

Student Handbook

*your guide to studying
with Phillips Institute*



Phillips
Institute

*Phillips Training Services Pty Ltd - ABN 25118747578
trading as Phillips Institute - RTO 21868*

Phillips Training Services Pty Ltd trading as Phillips Institute

Registered Training Organisation RTO: 21868

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27/03/2026	3.0	KH	CEO	Updated Student Safety, Inclusion, Cultural Safety and Wellbeing; Legislation
27/08/2026	4.0	KH	CEO	Updated Student Fees Policy; formatting changes; scope delivered

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If you have any questions about this publication, please contact our office.

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Welcome to Phillips Institute

Congratulations on taking this important step toward gaining a nationally recognised qualification. We're confident that your time with us will be both rewarding and impactful.

This Student Handbook has been designed for current and prospective students. Inside, you'll find clear information about our programs, enrolment options, training and assessment methods, support services, course progression expectations, and essential policies and procedures. We welcome any suggestions for future improvements.

Since 1998, Phillips Institute has delivered high-quality vocational training that prepares learners to be job-ready and confident in the workplace. Originally established as Lifelong Learning under the VRQA, we became Phillips Institute in 2006 and transitioned to ASQA registration in 2012, expanding our delivery nationally. Our programs are informed by industry input, supported by dedicated trainers and administrative staff, and delivered through flexible, modern learning modes.

We are committed to being a leading choice for people entering or advancing within the health and community services sectors. Our courses are continually reviewed to reflect current workplace expectations and meet national regulatory standards. As an ASQA-regulated RTO, you can be assured that your training meets the highest level of quality and compliance.

Thank you for choosing Phillips Institute. We look forward to supporting you throughout your studies and helping you achieve your goals.

Kerri Henderson
Chief Executive Officer

Mission Statement:

As an Australian Registered Training Organisation, to provide relevant, engaging, practical vocational education and training services for individuals and organisations seeking to prepare for specific employment pathways or to professionally develop for the workplace.

Vision Statement:

To be a leading provider of vocational education and training by delivering training and assessment services that are relevant, engaging and practical, delivered in a range of models, including face-to-face classes either at our facilities or in the workplace, virtual classes or self-directed online learning, or recognition programs.



About Us

Phillips Institute is an independent Registered Training Organisation (RTO), regulated by the Australian Skills Quality Authority (ASQA) to deliver, assess and award nationally recognised training.

We are committed to developing and maintaining the highest standards of ethical and professional practice and ensure that we comply with the 2025 Standards for Registered Training Organisations (RTOs) which took effect from 1st July 2025 and which are comprised of the following:

- [National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025](#)
- [National Vocational Education and Training Regulator \(Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements\) Instrument 2025](#)
- [Credential Policy](#)

You can find out more about our registration and scope of nationally recognised training courses, qualifications, units and skill sets we are approved to deliver here:

<https://training.gov.au/Organisation/Details/21868>.

Phillips Institute began delivering Nationally Accredited Qualifications and professional courses to organisations and individuals in 2006. Prior to that we were registered, originally with the Victorian Registration and Qualifications Authority (VRQA), as Lifelong Education, RTO number 21147.

Organisation details

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21868 - Phillips Training Services Pty. Ltd.

Status: **Current**
 Registration manager: [Australian Skills Quality Authority](#)

Summary	Registration	Contacts	Addresses	Scope	Regulatory Decision Information	Delivery
☐ Display history Summary Code: 21868 Legal name: Phillips Training Services Pty. Ltd. Business name(s): PHILLIPS INSTITUTE PHILLIPS TRAINING SERVICES PTY LTD Status: Current ABN: 25 118 747 578 ACN: 118 747 578 RTO type: Education/training Business Or Centre: Privately Operated Registered Training Organisation Web address: http://www.phillips.edu.au/						

Scope of registration and current courses

The scope of registration refers to the full qualifications, skill sets and units we are accredited to deliver, assess, and award. At the time of publication, we are currently delivering 9 qualifications from our scope of registration.

These nine qualifications are from two training packages: the Health Training Package and the Community Services Training Package.

The table below shows the qualifications current as at the date shown below. The courses we deliver are subject to change so if you can't see a course you're interested in, please check our website, or call us for further information on 1300 558837.

Phillips Institute – RTO 21868

Courses being delivered* – effective date 27/08/2026

Qualification Code & Title

CHC33021 - Certificate III in Individual Support

CHC43015 - Certificate IV in Ageing Support

CHC40225 - Certificate IV in School Based Education Support

CHC43121 - Certificate IV in Disability Support

CHC43415 - Certificate IV in Leisure and Health

CHC53415 - Diploma of Leisure and Health

HLT33115 - Certificate III in Health Services Assistance

HLT33115 - Certificate III in Health Services Assistance (Operating Theatre Technician)



Enrolment Process

Our enrolment process starts with your online registration for enrolment. As all our courses are nationally recognised, we collect a variety of information in line with government requirements so that we can evaluate your suitability for the training and whether the course is appropriate for you. Once we receive your registration, you will receive a confirmation email from us, and your application for enrolment will be reviewed by our student services team.

Unique Student Identifier (USI)

Since 1 January 2015, everyone undertaking nationally recognised training needs to have a Unique Student Identifier (USI) in order to obtain their certificate, diploma or statement of attainment. It's an easy way to keep a record of all your training and education results. At Phillips Institute, we will ask you for your USI when you apply for enrolment for any of our nationally recognised training programs. To find out more about the USI, or to register for your USI, simply visit the website: <https://www.usi.gov.au/>

Pre-Training Review

Once we have conducted an initial review of your application, including an online language, literacy, numeracy and digital skills initial evaluation, we will organise to speak with you to discuss your application. This discussion may be conducted online, in person or by phone. We refer to this discussion as a 'Pre-Training Review' or PTR, which we conduct for all applicants, regardless of the type of application or mode of enrolment, including for those undertaking RPL. If you are applying for a single unit short course, such as for first aid training, we may not need to conduct a PTR with you, subject to entry requirements.

Confirmation of Enrolment and Fees

When we have completed the PTR with you, and you confirm your readiness to start your course, we will send you a confirmation email, a statement of fees, a training plan outlining how the course will be conducted, and any other relevant information.

The next step will be to provide you with an invoice for fees and the related payment terms. For more information about our payment terms, refunds, or other payment related information, please refer to our section on payments in this handbook. Importantly, in line with the Standards for RTOs, we do not require more than \$1,500 in fees prior to you commencing your studies, nor do we require more than \$1,500 for an interim payment once your studies have commenced. Please feel free to speak with our student services team during office hours if you would like further information about our payment terms, conditions and services.

Starting your Studies

Once we have received the first payment from you, or you have confirmed your payment plan if you are paying your fees via our preferred provider, we will assign your trainer and release the first set of resources to you. Resources will vary depending on your chosen course and may include print or textbook resources, online LMS resources or other materials relevant to your course.

Selection and/or Pre-requisite Criteria

All courses require a sound knowledge of written and spoken English. This requirement is due to assessment activities that are based on the ability of the student to demonstrate their knowledge, and application of their skill, through the participation in role plays, oral presentations, skills demonstrations requiring effective verbal communication skills and the completion of written work, or text responses, both in class and their own time. For placement, your oral communication skills will be critical for ensuring you understand instructions and can carry out tasks under the supervision of an industry staff member.

Sufficient English language skill is also a requirement of all Australian VET qualifications which prepare individuals for occupations and roles in the workplace. Phillips Institute requires all applicants* to undertake a pre-training review of their Language, Literacy, Numeracy and Digital (LLND) skills to determine their readiness for study, their capacity to benefit from the training and determine whether there are any existing support needs. (*except for short course enrolments, such as First Aid)

Access to a computer and a reliable internet connection are important to successful study with Phillips Institute, and are essential to courses which include online, distance and blended studies. Student work will be improved with a basic understanding of Microsoft Office, particularly Microsoft Word, as you may be required to submit assessment tasks in digital format, especially for Certificate III courses taken online, and at Certificate IV and Diploma level. Please refer to our section on Online Learning for further information.

Training Delivery Modes

Phillips Institute programs are delivered by one of the following delivery modes:

- Self-directed online with optional virtual support and skills sessions
- Virtual classes with online learning and assessment resources and skills sessions if applicable
- Face-to-face classes (Melbourne only as at 01/01/2026) incorporating skills sessions with print or online learning and assessment resources

As most of our courses require a practical work placement, it is important to be aware that some aspects of assessment may be required to be completed during the placement in addition to completion of other coursework, before we can deem you as Competent for selected units of competency.

In addition, some Phillips Institute face-to-face class-based programs may include resources or components delivered online, or with a combination of the above delivery modes. For example, a Certificate IV class-based program may have a face-to-face class once per month, online assessments with virtual classes every other week combined with practical work placement. Or it may be delivered as virtual classes weekly, or as self-directed online study. We will discuss your study mode preference during the Pre-Training Review, and before your enrolment is confirmed.

Please note that in the event that face-to-face classroom-based training is not able to be delivered due to

circumstances beyond our control, such as a health emergency, to ensure safety for students and staff, Phillips Institute will temporarily transfer these classes to be delivered via online or distance with virtual classes, printed or online resources. Our aim in these circumstances is to ensure the continuation of studies with minimum disruption and maximum safety. In this case students will always remain informed by their trainers and will be notified by our student services team when classroom-based training resumes.

Online Learning

Many Phillips Institute courses are delivered online or include some online content. We have created a set of online service standards which we encourage you to review prior to choosing your course, to ensure that you have the necessary access, equipment, and skills to undertake online study successfully. Please see our [Online Service Standards here](#).

Programs that include online learning delivery are provided with qualified and experienced facilitator guidance, learning support and assessment feedback. Our Online Service Standards apply to any programs that include online delivery and/or assessment.

If you're new to studying online, or haven't studied for a course online for some time, take a look at this brief [checklist](#) which may assist you to gain insight into whether your current study style will suit online learning. This checklist is especially relevant if you are choosing to study online in a self-directed mode. Our team are happy to discuss this with you and can give you more information about our success with delivering online learning.

We also encourage you to review the section in this handbook - Student Safety, Inclusion, Cultural Safety and Wellbeing - particularly the notes about prohibited behaviour online. This information is provided to ensure a safe, respectful and inclusive learning environment for all who undertake study with or work with Phillips Institute.

Assessment modes

Australian Vocational Education and Training (VET) is assessed using a competency-based approach. This means that you are assessed against a benchmark or standard and will be deemed to be either Competent or Not Yet Competent (NYC) for a unit, or Not Yet Satisfactory (NYS) for an assessment task, depending on whether you have met the required standard. To be deemed Competent for any unit, you must be deemed Satisfactory for related assessment tasks and may be required to satisfactorily meet all placement requirements in addition to the coursework for specific units.

Typically, students will be assessed against a unit of competency through completion of several set tasks. These tasks will vary between units but may consist of written assessments, for example these could be some of the following – short answer, quizzes, multiple choice, case studies, projects, as well as observation of your practical skills or performance of work-based tasks either in simulation or while on placement in the workplace, or verbal assessments if applicable.

If you are deemed NYC for a unit, or NYS for an assessment task, you will be given at least two further opportunities to resubmit your assessment task/s for re-assessment. If you are still found to be NYS for an assessment task or NYC for a unit after the three (3) attempts (2 resubmissions plus the original submission attempt), you must re-enrol for the unit and undertake re-training before attempting assessment again. Where such a re-enrolled student is still unable to be assessed as Satisfactory for an assessment task, they will be deemed to be Not Yet Competent and withdrawn from the unit or course.

Results of workplace assessments will be recorded in your training record, Logbook (if relevant) or training plan. The assessment records are returned to Phillips Institute on completion for verification, recording into the student management system, and secure storage.

Before submitting your work

Prior to submission, we recommend that you make a legible copy of all assessments and documents submitted, including all pages of a logbook if applicable, as your original work will be retained by Phillips Institute for compliance purposes and cannot be returned to you.

Training Plans

A Training Plan is developed by Phillips Institute for students in all course enrolments (except short course or single unit enrolments), in consultation with the trainer, program coordinators, your employer (if applicable), and by you, the participant. It provides the following information:

- who provides the training and assessment,
- how that will be provided,
- when the training is to be provided,
- and the outcome of assessment for that training.

The Training Plan has been customised according to the qualification packaging rules to accommodate the needs of the target learner group, the individual and the workplace where applicable. It provides enough detail to:

- assist the facilitator, the participant and the RTO to meet their obligations according to relevant contracts, standards and guidelines;
- as a reference for the program participants; and to monitor participant progress.

A Training Plan is a dynamic document that will be updated frequently as you progress through your course. Phillips Institute students receive a copy of their Training Plan when enrolment is confirmed and can see their training progress and results by logging into their Student Portal. You may like to use your Training Plan to record when you have submitted your assessments, which helps to keep track of progress.

Course Duration

Your course duration will be given in your confirmation of enrolment email and in our marketing information. However, if you are studying in a self-directed mode, the time it takes you to complete all course requirements may be achieved more quickly than the standard duration, or may take longer, depending on your existing knowledge, skills or experience in the industry, your educational background and your orientation and time available to devote to your studies.

Regardless of your study mode or enrolment model, we highly recommend that you put aside dedicated study time each week for reading learning materials and before attempting your assessments. The amount of weekly study time required will vary between individuals, the mode of delivery and the course.

Your progress and participation

For all delivery modes, we will monitor your progress, participation and engagement with your studies in a variety of ways. We understand that things don't always go to plan, so we prefer that you let us know as soon as possible if you need assistance or support.

If you are studying online, we will actively monitor your progress with reporting from our student management system, the learning management system, and trainer or assessor feedback. If you do not log into the LMS for a period of more than 7 days, you will also receive an automatic email notification and be asked to contact us in case you are encountering difficulties that are impacting your ability to participate in your studies.

For class-based students we will monitor your progress with some of the above methods with the addition of class attendance records. It is important that you make every effort to stick to your original training plan to ensure you can confidently maintain good progress towards your course completion.

If there is an issue preventing you from keeping to your original training plan, you may consider a deferral. Please see our section Deferral for further information.

Our team will provide you with reminders and updates should we notice that your progress may be at risk of falling behind, or if we have not heard from you for a period of time. In the event that we are unable to contact you for more than three months, this will trigger the start of a withdrawal process, whereby we will make every attempt to contact you by phone, email and SMS message to advise of the impending withdrawal. Should this be unsuccessful, we will process a withdrawal. Please see our section on Withdrawal for further information and the process for re-engaging if you contact us within certain timeframes, depending on whether you were enrolled as government funded or self-funded (fee-for-service). There may be additional fees required for a re-engagement. Check our [Fees](#) page on our website for more information about fees and charges.

Engagement

We strive to provide you with engaging learning experiences with industry relevant resources that meet all requirements for successful study. Our online learning resources are high quality, and we regularly receive positive feedback on the ease-of-use of our LMS. Classes include guided instruction, modelling of industry realistic scenarios and case studies, as well as expert trainer support.

Our onsite classes include the use of simulations and scenarios that include opportunities to practice with relevant equipment and resources under trainer supervision. Students often report these as the best aspects of their training, along with the opportunity to learn and work with others, which builds confidence and skills for the real-world application of placement and the workplace.

Course enrolment extensions

Generally, we do not provide any extension beyond the original duration of your enrolment, except where there are circumstances beyond your control, such as where the start of your placement is delayed. We also understand that at times there may be circumstances which require you to miss one or two classes, or that you may need more time to complete an assessment. If there are exceptional circumstances that are affecting your health or wellbeing, let us know. Please discuss this with your trainer or email info@phillips.edu.au as soon as possible and our student services team will review your request.

Deferral

It is possible to request a deferral from your studies where you need to take a break of three months or less. You must apply for a deferral by sending an email to our student services team at info@phillips.edu.au outlining the reason for your deferral, the dates of the start of deferral and your expected return date. Your request will be reviewed by the manager, and you will be advised in a timely manner. We do not allow more than one deferral per course enrolment except under special circumstances.

When your enrolment is deferred, you will not be able to access your learning materials, classes, or any other resources. We will schedule your return date in our system and remind you one week before you are due to resume your studies. If you do not return to resume your studies, your enrolment will be withdrawn, and a Statement of Attainment may be issued for any completed units and if fees are up to date. Please note deferral from your course may affect your funding eligibility.

Enrolment Cancellation

If you wish to cancel your enrolment, send an email to info@phillips.edu.au and advise us of your reasons for the cancellation. One of our team members may contact you to discuss your reasons for cancellation and whether we can provide you with any support that may allow you to continue with your enrolment. Should you still wish to proceed with the cancellation, we will consider your original notification as the official date of cancellation, and process accordingly. You will be notified by email and access to resources will be suspended.

If you wish to apply for a refund in relation to a cancellation or a withdrawal, please contact us or see our Refunds Policy and Procedure in this Handbook.

Recommencement after Withdrawal or Cancellation

If you later wish to recommence your course after cancellation, please contact us by email at info@phillips.edu.au. We cannot guarantee that your studies can be recommenced, as nationally recognised training qualifications are updated from time to time and are often replaced with new versions. Further information about this process can be found in the section titled “Transition Process”. If this is the case for your enrolment, we will discuss the options with you in relation to your circumstances. Please note there may be further fees associated with a recommencement from a cancelled or withdrawn enrolment. Please see our [Fees](#) page on our website for further information.

Placement Process and Information

Phillips Institute has a strong history of working with industry bodies and employers to assist our students to secure quality placement experiences which enhance their educational experience gained through the coursework and prepare them for work readiness upon completion.

This section provides general information about our placement process, however, please note that the process varies depending on the course in which you are enrolled, due to the varying course outcomes, assessment requirements and types of placement organisations. Further information can be found on our website page [placement-information](#) or on the relevant Course information page on our website.

Who organises your placement?

If your course requires a practical placement as part of your training, then we will assist you to source a suitable placement and, in many cases, organise it for you. This means it is especially important that you treat this valuable opportunity as a chance to secure future employment (subject to meeting all qualification requirements) or as a good reference for your next job application.

As part of your training, we will source and/or organise one placement opportunity in the Melbourne metropolitan area for each student enrolled in any of these six courses^:

- Certificate III in Health Services Assistance
- Certificate III in Individual Support
- Certificate IV in Ageing Support
- Certificate IV in Disability Support
- Certificate IV in Leisure and Health
- Diploma of Leisure and Health

As these placements will be sourced in the Melbourne metropolitan area, rural and interstate students should consider whether they can source a local placement opportunity themselves prior to enrolment. Talk to us before applying for enrolment about how we can support you to prepare and confirm your placement. We also encourage you to visit our Courses pages on our website for course specific information regarding placement.

For the following three courses, your trainer, together with our placement coordinator, will support you to source a local placement:

- Certificate IV in School Based Education Support
- Certificate III in Early Childhood Education and Care
- Diploma of Early Childhood Education and Care

As most students in these programs are keen to work locally, they are often successful sourcing their own placement opportunity with a registered school or early childhood centre (as relevant) in their local area, therefore we do not currently offer to source these unless a student is encountering difficulties. Your

trainer will provide further information to assist you in locating a suitable placement opportunity for your course.

Please see the information below about sourcing your own placement to ensure you will be able to meet all assessment requirements. If you intend to study early childhood education and care, or school-based education support, please consider whether you are able to source a suitable local placement opportunity yourself with our support.

Placement organisation process

Your readiness for placement is determined by a qualified trainer. Once you have completed sufficient and relevant training during your course, ask your trainer if you are ready to start a placement. Your trainer will discuss your readiness for placement and advise of the next steps. Once your trainer has approved you to commence placement, our student services team or your trainer will provide you with information on what you need to do to prepare for your placement organisation application.

What if I organise my own placement?

Well done! Just be aware that, as you are enrolled as a student of Phillips Institute, there are important processes to be followed and documents that must be completed by all parties. This will ensure that the organisation you have chosen is suitable for your placement, insurance arrangements to ensure adequate cover for you during your placement are correctly documented and that the hours you complete can be credited towards your course units. If you have sourced your own placement organisation, including if it is your current employment, you must advise us at the earliest possible opportunity so that we can liaise with the organisation and make the necessary arrangements for you prior to starting your placement.

I am already working in a relevant role. Can I do my placement while I work?

Yes, you can, as long as the workplace meets our standards for placement. We still need you to complete the same placement tasks as any other student, and the logbook to verify that you have completed the required hours. If you are interested in enrolling as a current worker, feel free to talk to us to clarify these requirements.

Your personal presentation when on placement

As you will be doing your placement in a health, community service or educational, care or support organisation, you must ensure that your grooming, personal hygiene and presentation is of the highest professional standard. You are representing Phillips Institute and the placement organisation and will be working in close contact with other people, so your personal cleanliness and grooming is especially important.

What you should wear:

- freshly laundered, clean and neat Phillips Institute student uniform (one polo shirt is supplied) with black or navy trousers
- your Phillips Institute name-tag (supplied)
- dark socks and closed-in black rubber-soled footwear – not sport shoes
- no jackets, hoodies or cardigans with this uniform during your shift
- hair longer than your collar must be tied back securely
- shower or bathe at least daily, and do wear underarm deodorant, as body odour may offend
- wash your hair frequently, brush your teeth every day and ensure your breath is fresh

What you should not wear:

- highly perfumed body sprays, perfume or aftershave, heavy makeup
- coloured nail polish or artificial nails
- jewellery or wristwatches, including necklaces, hanging earrings and rings – a plain wedding band is generally acceptable
- open-toed footwear, sandals, thongs, high heels, sports shoes

Police Checks

As part of the enrolment process, we will advise you of the requirement for a clear, current national police check for your placement. You must apply for this yourself, so that you can provide it directly to the host placement organisation. If we are organising your placement, you will need to provide our office with a copy of your national police check. We recommend you apply for your national police check at least two months prior to your planned placement to avoid delays. Some placement organisations may only accept a police check that is dated within six months prior to the start of placement.

Working with Children Check

Health services, disability, childcare, schools and educational organisations all require staff, volunteers and students undergoing practical work placements to hold a current Working with Children Check (WWC). Students in Victoria need to apply online as a volunteer (no charge), and you must make the application yourself as we are not able to make this application for you. Students in other jurisdictions must check their state or territory requirements. If we are organising your Monash Health placement, you must apply for an employee version and provide our office with a copy.

You can find out more about how to get your WWC check and the fee for an employee WWC check [here](#).

NDIS Worker Screening Check

Students who are studying courses relating to aged care, disability or leisure and health, may require a NDIS Worker Screening Check (NWSC) in addition to any other screening checks. Talk to us about what

is required and ensure you apply for this check well in advance of planning your placement, as there could be potential delays in gaining these checks which may delay your placement.

Phillips Institute is approved by the NDIS Commission for applications by Phillips Institute students applying for a NDIS Worker Screening Check for their placement. This means that instead of having to nominate a NDIS employer when students are not yet employed, students can now nominate Phillips Institute instead. This will speed up the process for students to receive their check, as once the application is approved by us it will then go directly to the Victorian government department's Worker Screening Unit for review before final approval. Please note we are currently only able to provide this option for Victorian students. For more information, Victorian students can check [here](#). Students in other jurisdictions must check their own state or territory requirements for applying for the NWSC.

Immunisations and Placements

Many placement organisations now require mandatory reporting of your immunisation status. At orientation and induction for your course, you will be supplied with further information about the vaccinations you may need to have before you can commence your placement.

For example, some placement organisations may require students, with their application for placement, to adhere to the organisation's immunisation schedule and provide a record of vaccination status and immunity to infectious diseases prior to their employment or placement.

These placement organisations may reserve the right to refuse students a placement if they are not vaccinated in accordance with their guidelines and if it is deemed that the individual will be at risk of contracting or transmitting vaccine-preventable infectious diseases. Students who have only partial or no demonstrated immunity to vaccine-preventable infectious diseases may be expected to declare this prior to commencement of their placement with these organisations.

More information about immunisations in relation to occupational areas can be found [here](#).

Applicants should consider their ability to meet these requirements prior to enrolment. Your trainer can provide further information about immunisation.

^Placement Commitment

It is the intention of Phillips Institute to ensure that every student has the best learning opportunities and to be fair, flexible and reasonable in providing these valuable opportunities. This is why we endeavour to provide at least one placement opportunity per student per course, with the exception of the three course areas as described above, since the RTO began. However, in the unlikely event that we have organised a placement for a student, but the host organisation is unable to, or refuses to, accommodate the student, Phillips Institute cannot promise that a placement will be provided for that student. In such a situation, we will make every effort to find at least one alternative placement opportunity for the student, subject to the student meeting placement organisation requirements and not breaching their obligations as described in the Student Handbook as agreed at time of

enrolment. Where a student refuses a placement that has been organised by Phillips Institute, the RTO reserves the right to transfer the cost of the placement and the obligation to organise a further placement to the student.

Language, Literacy, Numeracy and Digital Skills

Phillips Institute strives to ensure students derive maximum benefit from their training and will select based on the student's ability to fulfil the designated course entry requirements. This includes assessment and support to identify any language, literacy, numeracy and digital skills (LLND) that are necessary for successful study and course completion. We refer to this in the prior section about the Enrolment Process.

If difficulties are identified, students will be provided with further counselling and advice on how to improve their readiness for study. If difficulties arise during studies, strategies may be suggested to address identified issues, for example, by deferring study and participating in external classes to improve skills or enhance learning, specialist support where available, reattendance for specific classes, extra placement time (if possible), to name a few strategies. We will assist students with these referrals.

If students defer their studies due to LLND issues, they will be offered the opportunity to resume training at an agreed later date providing they are able to demonstrate the ability to meet course requirements at that time.

Reasonable Adjustment

Engaging in reasonable adjustment activities, such as assisting students to identify their learning needs or offering a wide variety of course options and delivery modes, exemplifies good teaching practice.

“Reasonable adjustment refers to measures or actions taken to provide a student with a disability with the same educational opportunities as everyone else. To be reasonable, adjustments must be appropriate for that person, must not create undue hardship for an RTO and must be allowable within rules defined by the training package”³.

Why is reasonable adjustment so important?

A person with a disability has the same right to study at any educational institution as any other student. The Disability Discrimination Act 1992 makes it unlawful for an education service provider to discriminate against someone because the person has a disability. The Disability Standards for Education 2005 provide greater clarity on areas where reasonable adjustment can be applied.

If a person with a disability meets the necessary course entry requirements of Phillips Institute, they should have just as much chance to study here as anyone else.

Under the 2025 Standards for Registered Training Organisations (RTOs), Phillips Institute is required to identify and comply with relevant Australian Government, state or territory laws on issues such as discrimination.

People with a disability who believe an education service provider has not made reasonable adjustment to respond to their needs can complain formally to the Australian Human Rights Commission or their state or territory anti-discrimination bodies.

Determining reasonable adjustment

Participants in VET could have a range of disabilities such as:

- learning disabilities
- sensory impairments (including vision, hearing or speech impairment)
- physical or mobility impairments
- psychological or psychiatric impairments (or mental illness)
- cerebral palsy or head injury, which may result in multiple impairments

³ Training Packages @ Work team (Australian Government project) accessed at: es.dmssystems.com.au/TAE/FinPa/TAE-0/Reasonable%20adjustment.pdf.

- medical conditions including HIV or AIDS, cancer, or chronic fatigue syndrome (which may result in multiple disabilities)
- intellectual disabilities

In most situations, the person with the disability will be able to tell educators what adjustments they need to be able to study. If necessary, educators should also seek advice from government agencies or support organisations to determine what needs to be done to accommodate an individual's needs.

Reasonable adjustment activities could involve:

- modifying or providing equipment
- changing assessment procedures
- changing course delivery
- modifying delivery venues

The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

Where the qualification outcome is specifically related to an 'occupational' outcome, any reasonable adjustment may only be accommodated in the assessment process if the workplace can be similarly 'adjusted' to accommodate the needs of the applicant/employee.

What if changes are too difficult for educators?

The Disability Discrimination Act 1992 does not require changes to be made if they will cause major difficulties or unreasonable costs to a person or organisation. This is called 'unjustifiable hardship'. Before claiming that adjustments are unjustified, educators need to consider thoroughly how an adjustment might be made, discuss this directly with the person involved and consult relevant sources for advice.

Planning to provide for all

Phillips Institute endeavours to plan how they can cater for students with a disability and support and develop the training skills of staff to cater for a broader range of students. We welcome your further suggestions as we strive to continuously improve our quality of training and assessment services.

Prior to enrolment, you will be asked to identify whether you require Phillips Institute to make any reasonable adjustment to your training plan, according to the Pre-Training Review.

Student Support Services

Prior to enrolment

Phillips Institute conducts Pre-Training Reviews prior to enrolment of all students. We also prepare individualised Training Plans for each enrolled student. Through these processes, we will ask you to identify any specific additional needs that may impact on your study with us, so that we may organise any strategies to enhance your study experience or provide any reasonable adjustments if required.

In some situations where we cannot accommodate your needs, we will ensure to advise you why and endeavour to refer you to an external service, organisation, or another RTO that should be able to assist you.

During your course enrolment

We are here to support you in your studies and understand that sometimes things don't always go to plan. Life circumstances can create obstacles or difficulties in your learning journey and sometimes issues may arise where you may require additional support. This could be for a specific learning or assessment need possibly related to a cognitive, cultural, economic, welfare or personal issue causing stress, or a language, literacy, numeracy or digital skills issue. Students requiring additional assistance with issues that are impacting on their ability to undertake training should contact their trainer, assessor, manager or the CEO, as soon as possible.

Our students have access to qualified training and support staff throughout their study by direct approach, telephone or email. Where required support is beyond the scope of services we can provide, we will assist students with referrals to appropriate services.

Please contact your trainer or our student services team if you need to advise of any support needs and we will provide you with assistance as soon as possible, treat your issue with confidentiality and respect, and advise you of the next steps.

Access and Equity

Phillips Institute is committed to providing an environment which is safe for its employees, contractors and students. It is committed to providing access and equity in all training or employment situations.

All staff and students are treated on their merits, without regard to race, age, sex, marital status or any other factor not applicable to the position. Staff are valued according to how well they perform their duties and their ability and enthusiasm to maintain the organisation's philosophy and standards of training.

Under Federal and State anti-discrimination laws, discrimination on the following grounds is against the law:

sex	marital status
pregnancy	parental status
age	race
impairment	religion
political belief and activity	criminal record
trade union activity	social origin
lawful sexual activity	sexual harassment

Phillips Institute ensures that all staff and students are treated equitably and are not subject to discrimination or vilification, including antisemitism. Management also ensures that people who make complaints and/or witnesses are not victimised in any way. Any reports of discrimination or harassment will be treated seriously and investigated promptly, confidentially and impartially.

Disciplinary action will be taken against anyone who discriminates. Discipline may involve a warning, transfer, counselling, demotion or dismissal, depending on the circumstances.

A written complaint is not required; however, you may choose to formalise your complaint if appropriate – please see our Complaints and Appeals Policy and Procedure.

Staff or students will not be disadvantaged in training or assessment or employment opportunities as a result of lodging a complaint.

Further information on student safety, inclusion, cultural safety and wellbeing is provided in the following section of this handbook.

Student Safety, Inclusion, Cultural Safety and Wellbeing

Our commitment to a safe, inclusive and respectful environment

Phillips Institute is committed to providing a safe, inclusive and respectful learning environment for all students, staff and stakeholders.

We actively foster an environment that:

- promotes dignity, respect and fairness
- is free from discrimination, harassment and vilification
- supports the wellbeing and participation of all learners
- recognises and values diversity

This commitment extends across all areas of training and assessment, including classroom, online and work placement environments.

Cultural Safety and First Nations Commitment

Phillips Institute acknowledges Aboriginal and Torres Strait Islander peoples as the traditional custodians of the land on which we live and work.

We are committed to fostering a culturally safe learning environment for First Nations students, where individuals:

- feel respected and supported
- are free from racism or cultural harm
- can participate fully in learning

Phillips Institute promotes:

- respect for First Nations cultures, histories and perspectives
- inclusive teaching practices that recognise diverse cultural backgrounds
- culturally appropriate support where required

Staff are expected to demonstrate cultural awareness and sensitivity in all interactions with students. Where required, Phillips Institute will consider culturally appropriate support strategies and referrals to support First Nations students.

Diversity, Inclusion and Equal Opportunity

Phillips Institute is committed to ensuring that all students are treated equitably and are not subject to discrimination or vilification on any grounds, including:

- race or ethnicity
- religion (including antisemitism and other forms of religious discrimination)
- gender, age or disability
- cultural or social background

All students have the right to:

- participate in training free from discrimination or harassment
- be treated with dignity and respect
- access support services without fear of victimisation

Any form of discrimination, harassment or vilification will not be tolerated and may result in disciplinary action. Please refer to the section Reporting Concerns below for further information.

Prohibited Conduct

The following behaviours are not permitted:

- racial or religious slurs, derogatory remarks or offensive language
- antisemitic behaviour, stereotypes or exclusion
- displaying offensive or discriminatory symbols or materials
- intimidation, threats or harassment targeting identity
- exclusion or unfair treatment based on personal characteristics

These expectations apply to:

- classroom and campus environments
- online learning environments (including digital platforms, learning management system (LMS), chat and virtual classes, any communication tools associated with training and assessment)
- work placement settings

Inclusive Training and Assessment Practices

Phillips Institute actively considers inclusion and accessibility in the design and delivery of training and assessment.

This includes:

- using clear, respectful and inclusive language in all materials
- incorporating diverse perspectives and examples in learning content
- reviewing training and assessment resources to ensure they are inclusive, culturally appropriate and accessible as part of continuous improvement processes
- providing flexible delivery modes (face-to-face, online, virtual)
- ensuring assessment methods are fair, valid and accessible
- applying reasonable adjustment where required

Training and assessment practices are regularly reviewed to ensure they:

- do not disadvantage any learner group
- reflect real-world diversity
- support equitable participation

Accessibility and Reasonable Adjustment

Phillips Institute is committed to ensuring that all students have equitable access to training and assessment.

Reasonable adjustment may be applied to support:

- disability or medical conditions
- language, literacy, numeracy or digital skill needs
- cultural or communication needs
- personal or wellbeing circumstances

Adjustments are:

- determined in consultation with the student
- designed to maintain the integrity of competency outcomes
- implemented in a fair and transparent manner

Staff and students may refer to the section Reasonable Adjustment in this handbook for detailed explanation and process.

Student Support and Wellbeing

Phillips Institute recognises that student wellbeing is essential to successful learning.

We provide support to students who may experience:

- personal or financial difficulties
- cultural or social barriers
- learning challenges or skill gaps
- discrimination or inappropriate behaviour

Support may include:

- access to trainers and support staff
- referral to external support services
- reasonable adjustments to learning or assessment
- assistance to remain engaged in training

Further details on accessing support services are outlined in the Student Support Services section of this handbook.

Reporting Concerns

Students are encouraged to report any concerns relating to:

- discrimination, harassment or vilification
- unsafe or inappropriate behaviour
- barriers to participation

Reports can be made:

- to trainers or staff
- through the Complaints and Appeals process
- directly to Phillips Institute management

All reports will be:

- treated seriously and confidentially
- investigated promptly and fairly
- managed without victimisation of the person making the report

Matters involving discrimination, vilification or student safety risks are prioritised and may be escalated for immediate action.

Work Placement Safety

Phillips Institute is committed to ensuring student safety during work placement.

If a student experiences discrimination, harassment or unsafe behaviour during placement:

- the matter should be reported immediately - see above section about Reporting Concerns, or call 1300558837 and/or email info@phillips.edu.au as soon as possible
- the RTO will intervene where appropriate
- students may be withdrawn from placement without penalty
- alternative placement arrangements will be made where required

Continuous Improvement and Monitoring

Phillips Institute monitors student safety, inclusion and wellbeing through:

- complaints and incident reporting
- student feedback and evaluation processes
- trainer feedback and staff observations

This information is used to:

- identify risks or barriers to participation
- improve training and support services
- ensure ongoing compliance with regulatory requirements

We are here to support you on your learning journey. If you have any questions or concerns, we encourage you to contact one of our team.

Code of Conduct

This Code of Conduct applies to students undertaking training and assessment for all delivery modes and all locations, including class-based, face-to-face training, virtual classes, online learning and assessment, placements and industry-based workplace settings. As part of your enrolment, we require our students to observe this Code of Conduct.

The code is a set of guidelines for personal conduct and responsibility in place to enhance your learning experience, reduce potential disruption and facilitate an optimum learning process for you and your fellow students, RTO staff, and placement staff.

Please review these guidelines carefully so that you are aware of our expectations during your studies with us.

Code of Conduct

- Please refer to the Student Safety, Inclusion, Cultural Safety and Wellbeing section which outlines our commitment to provide safe, inclusive and respectful learning environment for all students, staff and stakeholders.
- Students are expected to exhibit a high level of personal responsibility for their learning. They must demonstrate respect for staff members and fellow students regardless of race, colour, religion, gender or physical disability and follow the work health and safety requirements of the organisation.
- Punctual attendance in all classes and placement shifts is essential for successful completion of courses. Students are asked to arrive on time, as late arrivals disturb other students, placement staff or clients, and disrupt the training or workplace process.
- Scheduled attendance at all face-to-face classes is strongly recommended, as there are often skills-based tasks that cannot be completed without other students or your trainer, and very few opportunities to complete some tasks without re-attending for specific unit classes.
- Inform the trainer, or the office staff, if you are going to be late. If you do not do this, your trainer will record you as absent and you may need to make-up for the class later.
- Inform the trainer, or the office staff, if you are unable to attend a class – this is best done by sending an email to alert our student services team info@phillips.edu.au and providing your class location and trainer name. When you next see your trainer, they will advise on strategies to address the missed class time, or you may need to attend make-up classes.
- Attendance and participation in workshop classes are an important component of your learning program. Students are expected to remain in class for the specified hours and

should not leave early unless there are exceptional circumstances and the trainer has been advised prior.

- Assessment resources for class-based training may not be provided if you miss a class unless prior arrangements have been made or unless there are extenuating circumstances. Without completing the training, you should not attempt assessments.
- Students attending on-site classes are reminded that children under the age of 18 may not be brought to class under any circumstances. If you are unable to organise appropriate childcare so that you can attend classes, please contact our office on 1300 558837 or email to advise your absence from the class. Students who attend class with children will be asked to leave.
- Students attending virtual classes must ensure that they do not have any children under their care during the class time. This is to ensure that the student is able to give their full attention to the class and also to ensure the safety of the child and avoid any privacy risks.
- Mobile phones are to be switched off or switched to silent during class time including either face-to-face, onsite classes or virtual classes. If you must take an urgent or emergency call, please advise your trainer and remove yourself from the class to take the call privately, being mindful not to disrupt other students, trainers, other classes or our administrative staff.
- Audio or video recording of classes by students is not allowed without prior approval from your trainer or other relevant Phillips Institute staff as it is a breach of privacy and confidentiality.
- Smoking is not permitted either inside the training venue or within 10 metres of the entrance/exits.
- The consumption of alcohol or drugs is not permitted during class-times, and these substances cannot be brought into training venues or Phillips Institute sites. Students who are found to be under the influence of alcohol or drugs will be dismissed from class and subject to suspension or dismissal from the course.
- Inappropriate and/or dangerous behaviour (e.g. bullying, vilification, aggressive or violent behaviour, continual disruption of the class, irregular attendance, etc.) will not be tolerated and may result in the student being dismissed from the course.
- Campus-based training covers theoretical aspects of competency as well as practical skills-based training. For this reason, it is important that students always observe the Phillips Institute Dress Code during their study with us.

Dress Code

This Dress Code is relevant to students undertaking class-based, face-to-face study, virtual classes (as relevant) and placement. Please review and check with our staff if you have any questions.

Appropriate attire and personal hygiene ensure the health and safety of students and staff of Phillips Institute. Your appearance should reflect the professional image required by industry. Potential employers and industry representatives visit class-based training locations at various times; therefore, it is important that students present professionally at all times. The following list provides examples of clothing that is inappropriate and/or unsafe on campus or on placement:

- singlets, tank tops or strapless tops
- clothing with offensive messages or pictures
- short dresses or skirts: *length of skirt must be at or below the knee
- shorts
- very sheer blouses
- halter tops or other tops that expose the midriff
- low-cut tops/blouses that expose cleavage
- backless dresses or tops
- thongs, high heels, platform shoes and stilettos

When attending placement, health services, individual support, or ageing support students should wear the Phillips Institute uniform polo shirts as provided, or a plain navy polo shirt, together with either full length black or navy trousers, or skirt*, and black, closed-in, flat shoes with non-slip soles to ensure protection of the feet. Lanyards are not advisable due to infection control and potential safety issues while on placement.

Shoes

On campus training includes skills-based training, therefore appropriate footwear must be worn to meet all necessary workplace health and safety standards and for protection of the feet.

When attending placement, to meet industry requirements for safety, shoes must be completely enclosed: no open toe or backless shoes. Students are responsible for their own footwear.

Hair

Hair should be clean and tidy and worn above the collar when on placement. Men should be cleanly shaven; however, beards and moustaches are acceptable if well-groomed and trimmed. Note that where “fit test” masks are required to be worn on placement, for example for some hospital placements, facial hair may not be acceptable as it may interfere with efficient fitting of the mask.

Jewellery

Jewellery should not be worn during placements due to infection control, food safety risk, general safety risk (clients may grab hanging Jewellery) or client skin tear risk.

Jewellery which must not be worn during placement includes:

- all rings except plain wedding bands
- wristwatches and bracelets
- hanging necklaces or pendants
- hanging earrings, including hoops; “sleepers” or small studs may be acceptable
- visible piercing should be restricted to ears
- smartwatches must not be worn on clinical placements due to potential interference with medical devices

Nails

Nails should be clean and neat. False nails must not be worn on clinical placement. This includes all gel, acrylic, adhesive or painted on nails and nail products. Nail polish must not be worn on clinical placement.

Personal hygiene

A high standard of personal hygiene should be maintained. It is important to consider the comfort of other students, trainers, staff, residents, clients and patients.

Personal hygiene includes:

- bathing or showering daily at a minimum
- brushing your teeth every day
- ensuring you wear freshly laundered clothing every day
- using an appropriate, non-highly perfumed deodorant every day
- ensuring you wash your hands:
 - before eating or preparing food or beverages
 - after using the toilet
 - after blowing your nose
 - after smoking
 - after handling animals
 - between client tasks

If you have any questions or concerns about this dress code, please speak with one of our friendly staff.

Academic Integrity

Phillips Institute's policies, procedures and assessment system for training and assessment are clearly informed under the Standards. As an educational institution and registered training organisation, we uphold high standards of academic integrity and expect our students to observe ethical practices in the submission of work for assessment.

Plagiarism and Cheating

For example, a serious breach of the enrolment contract between the RTO and an individual student is when a student submits work for an assessment that is not their own. This is why every time you submit an assessment you will sign a declaration that it is your own work. Claiming that the work of someone else is yours is known as plagiarism, a form of academic cheating. This includes when a student uses any form of Generative AI, such as ChatGPT, for creating assessment responses and submitting these as their own work.

Plagiarism can be defined as "... the act of taking credit for someone else's words or ideas. It's an act of intellectual dishonesty, and it comes with serious consequences. It violates academic honour codes and can cause irreparable damage to a person's reputation"¹. A plagiarised assessment may cause a result of Not Yet Competent to be recorded for a unit, or more seriously a suspension or cancellation of a student's enrolment. If we determine that you have been submitting plagiarised work, you will receive a written warning from your trainer and will be given an opportunity to resubmit an authentic response instead. If you continue to submit plagiarised content, you will be withdrawn from the course and your enrolment will be cancelled. If you do not agree with the decision, you may follow our Complaints and Appeals policy on the following pages to lodge an appeal.

Phillips Institute takes the authenticity of assessment work submitted by students very seriously, as do all educational institutions. As explained below (see footnote reference at the foot of this page), "clearly, the issue is not to be taken lightly. However, if you act with academic integrity, it's also nothing to fear. The best way to avoid accidental plagiarism is to understand the concept itself.

- **Direct plagiarism** is the act of copying another person's work word-for-word. Inserting a paragraph from a book or article into your essay [or report or other document] without including attribution or quotation marks, is direct plagiarism. Paying someone to write the answers to an assessment for you [or using generative AI to create a response to an assessment task and then submitting the assessment task as your own work] is also considered direct plagiarism.

¹ Valdes, Olivia. "What Is Plagiarism?" ThoughtCo. <https://www.thoughtco.com/plagiarism-definition-1691631> (accessed October 21, 2018).

- **Paraphrase plagiarism** involves making a few changes (often cosmetic) to someone else's work, then passing it off as your own. Unless an idea is common knowledge, you cannot include it in your submitted assessments without providing a citation—even if you do not include any direct quotes.
- **"Mosaic" plagiarism** is a combination of direct and paraphrase plagiarism. This type involves tossing various words, phrases, and sentences (some word for word, some paraphrased) into your assessment task responses without providing quotation marks, citations or attributions.
- **Accidental plagiarism** occurs when citations are missing, or sources are cited incorrectly. Accidental plagiarism is often the result of a disorganised research process and a last-minute time crunch. Ultimately, if you fail to cite your sources appropriately, you've committed plagiarism—even if you had every intention of giving credit.”²

Did you notice we gave credit to some of the content of that section? Have a look at the footnotes at the bottom of the pages in this section: here you will see the original writer's name, the article's title, name of the publication/website, URL for the site, and date that we accessed it. This means we are letting you know that we didn't write those sections, who the original author was and where it was published, and anyone else can use the footnote information to find the same content and see how much we used or follow it up if they're interested.

You may also have noticed that when we've added in our own content, we've closed the quotation marks, and inserted the footnote number so you can find the details at the bottom of the page. Or if we added words within the quotes, we enclosed our words in [brackets] to show it was not part of the original content.

And when we've quoted again from the same piece, we don't have to put all the information again if the footnote is consecutive, we only have to put the word "ibid", short for "ibidem" which is Latin for "in the same place".

We know that most of our students are genuinely doing the right thing and working hard to learn well and submit their own work. Just remember to act with integrity and let others know when you have used the ideas or words of someone else - and you can't go wrong! Your trainers and assessors can give you more guidance if you are still not sure about how to show your sources.

² ibid

What about Group Work?

Please note in Phillips VET courses, we do not regard work that students complete in groups or collaboratively as plagiarism when the activity requires it. This might be, for example, when you are required to work on an assessment task in a group, such as for role-play or a simulation, and therefore your documented work may all have the same responses.

- If the class group work was directed by the trainer, or if it is a documented group work assessment task, you will not need to include any notes to your trainer or assessor.
 - If, however, your trainer or assessor, is not aware that you have completed some work collaboratively, it is recommended that you include a short note to them on the assessment document to explain that some of the work was completed together with your classmates or colleagues and provide details as to which task or part of a task the group work pertains and the names of the group members.
-

Student Records and Confidentiality

The CEO and management ensure confidentiality of all student records. At all times these records are stored free from damage and theft in a place where access is limited to authorised members of staff.

Secure storage

Active files are kept in a secure, restricted area to ensure confidentiality. Inactive physical files are archived in a secure location for up to two years. Digital student records are kept for a period of 30 years to comply with registration requirements. Students wishing to obtain access to their record may make a formal written request to the CEO.

Records of assessment and outcomes of training and assessment conducted by Phillips Institute are recorded electronically in a format required by the registering authority on a student management system (SMS). Once an assessor has recorded a result for your submitted work, it will be entered into the SMS by administration no later than four weeks from the date of submission. All students are entitled to receive a record of results on request for units of competency completed. A Statement of Attainment and/or qualification is provided upon successful completion of all training programs.

Awards Process

Once you have completed all course requirements satisfactorily, Phillips Institute issues your Certificate or Diploma within 30 days of successful completion. In many cases we are able to provide your award within 7 days.

If you have completed a short course, skill set, or single unit of competency, or if you have withdrawn from your course enrolment with a result of competent for one or more units, we will issue you with a Statement of Attainment for the completed units.

Awards will be provided in digital and print form, with the digital copy sent by email and the print form able to be collected or posted, subject to all outstanding fees being paid in full.

Awards will be posted to the address kept on file with your records, or you may wish to collect your award from our office. For this reason, it is important that you update our office in writing, such as via email, should you change your postal address or other contact details. A Change of Details form can be found on our website or supplied by our office.



Verification of your award

When students apply to enrol with other registered training organisations (RTOs) and if we are asked to verify your certificate, diploma or statement of attainment for the purpose of credit transfers or RPL, we will ask them to provide written permission from you to release your record of results and awards to them. If your award was dated from the 1st January 2015, you may alternatively provide the other RTO with your USI transcript.

Transition Process

Periodically, units and qualifications are reviewed by industry and government bodies and are required to be replaced with updated content. This process may occur every five to seven years, or when a more urgent change is required to a training package or its components due to these requirements to ensure industry currency.

What this means for Phillips Institute students is that if the qualification in which you are enrolled is superseded, we will immediately notify you that there will be a transition process to ensure that you are not disadvantaged by the changes. Our transition process ensures that you will have ample time to complete all course requirements to meet award requirements. Talk to us if you have any questions or concerns about this process and we are happy to discuss how we have successfully managed this process for former students.

Trainers and Assessors

Our trainers and assessors are industry professionals and fully qualified and dedicated educators who have a variety of industry specific experience, as well as vocational education and training (VET) qualifications and academic qualifications.

Trainers and Assessors employed by Phillips Institute are required to demonstrate equivalent or higher competency to the qualifications and units of competency they deliver and assess, as well as being required to have significant and relevant industry experience. In most cases, our staff hold higher level qualifications in their specialty areas, including some at postgraduate level. Assessment decisions are made independently by qualified assessors in accordance with the Principles of Assessment and Rules of Evidence.

In addition, all Phillips Institute staff hold the required Certificate IV in Training and Assessment (or higher qualification) as a required minimum teaching qualification, or may be working under supervision, according to the Credential Policy and the current legislation governing RTO Standards – further information and links to the legislation is given in our ‘About Us’ section on previous pages.

Phillips Institute staff continuously update their vocational and training and assessment skills and knowledge through continuous professional development. We ensure staff capability in diversity, inclusion and cultural safety through induction processes, ongoing professional development and access to guidance on supporting diverse learner needs, including First Nations learners. We are proud to employ highly qualified professional trainers and assessors who bring a wealth of knowledge and skills to your training experience.



Training Program Evaluation

Your feedback is very valuable to us and important in our continuous improvement processes. All comments and suggestions are collated and reviewed for input into our program evaluation and internal review processes and may also be used in validating our assessment systems and processes.

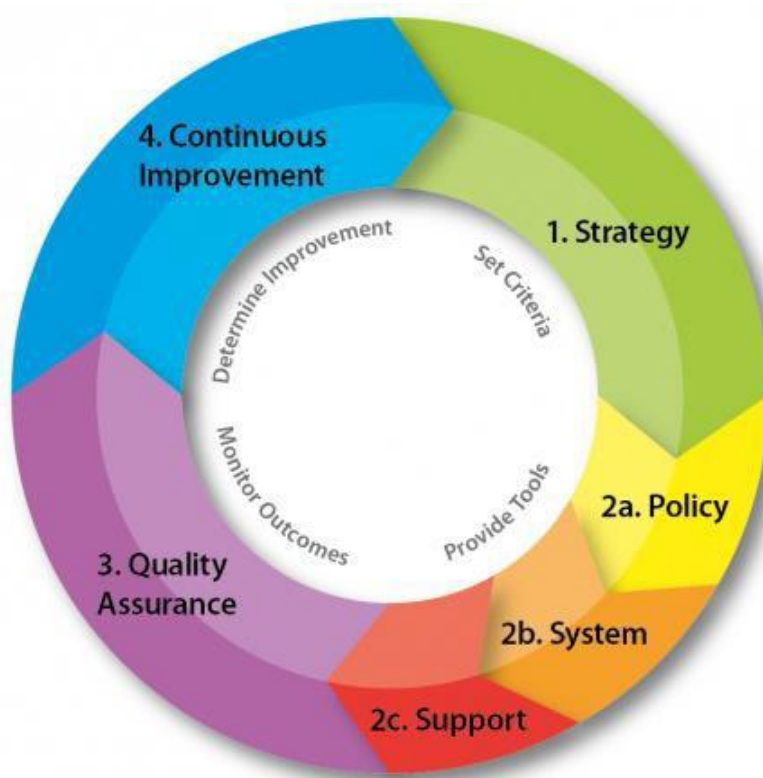
Feedback and other information provided to us about our training and assessment processes and learning programs allows us to identify areas of potential improvement in our services and to plan for future programs.

Phillips Institute conducts regular evaluations in several ways:

- As a Registered Training Organisation, it is a condition of our registration that we report on the Quality Indicators on an annual basis. We will therefore request students participate in evaluating course content and training delivery through an Australian Quality Training Framework (AQTF) Learner Questionnaire at the completion of their studies. This survey is usually conducted via an online survey system and may be sent to the email account we hold on record. In the interests of improving our services, we encourage students to participate in this survey.
- Employers who host Phillips Institute students for practical work placements, and employers who sponsor students for training courses, may also be asked by Phillips Institute to formally evaluate our programs through the AQTF Employer Questionnaire, or participate in other Industry Consultation processes to provide us with feedback on our training services and to suggest program delivery improvements.
- Regular validation and moderation are undertaken where trainers and assessors discuss assessment approaches, tools and processes to identify improvement opportunities.
- Industry representatives, subject matter experts and/or external consultants review our systems and services to ensure independent views are considered and to meet our registration obligations. These industry engagement activities inform our training and assessment strategies, validation and continuous improvement processes to ensure alignment with current industry practices.
- Further opportunities to provide suggestions, feedback and comments are given through course or session evaluation forms, either hard-copy or online.
- You can also provide feedback directly to us in person via email.

In addition to being contacted directly by us, you may also be contacted by government bodies to provide feedback about the services we deliver. This feedback is important for these organisations to promote quality in our sector, and we therefore encourage our students to participate should they be given the opportunity:

- The National Centre for Vocational Education Research (NCVER) conducts student surveys from time to time and may contact you to invite your participation. This research provides valuable information for training organisations and governments.
- Students undertaking their training through a government funded program may be contacted by the State Training Authority, or an organisation contracted by them, to provide feedback on their course and the services we deliver.
- Students may also be contacted by the National Vocational Education and Training Regulator, the Australian Skills Quality Authority (ASQA), to provide feedback about their experience as a student with Phillips Institute.



Student Fees Policy

Phillips Institute provides course fees information on our website, in person, over the phone or by email, prior to enrolment at the pre-training review, and provides information on fees, funding opportunities and eligibility for all courses on our website at: <https://www.phillips.edu.au/fees-and-funding/>

Course Fees

The advertised course fees comprise of the total fees and include tuition fees, administration and enrolment fees, materials fees and any other charges that may relate to that course unless otherwise stated. Phillips Institute provides textbooks, assessment resources, uniforms (one Phillips branded polo shirt) and name badges to our students at no extra charge (health and community services courses – to be worn on placement). If a student has enrolled into a course with resources delivered online and they request any additional printed resources, an additional charge will be applied to the printed resources, including postage and handling costs.

Payment terms

Phillips Institute provides applicants with information about course fees and payment arrangements before enrolment is confirmed. We do not issue an invoice until the applicant has completed the Pre-Training Review and Phillips Institute has determined that the proposed training is suitable and appropriate for the applicant's learning needs and intended outcomes.

For standard individual enrolments, a deposit of at least \$500 (unless the full course fee is less) or a partial payment of fees up to \$1,500 must be paid prior to course commencement to reserve the student's place and confirm enrolment.

Phillips Institute complies with the prepaid fee protection requirements of the current Standards for Registered Training Organisations. Where fees are paid by an individual student, or by another person on behalf of the student where the prepaid fee protection requirements apply, Phillips will manage payments so that prepaid fees attributable to tuition or other services yet to be delivered do not exceed the applicable protected threshold unless an approved fee-protection arrangement is in place.

Following course commencement, the balance of fees for standard individual enrolments is payable in accordance with the agreed payment plan. Payments will be structured so that, at any given time, the amount of prepaid fees attributable to tuition or other services yet to be delivered does not exceed the applicable protected threshold, unless an approved fee-protection arrangement applies.

Where the participant's employer pays Phillips Institute directly for training for its staff under a written commercial training agreement, the payment terms may differ from the standard individual student arrangements and may include full upfront payment. The applicable commercial payment and refund

terms will be set out in the written agreement and made clear before the participant's enrolment is confirmed.

Where another person or organisation, including a third party that is not the participant's employer, proposes to pay fees on behalf of a participant, Phillips Institute will determine the applicable payment arrangements before invoicing to ensure that relevant prepaid fee protection requirements are met.

Replacement of Certificates and Statements of Attainment Fee

Replacement documents are available on written request (an email will suffice) from the student and on provision of appropriate identification such as passport or driver licence (if emailed, attach clearly legible copies). The fee for this service is listed on the [Fees and Funding page](#) of our website. Contact the office for further information.

RPL Application and Processing Fee

An application and processing fee will be charged for each Recognition of Prior Learning (RPL) application, regardless of whether an applicant decides to proceed with a full RPL application. This fee will be deducted from the full fee if the applicant proceeds to enrolment, however, it is non-refundable if the applicant decides not to go ahead with an enrolment. The full cost for an RPL application will be determined on a case-by-case basis and according to the nominal hours per qualification/unit but is unlikely to exceed the fees charged for a training and assessment pathway.

This processing fee allows our professional assessors to appropriately advise you so that you can decide whether to proceed with your RPL application and compile an evidence portfolio or whether it is more suitable for you to undertake a training and assessment pathway. It is our experience that most candidates will not be able to meet RPL assessment requirements for every unit or a full qualification. We therefore encourage you to discuss your RPL options before you apply for a course to determine the best plan for you.

Refund Policy

Phillips Institute aims to apply refunds fairly, transparently and consistently. Refunds are calculated according to the circumstances of the enrolment, the date of written withdrawal, any services or resources already supplied, and any applicable written commercial agreement.

If Phillips cancels a course or is unable to provide agreed training services, affected students will be offered an appropriate alternative where available or a refund of fees for services that will not be delivered, in accordance with applicable law and Phillips fee-protection obligations.

For standard individual enrolments, a participant who withdraws in writing more than seven (7) days before course commencement will receive a refund of fees paid, less any separately identified non-refundable resources or third-party costs already supplied or irreversibly committed. A participant who withdraws within seven (7) days before commencement may be charged an administration/enrolment fee of up to \$500, together with any non-refundable resources or third-party costs already supplied or committed.

For a standard individual enrolment, once training has commenced there is no automatic entitlement to a refund because of a change in work commitments or personal circumstances. Phillips may approve a discretionary refund in exceptional circumstances where this is fair and reasonable, taking into account services and resources already provided and any applicable legal rights.

A full qualification enrolment is individual to the enrolled student and cannot be transferred or assigned to another person. A replacement participant must complete a new pre-training review and enrolment and receive a separate student record, training plan and assessment process.

Where the participant's employer pays for training under a written commercial agreement, the payment, withdrawal, refund and credit arrangements in that agreement will apply to the employer-paid fees. Any credit approved under a commercial agreement is a financial credit only and does not transfer a participant's enrolment, training, assessment evidence, results or progress to another person. Where another payer is used, the commercial refund terms apply only to the extent confirmed by Phillips in the written payment arrangement and consistent with applicable prepaid-fee protection requirements. No part of this policy limits any non-excludable rights or remedies available under applicable law.

Refund Procedures:

- Prospective students are provided with information about applicable course fees, payment arrangements and refund conditions before enrolment is confirmed. This information is available in this Handbook, on the Phillips Institute website and through the enrolment process.
- For standard individual enrolments, prepaid fees will be collected and managed in accordance with the applicable prepaid-fee protection requirements and Phillips Institute payment arrangements.
- Where a participant's employer pays Phillips directly for training for its staff under a written commercial agreement, the payment, withdrawal, refund and credit arrangements specified in that agreement may differ from the standard individual student arrangements. These terms will be confirmed before enrolment.
- Where another person or organisation proposes to pay fees on behalf of a participant, Phillips Institute will determine the applicable payment arrangements before invoicing to ensure that relevant prepaid-fee protection requirements are met.
- Students will be informed of any requirement to finalise outstanding fees before practical placement commences where applicable, and all required fees must be finalised before an award can be issued, subject to applicable regulatory requirements and approved payment arrangements.
- All payments received are recorded in the Student Management System and financial records, and a receipt is issued to the payer.
- If Phillips Institute cancels a course or is unable to provide agreed training services, affected students will be offered an appropriate alternative where available or a refund for services that will not be delivered, in accordance with the Refund Policy and applicable legal and fee-protection requirements.
- Withdrawal and refund requests must be submitted in writing. Students may use the Phillips Institute Refund Application Form or provide the required information in another written form accepted by Phillips Institute.
- Refund requests will be reviewed within 28 working days of receipt of all information reasonably required to assess the request, and approved refunds will be processed electronically in accordance with this policy.
- For standard individual enrolments, refund amounts will be determined according to the Refund Calculation schedule below, less any applicable resources, third-party costs or other amounts identified in this policy.
- Employer-funded commercial enrolments will be managed in accordance with the applicable written commercial agreement. A financial refund or credit under such an agreement does not transfer a participant's enrolment, training, assessment evidence, results or progress to

another person.

- Any discretionary refund will be considered on its individual circumstances and must be approved in accordance with Phillips Institute's authorised internal approval arrangements.

Refund Calculation Schedule – standard individual enrolments

Circumstance	Standard treatment
Phillips Institute course cancellation, inability to deliver course, or rescheduling course to a date, time or mode not suitable for the student	Alternative arrangement or refund for services not delivered, as required by law and applicable fee-protection obligations.
Withdrawal >7 days before commencement	Refund fees paid, less separately identified non-refundable resources or third-party costs already supplied/committed.
Withdrawal ≤7 days before commencement	Refund fees paid, less administration/ enrolment fee up to \$500 and non-refundable resources or third-party costs already supplied/committed.
Withdrawal after commencement	No automatic refund for change of personal/work circumstances; discretionary review available for exceptional circumstances and statutory rights.
Employer-funded commercial enrolment withdrawal*	Apply the written commercial agreement. Full qualification enrolments cannot be transferred between participants.
*Employer-funded commercial programs: Where the participant's employer pays for training under a written commercial agreement, the payment, withdrawal, refund and credit provisions of that agreement apply to the employer-paid fees. Full qualification enrolments remain individual to the participant and cannot be transferred to another person.	

Recognition of Prior Learning (RPL)

Phillips Institute offers all prospective students applying for enrolment the option to be assessed by Recognition of Prior Learning (RPL). This policy is designed to ensure the selection of suitable candidates as well as to eliminate repetitive training and assessment processes where an applicant has already gained competency. This contributes to a greater awareness of fairness and flexibility in recognition processes.

If you choose to undertake an RPL assessment pathway it is important to be aware that the process requires you, the applicant, to provide evidence of your competency for each unit applied. This may take the form of documentation, third party references, skills demonstration, and verbal questioning with a qualified assessor, also known as a 'competency conversation'.

Principles:

In keeping with the policy of mutual recognition, AQF qualifications and Statements of Attainment issued by other Registered Training Organisations are recognised by Phillips Institute.

Phillips Institute recognises that when people choose to undertake education training, they bring a wealth of experience with them. This may take the form of formal qualifications, other training, skills they have gained at work and/or general life experience.

The process we have in place enables us to match these skills against the course content. If there are similarities, the need to complete some parts of the course may be reduced.

Objectives of RPL

With these principles providing a basis, the objectives of the Recognition of Prior Learning Policy are:

- To increase access to RPL by individuals in the Vocational Education and Training system.
- To ensure that RPL is an integral component of the assessment of an individual's eligibility for an award.
- To encourage Phillips Institute staff to implement RPL policies that are consistent with the Standards for Registered Training Organisations.
- To ensure that procedures for RPL incorporate a range of valid and reliable techniques designed to accurately assess competencies held.
- To promote non-traditional (other than classroom/workshop based only) learning processes as valid pathways to competency achievement and recognised training outcomes.

Assessment Processes:

RPL Assessment processes ensure that:

- Assessment is valid, reliable, flexible and fair.
- The collected evidence complies with the Rules of Evidence that is valid, authentic, current and sufficient.
- The combined portfolio of evidence covers the broad range of skills and knowledge needed to demonstrate competency.
- It is a process which integrates knowledge and skills with their practical application.
- Judgements to determine competency are made on evidence gathered on a number of occasions and in a variety of contexts or situations.
- Processes are monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
- The process is a participatory approach jointly agreed between the assessor and the assessed.
- Opportunities are provided to resubmit evidence if applicable or to be re-assessed or to appeal assessment decisions according to the Complaints and Appeals Policy and Procedure.

Principles:

Previous study or training: upon confirmation of authenticity, Phillips Institute recognises awards and results issued by other Registered Training Organisations through our mutual recognition obligation. This means that if you have gained identical units in previous study, we will recognise these and provide a credit transfer result. Where the units are not identical, you may wish to proceed with a recognition of prior learning process instead.

Method of application:

If the training product (award, unit or module) that you are applying to be recognised (as either credit transfer or RPL) was attained **prior to January 1st 2015**, complete an **Authority to Verify** online form (available online during application for enrolment) and supply relevant documentary evidence of formal study or training that matches the course content, such as original copies of official transcripts, or records of results or statements of attainment. Following verification, you may receive a Credit Transfer result. If the evidence does not match exactly, you will be consulted to determine the best course of action.

If the training product (award, unit or module) that you are requesting to be recognised was attained **after January 1st, 2015**, it should be listed on your Unique Student Identifier (USI) transcript. Applicants should provide this transcript during their application for enrolment process, along with permission for Phillips Institute to verify the transcript. This link gives further information on how to do this.

If you have other work or life experience that you feel has given you relevant skills and knowledge, you

will be asked to attend an in-person or virtual interview for assessment.

Benefits of Applying for RPL

Benefits of the RPL process include, for example:

- You complete the course earlier than may be possible via a training and assessment pathway.
- You study only those subjects that you have not studied before.
- Reduction of course load allows you to consider further study
- Increased potential job security and potential career advancements or opportunities.
- There is usually a reduction in course fees compared with training and assessment enrolments.

Please note: A non-refundable application and processing fee will be charged for each RPL application regardless of the assessment advice and/or outcome. This amount will become part of the total fees upon enrolment but is non-refundable if the applicant does not proceed with RPL assessment process. See our Fees page on our website for further information.

How to apply for Recognition of Prior Learning

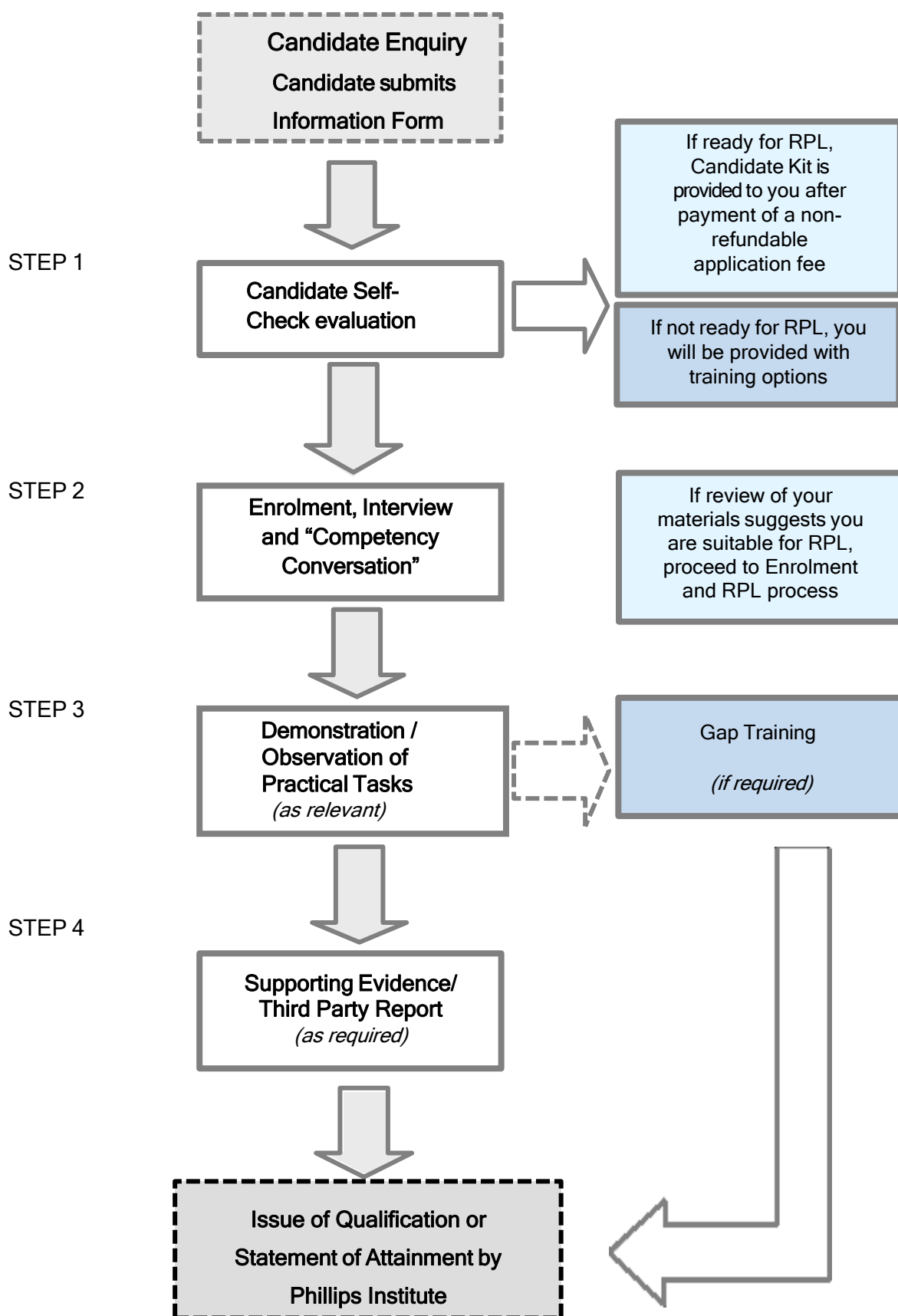
- Complete an online application for RPL and provide us with a copy of a current résumé and, where possible, a current job description, and relevant training records if any, or your USI Transcript, to Phillips Institute. Our staff will determine if your current work experience and/or prior learning are relevant to the outcomes of the qualification for which you are applying, and provide you with a Candidate Self-Check
- Once the Self-Check is returned, we will determine and advise your suitability for RPL. If suitable, we will provide a Candidate RPL Kit for relevant units upon payment of a fee.
- When the completed Candidate Kit is returned, an assessor will review your submission and any additional evidence. The assessor will contact you and advise you of the next steps. The candidate will be invoiced for the appropriate fee and make payment.
- A time for a 'competency conversation' with you will be organised after which you will provide any further copies of relevant documents, information and evidence of work experience, as advised by your assessor. These comprise assessment evidence and must meet the rules of evidence requirements of validity, currency, sufficiency and authenticity.
- After the interview the assessor will, if necessary, develop a plan for the candidate. This will detail what and where further evidence is needed. This can include completion of specific workplace assessment tasks and how the evidence can be collected, through observations, written reports, questionnaires etc.
- In the next stage, the assessor will determine, if possible, whether the candidate has demonstrated competency, or partial competency from any unit, and whether further 'competency conversations are required, or skills demonstrations, third party feedback, to supplement a determination of competency, or if gap training may be required.

- Finally, the assessor will examine your portfolio to determine your competency, arrange for the assessment to be documented and completed, and for the qualification or Statement of Attainment to be issued when the candidate is deemed Competent for all relevant units.

A flowchart on the following page provides an overview of the RPL process. Note this is a general representation and your process may differ depending on individual circumstances.



Overview of the Recognition Process



Complaints and Appeals

Phillips Institute provides appropriate mechanisms and services for learners to have complaints and appeals addressed efficiently and effectively. This Complaints and Appeals policy and procedure have been developed and may be implemented for the effective management of complaints and appeals and so that their resolution can be demonstrated. According to this policy and procedure, complaints and appeals are monitored and reviewed to prevent their recurrence and to improve Phillips Institute's operations and/or services.

This policy statement refers to the delivery of training and assessment services offered to students but the policies and procedures it outlines may also apply to the training of staff or other recipients of training courses conducted by Phillips Institute.

PURPOSE:

The purpose of this policy is to ensure that all students receive quality and value from their participation in courses run by Phillips Institute by encouraging them to share their concerns and queries and to facilitate prompt attention to these concerns and queries.

Should a student, staff member, or a placement provider have cause for complaint it should be brought to the attention of the other party so that the issue may be discussed and resolved between the complainant and Phillips Institute.

Once complaints and appeals are finalised, they are presented to the management team at their monthly meeting, where they are reviewed to see if there is a need to change any procedures or practices.

All complaints and appeals are recorded on a register that includes relevant details to allow analysis of matters over time and identify any common factors that may need action.

POLICY:

Students of Phillips Institute have the right to present a complaint and/or to appeal any assessment decisions and to be treated respectfully. Students and staff are encouraged to openly discuss any suggestions, queries, problems or concerns with the Chief Executive Officer (CEO) of Phillips Institute or other staff.

Concerns will be given immediate attention and will be treated in confidence.

There are no reprisals for voicing concerns or discussing complaints. It is of major importance that management and staff be informed in a timely manner so that concerns and queries can be dealt with promptly.

If the problem is complex, the student or their representative may be asked to put the matter in writing. The CEO of Phillips Institute will then attend to the matter at the earliest opportunity and will commit to

ensure a decision is made within five working days. A complaints and/or appeals form is provided as an appendix in the Student Handbook, or on this page. If a complaint or appeal (including any review process) will take more than 60 days to finalise, the CEO or delegate will write to the complainant or appellant and any other parties involved to explain the delay. Matters involving discrimination, vilification or student safety risks are prioritised and may be escalated for immediate action.

PROCEDURE:

Informal Process

1. Any complaints or grievances should be referred in the first instance to the trainer responsible for the particular class from which the complaint originated. This is to ensure all parties are given the opportunity to share their view on the issue. If this is not possible or appropriate, you may contact any other member of Phillips Institute staff. Every attempt will be made to resolve the issue promptly, confidentially, respectfully and in a manner that is satisfactory to all concerned.
2. If the difficulty remains, or if the issue cannot be dealt with informally, and/or where there is not a satisfactory resolution to the problem, the complaint, appeal or grievance should be detailed in writing and referred to the CEO of Phillips Institute for attention.
3. If there is still no result, a meeting between the CEO of Phillips Institute, and a representative of the student (if applicable) or other party, and the complainant/s (and/or appellant/s) can be arranged to discuss the problem, at which any person the complainant wishes to have present is welcome.
4. If a complaint or appeal (including any review process) will take more than 60 days to finalise, the CEO or delegate will write to the complainant or appellant and any other parties involved to explain the delay.
5. If the matter cannot be resolved through this informal process, a formal process for resolution of a complaint, grievance or appeal may follow this process:

Formal Process

1. A formal complaint should be made in writing, or by using the form provided in the appendix of the Phillips Institute Student Handbook.
2. Details provided should include the name of the person making the complaint, the dates and times related to the complaint, telephone number, email and address for contact purposes, and any other relevant information, such as the units of competency or qualification, location of training, names of anyone else involved if relevant, and any proposed solution.

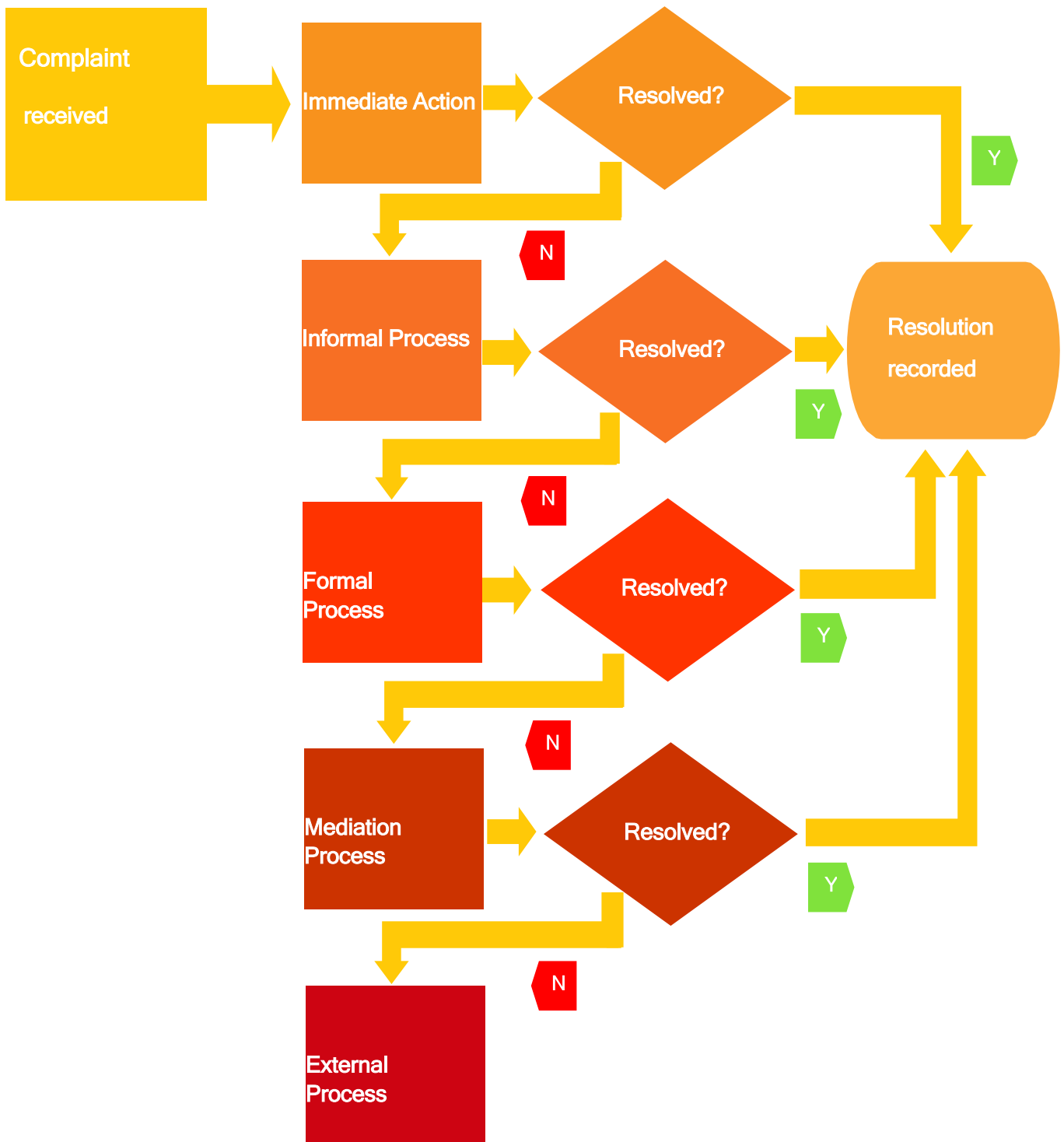
Written complaints may be sent by email to train@phillips.edu.au or may be sent to:

Chief Executive Officer
Phillips Institute
Head Office

Level 1, 1056-1060 Dandenong Road
Carnegie VIC 3163

3. The CEO or nominated delegate will record full details regarding the issue, including all parties involved, and will include suggestions on how the issue could be resolved.
4. Confidentiality and security of information will be maintained at all times and the person bringing the complaint or appeal will be consulted, with processes for resolution open to discussion and to be agreed upon.
5. The agreed responses and processes will be put into writing and then be acted upon and conducted in a timely manner.
6. Where the issue is an appeal of an assessment decision, re-assessment with another assessor will be offered.
7. Where mediation is required, an independent person will be appointed.
8. If the person lodging the complaint wishes to appeal a decision made by Phillips Institute they may contact an independent person for determination of the problem. Please refer to the Law Institute of Victoria's list of Mediation Specialists at <http://www.liv.asn.au/Mediators>
9. Resolution of the appeal, and any subsequent action, is to be documented and a copy given to the complainant/appellant with reasons for the decision.
10. Formal complaints, grievances and appeals will be investigated, and the complainant/appellant will be notified within five working days of receipt. Any remedies or actions identified or agreed upon will be implemented within a four-week period following initial receipt.
11. If a complaint or appeal (including any review process) will take more than 60 days to finalise, the CEO or delegate will write to the complainant or appellant and any other parties involved to explain the delay.
12. Students, candidates or employees are also entitled to take the complaint or grievance to an external agency, such as:
Dispute Settlement Centre of Victoria
Tel: 1300 372 888
<https://www.disputes.vic.gov.au/>

13. If, after following the Phillips Institute Complaints and Appeals procedure, you are still not satisfied, you may wish to lodge a complaint with the National VET Regulator, the Australian Skills Quality Authority (ASQA). For further information, refer to: www.asqa.gov.au/complaints/making-a-complaint.html.



Legislation and Regulatory Framework

Phillips Institute complies with all relevant Commonwealth and State/Territory legislation applicable to the delivery of vocational education and training and the operation of a Registered Training Organisation (RTO).

This includes legislation relating to:

- vocational education and training regulation
- anti-discrimination and human rights
- student safety and wellbeing
- privacy and records management
- workplace health and safety

Core Applicable Legislation

The following legislation directly governs the operations of Phillips Institute as an RTO:

Vocational Education and Training Legislation

- National Vocational Education and Training Regulator Act 2011
- National Vocational Education and Training Regulator (Outcome Standards for Registered Training Organisations) Instrument 2025*
- National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025*
- Vocational Education and Training Act 2010
- Higher Education Support Act 2003 (where applicable to VET delivery)

Anti-Discrimination, Human Rights and Equal Opportunity

- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Disability Discrimination Act 1992
- Australian Human Rights Commission Act 1986
- Equal Opportunity Act 2010 (Vic)
- Racial and Religious Tolerance Act 2001 (Vic)
- Disability Act 2006 (Vic)
- Disability Standards for Education 2005
- Charter of Human Rights and Responsibilities Act 2006 (Vic)

Workplace Health, Safety and Student Protection

- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- Child Wellbeing and Safety Act 2005 (Vic)
- Working with Children Act 2005 (Vic)

Privacy, Records and Consumer Protection

- Privacy Act 1988 (Cth)
- Public Records Act 1973 (Vic)
- Competition and Consumer Act 2010 (including Australian Consumer Law)

Employment and Business Legislation (as applicable)

- Fair Work Act 2009
- Corporations Act 2001
- Independent Contractors Act 2006

Supporting and Informing Legislation

Phillips Institute also considers broader legislative developments that, while not directly regulating RTO operations, inform the Institute's approach to student safety, inclusion and risk management.

This includes:

- Combatting Antisemitism, Hate and Extremism (Criminal and Migration Laws) Act 2026

While this legislation primarily relates to criminal and migration law, it informs Phillips Institute's commitment to:

- preventing antisemitism and hate-based behaviour
- maintaining a safe and respectful learning environment
- responding appropriately to emerging risks relating to extremism and discrimination

Commitment to Compliance and Continuous Review

Phillips Institute:

- regularly reviews legislative requirements and updates policies accordingly
- ensures staff are informed of relevant legal obligations
- integrates legislative requirements into training delivery, assessment and student support practices

Legislation is reviewed periodically to ensure ongoing compliance and alignment with regulatory expectations.

**These may be referred to as the "2025 Standards for Registered Training Organisations" in this Student Handbook or on our website or other resources and materials, as a commonly accepted abbreviation, rather than by their full titles. In addition, the previous 2015 version of the Standards may appear in some of our resources and materials published prior to 1st July 2025.*

Terminology

Terms that are used throughout this handbook may include:

Competency standard:

This is a statement about the skills, knowledge and attitudes a student needs to be able to demonstrate in order to complete a work-based task. For example, “Follow workplace health and safety procedures”.

Credit Transfer

A credit transfer will be applied where a student provides verifiable evidence of attainment of a unit of competency equivalent to a unit of competency in the program in which they are enrolling. Please note, we do not provide credit transfer for full qualifications with maximum of 80% accepted.

Cultural Safety

Cultural safety refers to an environment that is spiritually, socially and emotionally safe, as well as physically safe.¹

Performance criteria:

The performance criteria are the standards to which the competency is being carried out according to industry workplace requirements. For example, “Uses safe work practices for a range of work tasks” would be a performance criterion for a health and safety competency detailed in a unit of competency.

Recognition:

Qualifications and Statements of Attainment issued by Phillips Institute are recognised throughout Australia in all States and Territories. Phillips Institute also recognises the Qualifications and Statements of Attainment issued by other Registered Training Organisations, meaning you could be eligible for credit for existing units that you already hold.

Recognition of Prior Learning:

We offer recognition of prior learning (RPL) for all our qualifications, so that you may not have to do training for skills you already have – see our RPL section for more information.

Unit of competency:

During your course, you will be assessed against “Units of Competency” which provide the information about each of the competency standards. A set of units of competency forms the basis for a full qualification. Sometimes a unit may be referred to as a subject. A group of units may also be clustered together to form what may be referred to as a Module or Cluster.

¹ <https://www.mhwc.vic.gov.au/sites/default/files/2025-11/Cultural-safety.pdf>, page 120, ‘What is Cultural Safety’, accessed 27/03/2026