assessments.

### **Step 8: Book Practical Workshop**

Students review available workshop dates on the PTG website and are encouraged to phone PTG directly to confirm availability and secure a booking. Places are limited and allocated on a first-come, first-served basis, early planning is recommended.

## **3.0 COURSE DELIVERY AND SUPPORT**

### **3.1 TRAINING**

#### **STRUCTURED AND SEQUENCED TRAINING**

Paradigm Training Group (PTG) delivers training in a structured and logically sequenced manner to ensure that students progressively build their knowledge and skills. The sequencing of content and the design of learning activities are aligned with the requirements of the relevant training product. Training is planned and documented to allow students to meet unit and qualification outcomes systematically.

#### **DELIVERY MODES AND TRAINING VOLUME**

PTG provides flexible delivery modes to meet diverse student needs and preferences. These include:

- Online delivery via the aXcelerate learning platform
- Face-to-face practical workshops (where applicable)
- Blended delivery models (theory online with scheduled in-person practical)
- Workplace-based training and supervised delivery where relevant
- Recognition of Prior Learning (RPL) pathways for eligible students

The volume and intensity of training provided are sufficient to enable all students to meet competency requirements. Students are given adequate time for practice, feedback, and reflection, both during online activities and within supervised practical sessions.

### 3.2 FACILITIES, RESOURCES AND EQUIPMENT

All training facilities, resources, and equipment used by PTG are regularly reviewed to ensure they are safe, accessible, and aligned with the needs of the course training packages and regulatory requirements.

### 3.3 TRAINING SUPPORT

#### SUPPORT SERVICES FOR STUDENTS

PTG offers a comprehensive range of support services to help students achieve their training goals. These include:

- Access to qualified trainers via email and phone for learning queries
- Practical workshops and post workshop tutoring available for those in need of extra support
- Language, Literacy, and Numeracy (LLN) support services upon request or if need for such has been identified
- Technology support for students using the aXcelerate learning platform, including troubleshooting and guidance with digital tools

#### MONITORING AND ADJUSTING SUPPORT

All students complete a Pre-Training Review and LLN assessment prior to enrolment, allowing PTG to identify any learning support requirements. Student progress is monitored throughout the training period. Where learning barriers are identified, additional support or reasonable adjustment is implemented to assist the student without compromising the integrity of the assessment outcomes.

## 4.0 ASSESSMENT AND RECOGNITION

### 4.1 ASSESSMENT

At Paradigm Training Group (PTG), assessment is conducted under a competency-based assessment model, in line with the Standards for RTOs 2025, the Principles of Assessment, and the Rules of Evidence. This model ensures that students are assessed on their ability to demonstrate the knowledge and skills required to perform workplace tasks to an industry-standard level.

Assessment methods are designed to provide flexible and valid opportunities for students to demonstrate competence across different contexts and conditions. Depending on the unit of competency, students may be required to complete a combination of the following:

- Written theory tasks (short answer, extended response, or case-based questions),
- Online multiple-choice quizzes,
- Practical demonstrations, either in simulated or real environments,
- Direct observation by a qualified assessor during workshops,
- Project-based work and research assignments,
- Portfolio submissions, including workplace evidence (if applicable),
- Verbal questioning, particularly to confirm underpinning knowledge,
- Group-based assessments where collaborative tasks are required.

Assessments are contextualised where appropriate and delivered using methods suited to the delivery mode (online or in-person).



## ASSESSMENT POLICY

PTG is committed to ensuring assessments are fair, flexible, valid, and reliable, and that all students are given reasonable opportunity to demonstrate competency.

Key provisions include:

- **Attempt Allowance**  
Students are entitled to multiple opportunities to demonstrate competence, consistent with PTG's assessment policy. At least four (4) reattempts will normally be offered before additional support or alternative arrangements are required.
- **Timely and Constructive Feedback**  
Feedback on assessment submissions is provided as promptly as possible, typically within 10 working days, and includes:
  - Specific guidance on what was demonstrated well,
  - What areas require further evidence or revision,
  - Recommendations for resubmission or reattempt (if applicable).
- **Pre-Use Assessment Validation**  
All assessment tools and instruments are reviewed by qualified trainers/assessors before use to ensure they align with:
  - The unit requirements as per training.gov.au,
  - The Principles of Assessment (fairness, flexibility, validity, reliability), and
  - The Rules of Evidence (validity, sufficiency, authenticity, currency).
- **Assessment Record Keeping**  
In accordance with regulatory requirements, PTG retains all completed assessment evidence for a minimum of two (2) years from the date the final qualification or Statement of Attainment is issued. This ensures traceability and transparency in student results.
- **Reasonable Adjustment**  
Where required and appropriate, PTG may apply reasonable adjustment to assessment tasks to accommodate students with specific needs, without compromising the integrity of the competency outcome.

## 4.2 RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

### RECOGNITION OF PRIOR LEARNING (RPL)

PTG supports Recognition of Prior Learning for all nationally recognised units of competency it delivers. RPL enables students to have existing skills, experience, and knowledge formally recognised without repeating training.

RPL Process:

- Students complete an RPL application and self-assessment
- Supporting evidence is submitted, such as:
  - Past qualifications or Statements of Attainment
  - Employment references and position descriptions
  - Third-party reports, workplace assessments, or logbooks
  - Work samples or portfolios
- Qualified assessors review evidence against the unit requirements, ensuring it is:
  - **Valid** (maps directly to unit outcomes)
  - **Authentic** (student's own work)
  - **Current** (reflects recent practice)

- **Sufficient** (provides comprehensive coverage of criteria)

Students may be required to participate in a competency conversation or complete a challenge task to verify the evidence provided.

Please note that fees apply to the Recognition of Prior Learning (RPL) process. The total cost will depend on the number of units being assessed. All fees will be discussed with the student before the RPL process begins.

### CREDIT TRANSFER (CT)

PTG recognises AQF qualifications and Statements of Attainment issued by other Australian RTOs through credit transfer. Key procedures include:

- Students submit transcripts or certificates
- Credit is granted when the unit code and title match, or are deemed equivalent
- No fees apply for credit transfer processing
- Granted credit reduces the volume of training for the applicable course

This process ensures that students are not required to duplicate learning already achieved through previous formal training.

## 5.0 STUDENT RIGHTS AND RESPONSIBILITIES

Paradigm Training Group (PTG) is committed to fostering a safe, inclusive, and supportive learning environment in which all students can thrive. The following rights and responsibilities are designed to ensure that students are treated fairly and respectfully while also being accountable for their conduct and engagement throughout the learning journey.

### 5.1 STUDENT RIGHTS

All students enrolled with PTG have the right to:

- **A Safe and Respectful Learning Environment:** Students are entitled to learn in a space free from discrimination, harassment, bullying, or intimidation. This includes both physical and online learning environments.
- **Fair and Transparent Assessment:** Students have the right to receive clear assessment instructions, timely feedback, and the opportunity to demonstrate competency through valid, flexible, and fair assessment methods. PTG ensures that assessment decisions are made objectively and that tools are regularly reviewed for quality assurance.
- **Access to Personal Records:** Students may request access to their enrolment, training, and assessment records at any time in accordance with PTG's privacy and data access policy.
- **The Right to Appeal or Lodge a Complaint:** Students may appeal assessment outcomes or lodge complaints about any aspect of their training experience without fear of disadvantage or retaliation. PTG maintains a fair and confidential process for handling all appeals and complaints in a timely manner.
- **Recognition of Previous Learning:** Students have the right to apply for Recognition of Prior Learning (RPL) and/or Credit Transfer (CT) where appropriate, in accordance with national guidelines.
- **Learning Support Services:** Students have the right to access academic and personal support services including LLN assistance, technology support, and flexible arrangements where reasonable adjustments are required.
- **Wellbeing Support Services:** Students have the right to a learning environment that supports their health, wellbeing, and emotional safety. PTG actively monitors student wellbeing and, where appropriate, facilitates access to internal or external support services to assist students experiencing personal, mental health, or wellbeing challenges. All disclosures are treated confidentially in accordance with privacy legislation.

- **Privacy and Confidentiality:** Students’ personal information is protected under the Privacy Act 1988 and the Australian Privacy Principles. PTG will only share information with third parties with the student’s consent or where required by law.

## STUDENT WELLBEING

PTG is committed to supporting student wellbeing as part of its duty of care and compliance with the Standards for RTOs 2025. Wellbeing is monitored through a combination of structured student engagement points, including:

- Periodic student feedback surveys
- Direct contact with trainers and support staff
- Observation during face-to-face practical workshops

Where concerns regarding student wellbeing are identified, PTG staff will initiate supportive conversations and, where appropriate, provide referrals to relevant support services. These may include academic counselling, mental health services, or external community-based support.

PTG fosters a positive and inclusive training environment that recognises the importance of student health, motivation, and engagement in achieving successful learning outcomes. All staff are encouraged to promote awareness of wellbeing issues and to act promptly on signs of distress or disengagement among students.

## WELLBEING AND MENTAL HEALTH RESOURCES (QLD & NATIONAL)

Students experiencing personal or emotional challenges are encouraged to access support through the following confidential services.

| Service                              | Support Provided   | Contact Details  |
|--------------------------------------|--|--|
| <b>Lifeline Australia</b>            | 24/7 crisis support, mental health counselling                                 | Phone: 13 11 14   <a href="http://www.lifeline.org.au">www.lifeline.org.au</a>             |
| <b>Beyond Blue</b>                   | Mental health support, stress, and anxiety                                     | Phone: 1300 224 636   <a href="http://www.beyondblue.org.au">www.beyondblue.org.au</a>     |
| <b>Headspace</b>                     | Youth mental health (ages 12–25)   | <a href="http://www.headspace.org.au">www.headspace.org.au</a>                             |
| <b>QLD Mental Health Access Line</b> | Mental health triage and referral (QLD-wide)                                   | Phone: 1300 642 255  |
| <b>13YARN</b>                        | 24/7 culturally safe support for Aboriginal and Torres Strait Islander peoples | Phone: 13 92 76   <a href="http://www.13yarn.org.au">www.13yarn.org.au</a>                 |
| <b>DVConnect – Womensline</b>        | Domestic violence support for women (QLD)                                      | Phone: 1800 811 811  |
| <b>MensLine Australia</b>            | Mental health and relationship support for men                                 | Phone: 1300 789 978   <a href="http://www.mensline.org.au">www.mensline.org.au</a>         |
| <b>QLife</b>                         | LGBTIQA+ peer support and referral   | Phone: 1800 184 527   <a href="http://www.qlife.org.au">www.qlife.org.au</a>               |
| <b>Kids Helpline</b>                 | Support for young people aged 5–25   | Phone: 1800 55 1800   <a href="http://www.kidshelpline.com.au">www.kidshelpline.com.au</a> |

Students are assured that any disclosures or referrals made to PTG staff will be treated confidentially and in accordance with PTG’s privacy and support policies.

## 5.2 STUDENT RESPONSIBILITIES

All students are expected to:

- **Actively Engage in Their Learning:** Students should participate in training and complete all assessments to the best of their ability and within allocated timeframes. Consistent progress through online theory and scheduled attendance at practical workshops is essential to successful course completion.
- **Attend Scheduled Activities and Meet Deadlines:** Students must attend practical workshops (if applicable), engage with online content, and submit assessments according to the agreed schedule. If unable to attend or submit, students should notify PTG in advance to discuss alternative arrangements.
- **Treat Others with Respect and Courtesy:** Students are expected to maintain respectful communication with trainers, staff, fellow students, and industry representatives. Disruptive, aggressive, or discriminatory behaviour will not be tolerated and may result in disciplinary action.

- **Comply with WHS and Training Environment Policies:** All students are responsible for ensuring their actions do not pose a risk to the health and safety of themselves or others. Students must follow all safety instructions, report hazards, and use personal protective equipment (PPE) where required during practical training.
- **Maintain Accurate Contact Information:** Students must promptly notify PTG of any changes to their contact details (email, phone, address) to ensure important communication is received in a timely manner.
- **Uphold Academic Integrity:** Students are expected to submit work that is their own and not engage in plagiarism, collusion, or cheating. Any breach of academic conduct may result in disciplinary action including re-assessment or withdrawal from the course.
- **Follow PTG Policies and Procedures:** All students are bound by the Student Handbook and agree to follow PTG's operational policies, including those related to refunds, complaints, assessment, and appeals.

## 6.0 COMPLAINTS AND APPEALS

Paradigm Training Group (PTG) is committed to ensuring that all students have access to a fair, transparent, and timely process for resolving complaints and appeals. Whether the concern relates to training delivery, administrative services, assessment outcomes, or staff conduct, students are encouraged to voice their concerns without fear of disadvantage or retaliation.

This process reflects the requirements of the Standards for RTOs 2025 and is designed to promote continuous improvement in the quality of PTG's services.

### 6.1 COMPLAINTS PROCESS

A complaint is defined as any expression of dissatisfaction with a service provided by PTG, its staff, or its systems.

#### INFORMAL RESOLUTION (STEP 1)

Students are encouraged to raise concerns directly with the relevant staff member (e.g., trainer or administrator) as early as possible. PTG staff will make every effort to resolve the matter informally through discussion, clarification, or corrective action.

#### FORMAL COMPLAINT (STEP 2)

If the matter cannot be resolved informally or if the student prefers to submit a formal complaint:

- The student must submit the complaint in writing. This can be via email or using the PTG Complaints Form, which is available upon request.
- The written complaint should clearly outline:
  - The issue,
  - Relevant dates or events,
  - Any prior attempts to resolve the matter, and
  - The desired outcome (if applicable).

#### INVESTIGATION AND RESPONSE (STEP 3)

- Once received, PTG will acknowledge the complaint in writing and commence an impartial investigation within 10 working days.
- The investigation will be conducted by a senior staff member not directly involved in the matter.
- Both parties will be given the opportunity to present their views and provide supporting evidence.

#### OUTCOME AND RESOLUTION (STEP 4)

- A written outcome will be provided to the complainant, outlining the decision and reasons.

- If the complaint is upheld, appropriate corrective action will be taken.
- If the student remains dissatisfied with the outcome, they may escalate the matter.

### EXTERNAL ESCALATION (STEP 5)

If a student is dissatisfied with the outcome of an internal complaint, they may escalate the matter to the Australian Skills Quality Authority (ASQA). This can be done without fear of retaliation, disadvantage, or any adverse impact on their training experience.

ASQA will not intervene unless the student has followed PTG's internal process in the first instance.

### 6.2 APPEALS PROCESS (ASSESSMENT OR ADMINISTRATIVE DECISIONS)

An appeal is a formal request to review a decision made by PTG, such as:

- An assessment outcome,
- Refusal of RPL or Credit Transfer,
- Disciplinary action, or
- Withdrawal or suspension of enrolment.

### INFORMAL DISCUSSION

Students should first discuss any concerns about decisions with their trainer or the relevant staff member to clarify the result.

### LODGING A FORMAL APPEAL

- If the matter is not resolved informally, a formal appeal must be submitted in writing within 15 working days of receiving the original decision.
- The appeal should include:
  - The decision being appealed,
  - The basis for the appeal (e.g., error, unfair process),
  - Any supporting evidence.

### APPEAL REVIEW AND REASSESSMENT

PTG will investigate the appeal, consulting with relevant assessors, trainers, or staff involved. Where the appeal concerns an assessment result, a reassessment by an independent assessor may be arranged at no cost to the student. The appeal process will begin within 10 working days and every effort will be made to finalise the matter quickly.

### NOTIFICATION OF OUTCOME

Students will receive a written response outlining the outcome of the appeal and the reasons for the decision.

### 6.3 ADDITIONAL NOTES

- All complaints and appeals are recorded in PTG's Complaints and Appeals Register.
- The identity and privacy of all parties are respected throughout the process.
- Students may nominate a support person or advocate to accompany them during any formal stage of the process.
- The existence of the complaints and appeals process does not affect a student's right to take further action under Australian consumer protection laws.

## 7.0 TRAINER CREDENTIALS AND SUPERVISION

Paradigm Training Group (PTG) is committed to delivering high-quality training and assessment services through a team of qualified, competent, and industry-experienced trainers and assessors. All staff involved in the delivery and assessment of nationally recognised training must meet the minimum requirements set out under the Standards for RTOs 2025, and PTG applies additional internal standards to ensure the currency and effectiveness of its educational workforce.

### 7.1 TRAINER AND ASSESSOR REQUIREMENTS

All trainers and assessors at PTG:

- **Hold current qualifications** from the TAE Training and Education Training Package (such as TAE40122 or its recognised predecessor versions), as mandated by the national standards.
- **Possess vocational competency** in the subject area they deliver and assess. This means they have qualifications and/or industry experience that is at least equal to the level of the units being delivered.
- **Demonstrate current industry skills**, ensuring that their training reflects modern workplace practices and expectations.
- **Undergo regular professional development**, which may include:
  - Participation in industry activities,
  - Attending regulatory workshops and updates,
  - Engaging in validation activities,
  - Maintaining professional memberships or licences (e.g., AMSA-recognised marine qualifications).

These criteria ensure that students receive training that is relevant, accurate, and delivered by individuals with real-world experience and educational competence.

### 7.2 SUPERVISION OF TRAINERS IN TRAINING

Under the 2025 ASQA Standards, PTG is permitted to engage individuals who are actively working towards the required training and assessment qualification—provided that strict supervision arrangements are in place.

These individuals may deliver training but cannot conduct assessments or make assessment judgments until they hold the full credential.

PTG ensures:

- Supervised trainers are appropriately qualified in the subject matter,
- A qualified trainer and assessor oversees all aspects of delivery,
- Supervision plans are documented and monitored,
- Students are clearly informed when any part of their course is delivered under a supervision arrangement.

This model supports workforce development while maintaining the integrity and quality of training delivery.

### 7.3 USE OF INDUSTRY EXPERTS

PTG may also engage industry experts to support the delivery of specialised or highly contextualised content. These individuals bring current, practical expertise and insight into real-world practices and help ensure that training remains aligned with evolving industry needs.

Key conditions include:

- Industry experts are engaged in support of a qualified trainer and assessor, not as a substitute for one.
- They may deliver components of training but cannot independently assess student competence.
- Their role is limited to areas where their specialised knowledge directly enhances student understanding.

For example, an AMSA-licensed Master or Engineer may support delivery of a maritime workshop under the direction of a qualified PTG trainer, enriching student learning with practical, experience-based content.

#### 7.4 ASSURANCE OF TRAINER QUALITY

PTG maintains a register of trainer qualifications, ongoing industry engagement, and professional development records. Regular audits and validation meetings are conducted to ensure:

- Trainers remain compliant with evolving national and industry standards,
- Delivery quality is consistent across all modes and campuses,
- Student feedback contributes to trainer performance monitoring.

Students can be confident that all training at PTG is delivered by skilled, accountable professionals working within a robust compliance framework.

## 8.0 QUALITY ASSURANCE AND FEEDBACK

At Paradigm Training Group (PTG), quality is not just a regulatory obligation - it is a central principle that drives how we design, deliver, and continuously improve our training and assessment services. PTG operates under a self-assurance model, as required by the Standards for RTOs 2025, which mandates that RTOs systematically monitor and evaluate their own performance, take ownership of quality outcomes, and implement evidence-based improvements.

This commitment is underpinned by strong governance and leadership structures. PTG's leadership ensures compliance with national standards, fosters a culture of integrity and accountability, and oversees regular performance reviews, stakeholder engagement, and strategic planning. Responsibilities and decision-making authority are clearly defined, with operational oversight embedded into all key areas of training delivery.

This integrated approach ensures that our training remains responsive to student needs, aligned with evolving industry expectations, and compliant with national regulatory frameworks.

### 8.1 COMMITMENT TO QUALITY AND COMPLIANCE

Paradigm Training Group (PTG) maintains a proactive and transparent approach to compliance through a formal self-assurance model, in accordance with the Standards for RTOs 2025.

This model requires PTG to take responsibility for the quality of its training and assessment services by:

- Systematically monitoring compliance across all operations,
- Identifying and addressing risks or areas for improvement,
- Engaging stakeholders in feedback and consultation, and
- Making evidence-based decisions that support strong student outcomes and continuous improvement.

Self-assurance is embedded into our governance structure, validation activities, internal reviews, and continuous improvement processes. The results of these reviews are documented and actioned to ensure PTG remains compliant, accountable, and student-focused.

### 8.2 INTERNAL AUDITS, VALIDATION, AND MONITORING

PTG conducts regular internal audits and validation activities to ensure our training and assessment practices remain effective, compliant, and consistent. These include:

- Assessment validation meetings, which involve trainers and assessors reviewing assessment tools, student evidence, and assessor decisions to ensure they align with the *Principles of Assessment* and *Rules of Evidence*.
- Course and unit reviews, especially following the delivery of a full cycle of training or updates to the Training Package.
- Internal audits, including file reviews, record checks, and analysis of delivery data (e.g., completion rates, student feedback trends).

- Corrective action planning, where any identified risks or non-compliances are addressed promptly with documented actions and follow-up reviews.

These processes are essential to maintaining the integrity and quality of the qualifications we deliver.

### 8.3 STUDENT FEEDBACK AND PARTICIPATION

Student feedback is a key pillar of PTG's quality assurance system. We actively seek input from students to understand their experience, measure satisfaction, and identify opportunities for improvement.

Students may provide feedback anonymously or directly, and all responses are treated respectfully and confidentially. Feedback is reviewed regularly at the management level and contributes to continuous quality improvement across all areas of training and support.

Feedback informs decisions on:

- Resource development and updates
- Trainer support and professional development
- Adjustments to assessment practices or delivery models
- Enhancing the clarity, accessibility, and effectiveness of learning materials

Students are encouraged to be honest and constructive, knowing their input directly shapes the ongoing improvement of PTG's training and support services.

### 8.4 CONTINUOUS IMPROVEMENT

PTG is committed to fostering a culture of continuous improvement across all aspects of its operations. Improvements may be driven by:

- Feedback from students, employers, or industry partners
- Internal monitoring findings
- Regulatory or Training Package updates
- Staff suggestions or trainer observations
- Emerging technologies or changes in workforce demand

Continuous improvement is supported through systematic validation, student surveys, industry consultation, and documented actions in a Continuous Improvement Register. All improvement initiatives are implemented following appropriate consultation and review processes to ensure changes are meaningful, evidence-based, and aligned with regulatory expectations.

## 9.0 RECORDS AND PRIVACY

Paradigm Training Group (PTG) recognises the importance of maintaining accurate student records and upholding the privacy and confidentiality of all personal and academic information. Our records management practices are fully compliant with the Privacy Act 1988, the Australian Privacy Principles (APPs), and regulatory requirements established by the Australian Skills Quality Authority (ASQA).

### 9.1 RECORDS ACCESS

PTG maintains comprehensive records for each student that may include:

- Personal and contact information,
- Enrolment details,
- Training participation,



- Assessment outcomes,
- Statements of Attainment or qualifications issued,
- Correspondence and support interactions.

Students have the right to request access to their records at any time.

**Please note:** All Statements of Attainment and Qualification Certificates issued by Paradigm Training Group are securely stored and remain accessible to students at all times through the aXcelerate Learner Portal.

## REQUEST PROCESS

- Requests must be made in writing (email is accepted) to PTG administration.
- Students must provide sufficient information to verify their identity.
- PTG will respond to all valid access requests within a reasonable timeframe, typically within 10 working days.
- Where access is granted, records will be made available in a secure format (digital or printed) as agreed.
- If access is refused due to exceptional legal or privacy concerns, PTG will provide the student with written reasons.

No fees apply for accessing records; however, PTG may charge a reasonable fee if large volumes of information are requested or if processing involves significant administrative effort.

## 9.2 PRIVACY AND CONFIDENTIALITY

PTG is committed to protecting student privacy in accordance with the Privacy Act 1988 and the 13 Australian Privacy Principles, which govern how personal information is:

- Collected,
- Stored,
- Used,
- Disclosed,
- Secured.

## COLLECTION OF INFORMATION

PTG collects only the information necessary to:

- Facilitate course enrolment and delivery,
- Monitor student progress,
- Fulfil legal and regulatory reporting obligations,
- Provide support services, and
- Issue qualifications or Statements of Attainment.

Where possible, students are informed of the purpose for which their personal information is being collected at the time of collection.

## STORAGE AND SECURITY

All student records are:

- Maintained securely in PTG's Student Management System (SMS) and/or secure physical filing systems,
- Protected against unauthorised access, loss, alteration, or misuse,

- Backed up and archived in accordance with regulatory and data security guidelines.

Assessment evidence and student records are retained for at least two years after the date of issuing a qualification or Statement of Attainment, unless a longer retention period is required by legislation or regulatory bodies.

## DISCLOSURE TO THIRD PARTIES

PTG will not disclose student personal information to third parties unless:

- The student provides explicit written consent, or
- Disclosure is required or authorised by law (e.g., to ASQA, NCVER, AMSA, Centrelink, or licensing bodies),
- The information is required for auditing, funding, or compliance purposes as part of PTG's obligations under Commonwealth or State Government contracts.

Where disclosure is required, PTG takes all reasonable steps to ensure only the minimum amount of information necessary is shared, and that the receiving party is bound by similar privacy standards.

## 9.3 DATA ACCURACY AND UPDATES

It is the student's responsibility to:

- Keep their contact details up to date throughout their enrolment,
- Notify PTG promptly of any changes to their name, phone number, email address, or residential address.

Accurate records are essential for issuing qualifications, communicating workshop dates, and ensuring regulatory compliance.

## 9.4 BREACH OF PRIVACY

If a student believes their privacy has been breached, they should:

- Contact PTG's administration team in writing,
- Outline the nature of the concern or suspected breach.

PTG will investigate all reported privacy concerns in line with our internal complaints policy and applicable privacy legislation. If the student is dissatisfied with PTG's response, they may escalate the matter to the Office of the Australian Information Commissioner (OAIC).

# 10.0 FEES, REFUNDS, AND TRANSFERS

Paradigm Training Group (PTG) is committed to providing transparent and fair fee arrangements that comply with the Standards for RTOs 2025, relevant legislation, and Australian consumer protection laws. Students are encouraged to carefully review and understand their financial obligations prior to enrolment.

This section outlines PTG's policies regarding course fees, refunds, and course transfers.

## 10.1 FEES

### FEE FOR SERVICE STUDENTS - FEE PRINCIPLES

- PTG operates under a fair fee structure consistent with Schedule 6 of the Standards for RTOs 2025, which regulates the collection of fees in advance.
- PTG will collect no more than \$1,500.00 AUD in prepaid fees from an individual student for training and assessment services not yet delivered, unless the fees are protected through an approved tuition assurance scheme or where otherwise permitted by government funding rules.
- Fees may include tuition, learning resources, administration, or practical workshop costs.
- Flexible payment schedules may be available to support students who are unable to pay the full fee upfront.

- Where a student's fees are paid by a third party (such as an employer or funding body), PTG assumes that the student has authorised relevant communication about progress and invoicing.
- All non-refundable charges (if applicable) will be clearly disclosed prior to enrolment.

## GOVERNMENT-FUNDED TRAINING (QUEENSLAND CAREER START) - FEE PRINCIPLES

From 1 July 2025, Queensland Government funding is delivered under the Career Start program, a core vocational education and training (VET) initiative managed by the Department of Trade, Employment and Training (DTET). The program provides subsidised training aligned to industry workforce priorities and supports individuals to gain skills for employment or career progression.

Career Start offers two training pathways:

### 1. Career Start – General Training Pathway

This pathway provides access to subsidised qualifications (typically at Certificate III level) and introductory skill sets. Training is available for direct enrolment and does not require an employment arrangement.

Eligibility criteria apply and may include age, residency, prior qualifications, and enrolment status. Individuals must not already hold a Certificate III or higher qualification completed within the last 10 years (with some exceptions).

Under Career Start, an individual may access up to two subsidised training places through one of the following options:

- one general qualification at Certificate III level and one apprenticeship or traineeship (noting that if the apprenticeship/traineeship is undertaken first, the individual is no longer eligible to access a general qualification); or
- two apprenticeships or traineeships at Certificate II or III level, including school-based apprenticeships or traineeships (SATs).

**Please note:** An individual cannot undertake two general pathway qualifications under Career Start. In addition, individuals may access one subsidised introductory-level skill set.

### 2. Career Start – Apprenticeships and Traineeships Pathway

This pathway supports subsidised training delivered under the Australian Apprenticeships system. Individuals must be employed and enter into a formal training contract with an employer, which must be registered in accordance with the Further Education and Training Act 2014.

Employer obligations apply, including providing appropriate supervision, facilities, and on-the-job training, and participating in the development of a training plan with the Supervising Registered Training Organisation (SRTO).

## CO-CONTRIBUTION FEE ARRANGEMENTS

### GENERAL TRAINING PATHWAY

- Students are required to contribute to the cost of training through a co-contribution fee, reflecting the shared benefit of training outcomes.
- The co-contribution fee amount is determined by Paradigm Training Group and must be published as the total cost of the qualification, including any materials or associated costs.
- The co-contribution fee may be paid by the student or on their behalf by an employer or third party; however, it cannot be waived or paid by the training provider or any related entity.

### APPRENTICESHIP AND TRAINEESHIP PATHWAY

- Student contribution fees are prescribed by the Queensland Government and are set at a nominal hourly rate per unit of competency, with concessional rates applying for eligible students.

### ADDITIONAL FEE INFORMATION

- Under Career Start, Paradigm Training Group may collect up to a maximum of 30% of the total co-contribution fee prior to the commencement of training.

- The remaining balance of the co-contribution fee will be invoiced at agreed progression points and prior to course completion (e.g. prior to booking a practical workshop).
- All fees, charges, and payment arrangements will be clearly explained prior to enrolment and are detailed in course information and the Paradigm Training Group Refund Policy.
- Co-contribution fees are charged at the unit of competency level. Once training for a unit of competency has commenced, any applicable refunds will be managed in accordance with the Paradigm Training Group Refund Policy.
- Specific fee amounts (standard and concession rates) are published on the Paradigm Training Group website and in course information materials.

## DISCLOSURE

- PTG clearly publishes all course fees, student contribution fees, and any additional charges on its website and in course information.
- Students are encouraged to seek clarification on any fee-related matters prior to signing their enrolment agreement.
- Current information on Career Start program settings, eligibility criteria, and student contributions is available on the Queensland Government’s training website.

*For more information: [Career Start | Education and training | Queensland Government](#)*

## 10.2 REFUNDS

PTG recognises that circumstances may change and aims to apply a fair and structured refund process.

### REFUND ELIGIBILITY - FEE FOR SERVICE STUDENTS

- **Full refund:** If a student cancels prior to the official course start date and has not accessed any course materials.
- **Pro-rata refund:** May be considered if a student has commenced training but must withdraw due to compassionate or compelling reasons (e.g., medical issues, unforeseen hardship). Supporting evidence (such as a medical certificate) may be required.
- **Provider default:** If PTG is unable to deliver a course or unit, students will be offered either:
  - a full refund for undelivered components, or
  - transfer to an equivalent course at no cost.

The table below outlines specific refund entitlements depending on the timing and circumstances of withdrawal or course cancellation.

| Situation  | Refund Entitlement   |
|--|--|
| <b>Where a student pays a deposit and withdraws from the course:</b> |  |
| 1. <u>More than 1 month</u> prior to the commencement of the course  | A fee equal to 5% of the course cost will be retained to cover administration costs. Any additional funds already paid to PTG will be returned to the student.   |
| 2. <u>Less than 1 month</u> prior to the commencement of the course  | A fee equal to 10% of the course cost will be retained to cover administration costs. Any additional funds already paid to PTG will be returned to the student.  |
| 3. <u>After</u> course commencement (student withdraws)              | PTG will generally agree to negotiate a proportional refund of fees already paid, based on the part of the course not yet delivered. PTG reserves the right to decline a refund if deemed unwarranted. |
| <b>In a circumstance where PTG cancels the course:</b>               | The student will be offered either: <ul style="list-style-type: none"> <li>• A transfer to an equivalent course at no cost, or</li> <li>• A full refund of all fees paid to that point.</li> </ul>     |

### REFUND ELIGIBILITY - GOVERNMENT-FUNDED STUDENTS (CAREER START)

For students accessing subsidised training under the Queensland Career Start program (General or Apprenticeships/Traineeships):

- Upfront co-contribution payments (up to 30%) are refundable if the student withdraws before training has commenced.
- Progression-based payments are not refundable once the related unit of competency has started.

- If PTG cancels or is unable to deliver a course or unit, students will be offered either:
  - a full refund of all undelivered co-contribution fees paid, or
  - transfer to an equivalent course at no additional cost.
- Refunds are only issued to the original payee (student or sponsoring party).
- Students may access PTG's complaints and appeals process if they disagree with a refund decision.

## REFUND PROCESS

- All refund requests must be submitted in writing via email or using a PTG refund request form.
- Requests should include:
  - Full name and contact details,
  - Enrolled course name,
  - Reason for withdrawal,
  - Any supporting documentation (if applicable).
- Refund decisions are processed within four (4) weeks of receiving a complete refund application.

### Please note:

- Application or enrolment fees (if charged) may be non-refundable.
- Refunds are only issued to the original payee (the student or sponsoring party).

Students are also reminded that access to the internal complaints and appeals process is available if they disagree with a refund decision.

## 10.3 TRANSFERS

PTG understands that students may need to adjust their training pathway or schedule due to personal, professional, or logistical reasons.

### Transfer Conditions:

- Students may request to:
  - Defer their current enrolment to a future intake of the same course,
  - Transfer to another course delivered by PTG (subject to availability and entry eligibility),
  - Adjust their practical workshop date, where applicable.

Transfers are generally permitted once without penalty, provided:

- The request is submitted in writing at least 10 business days prior to the practical workshop or scheduled training,
- The requested course or intake is available,
- Any differences in fees are settled before the new course begins.

Additional transfers or late changes may attract an administration fee. Where applicable, students will be advised of any charges prior to confirming the transfer.

PTG will make every effort to accommodate reasonable transfer requests and will notify students in writing once the new enrolment is confirmed.

## 11.0 WORKPLACE HEALTH AND SAFETY

Paradigm Training Group (PTG) is committed to providing a safe, healthy, and inclusive environment for all students, staff, and visitors, in line with its obligations under the *Work Health and Safety Act 2011 (Cth)* and relevant state-based WHS legislation. Health and safety is a shared responsibility, and PTG actively promotes a culture of awareness, accountability, and proactive risk management across all training settings — including practical workshop sites, classrooms, and online environments. Risks are assessed and mitigated through an internal risk register and scheduled audits, ensuring that hazards are systematically identified, documented, and addressed in accordance with best practice safety protocols.

### 11.1 WHS POLICY AND INDUCTION

- All students receive a WHS induction at the commencement of their training. This includes:
  - An overview of relevant safety procedures,
  - Location-specific instructions (e.g., exits, muster points),
  - Identification of first aid officers and emergency contacts,
  - Expectations for safe conduct during face-to-face training or practical activities.
- PTG's WHS policy is designed to:
  - Prevent injury, illness, or harm to health,
  - Promote wellness and inclusion,
  - Respond swiftly to incidents or safety concerns.
- The WHS policy is accessible on request and is reviewed regularly to ensure currency with legislation and best practice.

### 11.2 RESPONSIBILITIES OF STUDENTS AND STAFF

All PTG students, staff, and contractors share the responsibility to:

- Take reasonable care of their own health and safety,
- Avoid actions that could harm others or create risks to others' safety,
- Follow all instructions and training provided regarding WHS practices,
- Report hazards, incidents, or unsafe behaviours to a PTG trainer or administrator as soon as they are identified,
- Wear personal protective equipment (PPE) when required (e.g., during maritime practicals),
- Participate in any emergency drills or evacuation procedures as directed.

Failure to comply with safety requirements may result in removal from training activities and/or disciplinary action.

### 11.3 EMERGENCY PROCEDURES

PTG has clear and well-documented emergency procedures for all training locations. These include:

- Evacuation plans and muster points, communicated during induction,
- Access to first aid kits and trained first aid officers,
- Procedures for responding to:
  - Fires,
  - Medical incidents,
  - Personal injury,

- Dangerous behaviour,
- Environmental hazards.

In the event of a serious incident or emergency, students must follow all instructions issued by PTG staff or emergency services personnel without delay.

#### 11.4 WHS DURING PRACTICAL WORKSHOPS

Particular attention is given to practical training environments, especially where maritime or high-risk activities are involved (e.g., engine handling, firefighting, vessel operations). These sessions may involve:

- Simulated workplace conditions,
- Use of specialist equipment,
- Outdoor environments or working near water.

Additional safety protocols and briefings are provided before practical activities commence. Students are expected to follow these instructions closely and must not engage in any unsafe or disruptive behaviour during training.

#### 11.5 ONLINE LEARNING AND WHS

Although online training is lower risk, PTG also recognises its duty to promote safe study habits and digital well-being for online students. Students should:

- Set up a safe and ergonomically suitable workspace,
- Take regular breaks to avoid fatigue,
- Immediately report any online harassment or cyber-safety concerns to PTG.

PTG takes WHS seriously and encourages all students to report anything they feel is unsafe, unfair, or not in line with our shared commitment to a safe learning environment.

## 12.0 ACCESS, EQUITY, AND ANTI-DISCRIMINATION

Paradigm Training Group (PTG) is committed to providing a learning environment that is inclusive, respectful, and equitable for all students, regardless of background, ability, or personal circumstances. Our policies are informed by national legislation and educational standards that uphold every student's right to participate fully in vocational education and training free from discrimination, harassment, or unfair treatment.

PTG ensures equitable access to training and enforces strong anti-discrimination policies. Recruitment and delivery models are designed to respect and reflect cultural, linguistic, and personal diversity, while actively preventing any form of bias or exclusion.

This commitment underpins all aspects of PTG's operations — from recruitment and enrolment to training delivery, assessment, student support, and student engagement.

#### 12.1 LEGAL AND REGULATORY FRAMEWORK

PTG complies with the following Commonwealth and State legislation:

- Anti-Discrimination Act 1991 (QLD),
- Disability Discrimination Act 1992 (Cth),
- Disability Standards for Education 2005,
- Sex Discrimination Act 1984,
- Racial Discrimination Act 1975,
- Age Discrimination Act 2004,

- Australian Human Rights Commission Act 1986,
- Work Health and Safety Act 2011,
- Privacy Act 1988,
- Fair Work Act 2009 (where relevant to apprentices/trainees).

These laws collectively ensure that students are treated fairly, supported appropriately, and protected from unjust or discriminatory behaviour in all training-related activities.

## 12.2 INCLUSIVE EDUCATION PRINCIPLES

PTG ensures that:

- All students are recruited, enrolled, and assessed on merit, without regard to race, age, gender, disability, religion, sexual orientation, or socio-economic background.
- Course materials, learning environments, and assessment tools are designed to accommodate a range of learning needs and abilities.
- Where required, reasonable adjustments are made to assist students with disabilities or learning difficulties — without compromising the integrity of the training outcomes.
- Communication is provided in plain, inclusive, and respectful language across all platforms.
- Access and equity considerations are integrated into all policies, procedures, and staff training.

## 12.3 ZERO TOLERANCE POLICY

PTG maintains zero tolerance for any of the following behaviours:

- Bullying or intimidation, whether verbal, physical, written, or digital,
- Sexual harassment or unwelcome physical contact,
- Discrimination or vilification based on:
  - Race or ethnicity,
  - Religion or belief,
  - Sex, gender identity, or sexual orientation,
  - Age, marital or parental status,
  - Disability (physical, sensory, learning, or psychological),
  - Pregnancy or family responsibilities,
- Victimization of individuals who lodge complaints, participate in investigations, or support other students through the complaints process.

All reports of harassment or discrimination will be treated seriously, investigated confidentially, and addressed promptly in accordance with PTG's complaints and disciplinary procedures.

## 12.4 SUPPORT FOR SPECIFIC NEEDS GROUPS

PTG recognises that some students may face barriers to accessing and completing training, including those who:

- Have disabilities or long-term medical conditions,
- Speak English as a second language,
- Are Aboriginal or Torres Strait Islander students,



- Come from low socio-economic backgrounds,
- Are returning to education after extended periods,
- Have limited digital literacy or technology access.

Where applicable, PTG may:

- Adapt course materials for better accessibility,
- Refer students to support services or external agencies,
- Provide additional mentoring, flexible scheduling, or LLN assistance,
- Work with government programs to support funded or priority student cohorts.

## 12.5 CREATING A RESPECTFUL LEARNING CULTURE

All students and staff at PTG are expected to:

- Treat each other with dignity, fairness, and courtesy,
- Speak and act in a way that supports a safe and inclusive learning environment,
- Respect different viewpoints, backgrounds, and abilities,
- Refrain from using discriminatory or derogatory language or behaviour.

PTG is committed to ensuring that every student feels welcomed, respected, and empowered to achieve their training goals.

## 13.0 GLOSSARY OF KEY TERMS

- **ASQA** – Australian Skills Quality Authority
- **AQF** – Australian Qualifications Framework
- **Assessment System** – Policies, procedures, tools, and resources used to determine student competency
- **Competency-Based Assessment** – Focus on demonstrated performance against criteria
- **RPL** – Recognition of Prior Learning
- **Credit Transfer** – Recognition of previously completed equivalent units
- **Supervised Trainer** – An individual working toward a qualification, delivering training under qualified oversight
- **Industry Expert** – Subject matter expert contributing to training, but not making assessment decisions

## 14.0 CONTACT INFORMATION

### Paradigm Training Group (RTO #41059)

Address: Building A05/ 1 Boatworks Drive, Coomera, QLD, 4209

Phone: 1300 161 640

Email: [info@paradigmtraining.edu.au](mailto:info@paradigmtraining.edu.au)

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## VERSION CONTROL AND APPROVAL STATEMENT

### Paradigm Training Group – Student Handbook

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**Approved By:** RTO Compliance Manager

This version of the Student Handbook replaces all previous versions and is current as of the date of approval. PTG reserves the right to make amendments in response to changes in regulatory standards or operational requirements. Students will be notified of any significant updates.