



**National
Institute of
Construction
Skills**

Student Handbook



NATIONALLY RECOGNISED
TRAINING

**National Institute of Construction Skills
(NICS) RTO Number: 30048**

This student Handbook has been reviewed for the students of:
Master Painters Decorators & Signwriters' Association of Queensland Union of Employers
(ABN: 51 069 579 329)
Business name (s): National Institute of Construction skills (NICS)
(RTO 30048)
And affiliated students of
WetTrade Apprenticeships (Registered GTO)

National Institute of Construction Skills (NICS)

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ABN: 51 069 579 329

ACN: 00 000 000 000

RTO Registration Number: 30048

WELCOME TO NATIONAL INSTITUTE OF CONSTRUCTION SKILLS

The Master Painters, Decorators & Signwriters Association of Queensland Union of Employers is now trading as National Institute of Construction Skills (NICS).

The team is proud to welcome you on board. We trust that you will find the time we share challenging, rewarding and fun.

Our aim is to equip you with the knowledge, skills, and confidence to carry out your duties and responsibilities in the workplace.

During your time with us, you will be exposed to a variety of experiences and challenges. Our courses provide a mix of theory and practical skill training.

We will also offer you an opportunity to build your confidence and motivation with a view to prepare you for a competitive market.

Upon enrolling, you have rights and responsibilities, most of which are outlined in this handbook. You are welcome to ask us for further information if you have questions, which are not covered in this handbook.

As a registered training organisation, National Institute of Construction Skills is responsible for compliance with the 2025 RTO Standards which is regulated by the Australian Skills Quality Authority (ASQA). This includes ensuring the quality of training and assessment conducted and the issuance of AQF certification. Therefore, we provide the highest quality training to ensure that you are fully equipped with exceptional knowledge and skills to be an ambassador for the wet trades.

The quality of your experience at National Institute of Construction Skills depends largely on your motivation and commitment. We feel that we have in place an ideal learning environment.

Meet the challenge and we will do our very best to ensure that the benefit to you exceeds your expectations.

Regards,

Chris Munday
(President)

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NICS Scope of Registration

NICS (National Institute of Construction Skills) delivers a range of short courses and qualifications (Nationally recognised qualifications and skill sets) specialising in the construction and wet-trades industries, including:

- Painting & Decorating
- Wall & Floor Tiling
- Plastering (Solid & Fibrous)
- Waterproofing
- Construction Pathways
- Trade skill sets and industry short programs

All NICS courses and qualifications are aligned to the nationally endorsed training packages. By aligning our courses with the official training register (training.gov.au) we ensure NICS provides quality, consistency, and recognised courses.

A current and complete list of NICS's scope of registration (all the courses and qualifications we teach) is available on the national training register.

For further information you can click on the link below or ask the student support team for some assistance.

[National Training Register - 30048 Master Painters Decorators & Signwriters' Association of Queensland Union of Employers](#)

NICS Head Office & Head Training facility is based in Salisbury, Queensland however, NICS does provide Training services in several locations across Australia.

Regulatory Framework

As a Registered Training Organisation (RTO), NICS operates within the regulatory framework governing the Australian Vocational Education and Training (VET) sector. This framework is designed to ensure the delivery of high-quality training and assessment services to students and to protect the rights and interests of students and their training providers.

NICS is regulated under the National Vocational Education and Training Regulator Act 2011 and associated legislation, which establishes the Australian Skills Quality Authority (ASQA) which is the national regulator of Australia's VET system and all RTO registered in Australia.

ASQA oversees RTOs to ensure compliance with the Standards for Registered Training Organisations (RTOs), confirming that nationally recognised training and assessment meets approved quality and integrity requirements.

VET Quality Framework

The VET Quality Framework is comprised of a range of National and state regulatory and legislative requirements. For further information please see below links:

[National Vocational Education and Training Regulator \(Outcome Standards for Registered Training Organisations\) Instrument 2025 - Federal Register of Legislation](#)

[Australian Qualifications Framework - Home | AQF](#)

[Vocational education and training \(VET\) | Queensland Curriculum and Assessment Authority](#)

[National Vocational Education and Training Regulator Act 2011 - Federal Register of Legislation](#)

[Revised Standards for RTOs | Department of Trade, Employment and Training](#)

[Home - Queensland Legislation - Queensland Government](#)

[Fit and proper person requirements | Australian Skills Quality Authority \(ASQA\)](#)

[National Vocational Education and Training Regulator \(Financial Viability Risk Assessment Requirements\) Instrument 2021 - Federal Register of Legislation](#)

[VET Data Legislation - Department of Employment and Workplace Relations, Australian Government](#)

RTO No. 30048	National Institute of Construction Skills (NICS)	Office: 1300 006 6427
The Construction Training Centre, Beaudesert Road, Salisbury, QLD, 4107		Email: compliance@nics.com.au
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Documents: NICS_08_002 Student Handbook V23		

Changes of agreed Services

Should NICS make any significant changes to a student's course, qualification or Training students will be notified in writing as soon as practicable, changes may include:

- Changes to delivery location
- Changes to third-party arrangements
- Change of ownership
- Change of training schedule
- Qualification transition arrangements

Students will be provided with options, which may include:

- Continuing with amended arrangements
- Transferring to another provider (where applicable)
- Cancelling enrolment

NICS will ensure student interests are protected in accordance with regulatory obligations, and that unforeseen changes do not disadvantage students, if students are concerned with any changes, they should discuss their concerns with their Trainer & Assessor so support or alternative arrangements can be discussed where possible.

Training Funding & Incentive Opportunities

NICS offers eligible students access to a range of government-subsidised training funding opportunities designed to reduce the cost of nationally recognised training and support strong employment outcomes.

These funding options may include Queensland and South Australia Government programs such as the Certificate 3 Guarantee, Construction Skills Queensland (CSQ) including Short Course (Building), Skills Assessment & Gap Training (SAGT), Higher Qualification Building, Skill Sets Program (Waterproofing), Trade Read) funding, and User Choice funding for apprenticeships and traineeships. All funding is subject to state legislative eligibility, availability, and program guidelines.

NICS provides clear and accurate information about funding options during all students pre-enrolment and induction process, including discussing students' eligibility requirements, the identification evidence and documentation needed, what relevant fees and student co-contributions need to be paid, and the students participation obligations.

All funding arrangements are administered in accordance with the Standards for Registered Training Organisations (RTOs) 2025, the RTO Credential Policy, and relevant state funding contracts, ensuring transparency, compliance, and the protection of student rights. Funding eligibility must be confirmed prior to enrolment, and NICS student support team assists students throughout that process to help them access appropriate funding and successfully complete their training.

Some Funding eligibility requirements will include evidence of Employment & Study Status requirements, have allocated workplace & Industry requirements, require you to provide Industry supporting documentation and evidence.

Further information on Government funding options is outlined in our website, and student portal.

NICS suggests reading our NICS_08_003 Student Handbook CSQ Funding V9

[NICS - Student Handbooks](#)

Further information on Government released information on QLD Funding information can be found following the below links.

<https://desbt.qld.gov.au/training/training-careers/incentives/certificate3>

[Construction Training | Construction Skills Queensland - CSQ](#)

Should students be unsure of what type of CSQ funding applies to their individual circumstances, we recommend providing a brief summary of your circumstances to our Student Support team via email at admin@nics.com.au or you can call us between 0800-1600 (AEST – Brisbane QLD) and we can guide you through locating the relevant information to make an informed decision about the next steps in your construction industry journey.

Important Information

All QLD and South Australia funding rules and eligibility criteria may change in line with government program updates. Eligibility is always confirmed before enrolment and reviewed if employment or training arrangements change.

Student Fee Protection

As a non-for-profit, student-focused Registered Training Organisation (RTO), NICS has systems in place to meet all Student Fee Protection requirements under the 2025 Standards for Registered Training Organisations. NICS team is committed to protecting students' fees and ensuring that all students receive the training, support, guidance and assessment services for which they have paid to support them in their learning journey.

NICS maintains governance, financial management, and quality assurance systems to minimise the risk of disruption to students training delivery.

Through these controls, NICS ensures the stability, continuity, and integrity of training and assessment services across all delivery modes, including qualifications, assessment-only pathways, Recognition of Prior Learning (RPL), Credit transfers (CT) short courses, and apprenticeship and traineeship programs.

NICS is committed to delivering all agreed training and assessment services, the successful completion of a qualification or unit of competency depends on each student demonstrating the required skills, knowledge and understanding (competencies) in accordance with nationally endorsed standards.

In the unlikely event that an unforeseen circumstance affects NICS's ability to continue delivering training, NICS will work with affected students to protect their rights, provide appropriate options in line with regulatory requirements, and minimise any disruption to their training outcomes.

Further information on student Fee protection is published on our website, and student portal.

[National Institute of Construction Skills - NICS](#)

NICS_01_006 Tuition Fees, refunds & Fee protection policy V2

Training & Assessment

Training and Assessment Standards

The National Institute of Construction Skills (NICS) ensures that all training and assessment is delivered in accordance with the RTO 2025 Standards and applicable regulatory and industry requirements.

NICS engages suitably qualified and industry-current trainers and assessors to deliver and assess each training product within its scope of registration. Training and assessment practices are designed to meet the requirements of the relevant units of competency and reflect real workplace standards, particularly within the construction industry.

NICS is committed to providing a safe, supportive, and industry-relevant learning environment. Adequate facilities, equipment, learning resources, and workplace access are provided to ensure students can successfully achieve competency outcomes.

Learning and Delivery Methods

Training delivery at NICS may include one or more of the following methods, depending on the qualification or unit:

- Online learning

- Face-to-face training (in person or via digital platforms such as Microsoft Teams or Zoom)
- Workplace-based learning under supervision of a qualified employer
- Practical workplace activities supervised by a NICS Trainer
- Practical activities conducted at a suitably equipped training facility

Delivery methods are selected to ensure alignment with industry needs, student learning styles, and unit requirements.

Student Resource Requirements

Depending on the program, students may be required to provide:

- Access to a laptop or desktop computer (where online learning applies)
- A reliable internet connection
- A mobile phone to capture video or photographic workplace evidence (where required)
- Appropriate Personal Protective Equipment (PPE), including:
 - Safety boots
 - High visibility clothing
 - Eye and hearing protection
 - Head protection (where required by site)
 - Any additional PPE required under WHS legislation

Assessment

Assessment at NICS is competency-based and aligned with:

- Unit of competency requirements
- Principles of Assessment
- Rules of Evidence
- RTO Credential Policy

Assessment methods may include:

- Online written or theory assessments
- Practical observation in real or simulated workplace environments
- Workplace evidence collection
- Third-party reports
- Verbal questioning

For High-Risk Work Licence (HRWL) training, additional assessments may apply in accordance with regulatory requirements, including:

- Knowledge assessment
- Calculation assessment
- Performance assessment

Where required under regulatory rules, unsuccessful candidates must observe mandated waiting periods before reassessment. Students must comply with all regulatory conditions applicable to licence application timeframes.

Students receive clear information about:

- When and where assessment will occur
- How assessment will be conducted
- Required evidence
- Reassessment opportunities
- Appeals and complaints processes

Assessment outcomes are recorded as:

- Satisfactory / Not Satisfactory (for tasks)
- Competent / Not Yet Competent (for units)

Students who are not yet satisfactory will receive feedback and may access one reassessment opportunity within 60 days at no additional cost (conditions apply; apprenticeship arrangements may differ).

NICS is committed to delivering high-quality training and assessment services that support positive outcomes for students, employers, and industry. As a student-focused organisation, NICS implements structured processes for the collection, analysis, and use of data to support continuous improvement across all training and assessment activities.

Should students wish to discuss their training and assessment requirements further they can do so by emailing NICS student support at admin@nics.com.au, by calling us between 0800-1600 (AEST – Brisbane QLD and/ or speak directly with your Trainer & Assessor.

The below supporting documentation can also be located on our website and student portal.

[National Institute of Construction Skills - NICS](#)

NICS_01_005 Complaints and appeals policy

NICS_01_021 Assessment Conditions, Moderation & Assessment Outcomes Policy

NICS_01_026 Assessment System Integrity

NICS_05_015 Complaints & Assessment Appeal form

Principles of Training & Assessment

NICS delivers training and assessment that is industry-relevant, compliant, and focused on achieving high-quality learner outcomes across the construction and wet-trades sector. Training and assessment strategies (TAS) documents are developed by NICS and are designed to ensure consistency, integrity, and alignment with nationally endorsed training packages and workplace expectations (Industry Standards).

In developing training and assessment strategies, NICS ensures that the ASQA key principles of assessment are maintained to ensure the high-quality training in the vocational education and training (VET).

The Key principles include:

- **Fairness:** Assessments must be fair and transparent, ensuring that all students are evaluated fairly.
- **Flexibility:** Assessment methods should be adaptable to the context and needs of students.
- **Validity:** Evidence presented must be valid and directly relevant to the competencies being assessed.
- **Reliability:** Assessment results should be consistent and dependable across different contexts and assessors. These principles guide the development of assessment tools and processes, ensuring that students demonstrate their skills and knowledge effectively.

Further information can be located on the ASQA website by following the below link.

[Appendix 6: Principles of assessment | Australian Skills Quality Authority \(ASQA\)](#)

Rules of Evidence

The Rules of Evidence principles are also applied by NICS which guides the collection and evaluation of assessment evidence and to ensure that assessment decisions are consistent, defensible, and industry relevant.

The Rules of Evidence are applied in conjunction with the Principles of Assessment and ensure that evidence collected is:

- Valid
- Sufficient
- Authentic
- Current

These requirements apply to all forms of assessment conducted by NICS, including workplace assessment, simulated assessment, and Recognition of Prior Learning (RPL).

Valid - assessment is designed to fairly and accurately confirm that you have the skills and knowledge needed to work safely and competently in your chosen trade. Assessments are based on real or simulated workplace tasks, and assessors collect sufficient evidence over time and using different methods, in line with the requirements of each unit of competency, before deciding about your competency.

Sufficient - assessors collect enough appropriate evidence to confirm your competency, ensuring you consistently meet all unit requirements across relevant workplace tasks and situations before an assessment decision is made.

Authentic - assessment evidence must be your own work and genuinely reflect your skills and knowledge. Assessors may verify authenticity through methods such as observation, questioning, supervisor confirmation, workplace evidence checks, and student declarations to ensure assessment decisions are fair and reliable.

Current - assessment evidence must show that your skills and knowledge are current and reflect present-day industry and workplace practices. You must be able to demonstrate that you can perform required tasks now, or that you have done so in the recent past, in line with current construction and wet-trades standards.

All assessments, including Recognition of Prior Learning (RPL), are competency-based, clearly explained before assessment begins, and guided by the Rules of Evidence to ensure fair and reliable outcomes. If you disagree with an assessment decision, you have the right to request a reassessment or lodge an appeal in accordance with NICS policies.

Further information can be located on the ASQA link by following the below link.

[Appendix 7: Rules of evidence | Australian Skills Quality Authority \(ASQA\)](#)

Reasonable Adjustments

NICS recognises that all students are different, and we all learn in different ways, particularly in trade and construction environments. To support student success, NICS provides flexible training and assessment options and applies reasonable adjustments where appropriate, ensuring students can demonstrate competency in ways that suit their learning needs and circumstances while still meeting unit of competency requirements and learning how tasks are completed in their chosen industry.

NICS trainers and assessors work with students to identify learning, and support needs early and provide fair and equitable opportunities for all learners—including apprentices, trainees, and adult workers—to progress through their training in line with national standards.

Reasonable adjustment refers to modifications made to how a student's skills and knowledge are assessed, without reducing the standard or integrity of the assessment. Adjustments are made to support access—not to change the level of performance required.

Examples of reasonable adjustments at NICS include:

- A trainer reading assessment questions to the student
- Allowing verbal responses instead of written responses
- Recording spoken responses via audio or video
- Offering additional time where appropriate
- Allowing a student to complete an assessment privately or in a quieter space
- Adjusting the format of learning resources (e.g., large print, simplified English, visual prompts), paper version instead of electronic, visual prompts.

ERA – Employer Resource Assessment

Where a portion of a student’s training and assessment is conducted within a construction workplace, NICS must confirm that their intended employer can provide appropriate equipment, resources, supervision, and work activities aligned to the relevant units of competency and qualification that the student is wishing to undertake.

As part of the pre – enrolment, induction and enrolment commencement process, a NICS representative will complete an ERA – Employer Resource Assessment in collaboration with a workplace representative to determine whether the construction workplace environment is suitable for training and assessment.

This assessment verifies that students have access to relevant tools, materials, plant and equipment, live work tasks consistent with the qualification requirements, and appropriately qualified supervision in the form of site supervisors or qualified tradespersons. It also confirms that the workplace complies with applicable Work Health and Safety (WHS) legislation, site-specific safety procedures, and industry standards.

Workplace-based training and assessment will only proceed once NICS is satisfied that the employer’s environment supports safe participation and enables the student to collect valid, sufficient, authentic, and current evidence in accordance with the Standards for Registered Training Organisations (RTOs) 2025 and the RTO Credential Policy.

Connecting Training and Assessment with Industry (Industry Engagement and Industry Alignment)

NICS ensures that all training and assessment practices are relevant to industry needs and are informed by structured, ongoing industry engagement in accordance with the Standards for Registered Training Organisations (RTOs) 2025 and the RTO Credential Policy. NICS maintains active consultation processes to ensure that training products, assessment practices, resources, and workplace evidence requirements reflect current construction industry standards, regulatory expectations, and employer requirements across its approved scope of registration to our students are getting trained in the most up to date techniques and in line with industry expectations.

NICS has established strong industry alignment with Master Painters Australia, Wet Trades along with other organisations which enables collaboration and consultation with a range of industry experts across fields represented within its scope of registration, including construction waterproofing, painting and decorating, wall and ceiling lining, plastering, passive fire systems, and related trade disciplines. These partnerships support the ongoing validation of training strategies, assessment tools, equipment requirements, and workplace practices to ensure graduates meet contemporary industry expectations.

NICS uses meetings, email correspondence, validation sessions, site engagement visits, and feedback from employers and supervisors to maintain currency. Information gathered through these processes augments the development, review, and continuous improvement of each Training and Assessment Strategy (TAS), ensuring alignment with nationally endorsed training package requirements published on training.gov.au (TGA).

Through this structured approach, NICS demonstrates that training and assessment are industry-informed, compliant, and responsive to changes in construction legislation, Work Health and Safety (WHS) requirements, licensing expectations, and evolving workplace practices across all qualifications.

Assessment Results (Understanding Your Assessment Results)

Students can continually access their assessment results by accessing their account in MPA Online (NICS Student online Portal). Trainer marked assessments will be available to the student once the trainer has completed the marking process.

Assessment results will not be given to anybody other than the student, the trainer and or NICS General Manager.

At NICS, assessment results are recorded in two ways:

1. Assessment Task Results

Each assessment task is marked as:

- Satisfactory (S) – You have successfully met the required standard for that task.
- Not Yet Satisfactory (NYS) – The required standard has not yet been met.

If a task is marked as Not Yet Satisfactory, your trainer will provide clear feedback explaining what needs improvement. You will be given the opportunity to complete reassessment within the timeframe outlined by your Trainer & Assessor based on your individual Training Schedule.

2. Unit of Competency Result

Once all assessment tasks for a unit are completed, the overall unit result will be recorded as:

- **Competent (C)** – You have successfully demonstrated all required skills and knowledge to workplace standard.
- **Not Yet Competent (NYC)** – Some requirements have not yet been met.

To be deemed Competent, you must achieve satisfactory results in all required assessment tasks for that unit.

Apprenticeships

The National Institute of Construction Skills (NICS) delivers apprenticeships across a range of Certificate III qualifications within the construction industry, including painting and decorating, construction waterproofing, wall and ceiling lining, solid plastering, wall and floor tiling, and related wet-trade and passive fire sectors. Apprenticeships provide a structured pathway for individuals to gain nationally recognised trade qualifications while developing practical, job-ready skills in real workplace environments. As most of the training occurs on site, apprentices build competency that directly reflects employer needs, industry standards, and current Work Health and Safety (WHS) requirements.

State and Territory governments regulate and support apprenticeship systems within their jurisdiction, including determining approved qualifications, funding arrangements, and compliance requirements. Where approved, NICS participates in relevant state and federal apprenticeship funding initiatives and employer incentive programs, supporting both apprentices and construction employers to achieve high-quality, compliant, and industry-relevant training outcomes.

Further information can be located on the ASQA link by following the below link.

[NICS - Student Handbooks](#)

Student Services & Support

Disability Disclosure & Support Information

Students who identify a disability, impairment or long-term medical condition are encouraged to disclose this during pre- enrolment and the induction process to enable appropriate support to be developed and implemented.

Disabilities may include (but are not limited to):

- Hearing impairment
- Physical disability
- Intellectual disability
- Learning disability
- Mental health condition
- Acquired brain injury
- Vision impairment
- Medical condition
- Autism spectrum disorder
- Other long-term conditions

Disclosure is voluntary; however, providing this information assists NICS in implementing appropriate support strategies.

All information is handled in accordance with the Privacy Act 1988 and Australian Privacy Principles.

Student Welfare & Support Services

NICS is committed to supporting student wellbeing.

Support services may include:

- Academic support
- Language, Literacy and Numeracy assistance
- Digital literacy support
- Individual Learning Support Plans (LISP)
- Reasonable adjustment arrangements
- Referral to external counselling or specialist services (where required)

Where NICS is unable to provide specialised support internally, referrals will be made to appropriate services. Students experiencing personal, academic or workplace difficulties are encouraged to contact NICS Student Support.

Cultural Respect and Support for Aboriginal and Torres Strait Islander Students

NICS is committed to providing a culturally safe, respectful and supportive learning environment for Aboriginal and Torres Strait Islander students. NICS recognises the importance of cultural identity, community connection and cultural protocols, and ensures these are respected within all training and assessment environments.

Where appropriate, training and assessment practices may be delivered with cultural sensitivity, including consideration of:

- Cultural protocols relating to men's and women's business
- Non-verbal communication practices, including the respectful interpretation of silence
- Literacy, numeracy and language considerations
- Cultural sensitivities regarding the use or display of images, names or references to deceased persons

NICS supports culturally inclusive practice in accordance with its Access and Equity Policy and the 2025 RTO

Standards, ensuring that reasonable adjustment does not compromise competency requirements or regulatory obligations.

NICS will undertake an Acknowledgement of Country at formal events, inductions and significant gatherings wherever practicable. Where there is uncertainty regarding Traditional Custodianship or appropriate wording, NICS will consult with the relevant Local Aboriginal Land Council or other recognised community authority.

NICS is committed to continuous improvement in cultural capability and encourages open dialogue to ensure Aboriginal and Torres Strait Islander students feel respected, supported and valued throughout their training journey.

Access and Equity

NICS is committed to providing a fair, inclusive and supportive learning environment that enables all current and prospective students to access, participate in and successfully complete vocational education and training.

NICS ensures that its policies, procedures and operational practices promote equal opportunity and do not unlawfully discriminate against any individual. Access to training and assessment will not be limited or restricted based on:

- Age
- Gender or gender identity
- Cultural, ethnic or religious background
- Aboriginal or Torres Strait Islander identity
- Disability or medical condition
- Marital or relationship status
- Pregnancy
- Sexual orientation
- Carer responsibilities
- Socio-economic status
- Employment status
- Geographic or remote location
- Language, literacy or numeracy capability
- Any other attribute protected under relevant Commonwealth or State legislation

NICS recognises that some students may experience barriers to participation. Where required, reasonable and appropriate support strategies will be implemented to support access and progression, as long as competency standards and regulatory requirements are not compromised.

Support measures may include:

- Language, literacy and numeracy assistance
- Digital literacy support
- Flexible delivery options
- Reasonable adjustment in assessment
- Referral to external support services
- Individual learning support planning

All staff members are inducted into NICS policies and procedures and are required to uphold equitable and inclusive practices in all aspects of training, assessment and student engagement.

Students are informed of their rights and responsibilities through the NICS Student Handbook and induction processes. Any student or staff member who believes they have been treated unfairly or have experienced discrimination may raise the matter with NICS management in accordance with the Complaints and Appeals Procedure.

NICS is committed to continuous improvement in inclusive practice and regularly reviews its systems to ensure equitable access remains embedded across all services. NICS actively seeks feedback, ideas and suggestions from students to provide the opportunity for improvement and inclusion practices.

Student Portal – Ammonite Student Management System

NICS uses Ammonite as its secure Student Management and Learning System. Ammonite provides students with access to online training, assessment and administrative functions where applicable to their course. Through Ammonite, students may:

- Access learning materials and course resources
- Complete online theory assessments
- Upload practical evidence and workplace documentation
- Submit Recognition of Prior Learning (RPL) evidence
- View assessment outcomes and progress
- Communicate with trainers and assessors
- Update personal details (where authorised)

Access to Ammonite is restricted to enrolled students who require the system for the completion of their qualification or course requirements. Login details and access instructions will be provided in the Confirmation of Enrolment correspondence, where relevant.

Students are responsible for maintaining the confidentiality of their login credentials and must not share their username or password with any other person.

If login access is not received, or if a student requires assistance with registration, password reset or technical support, they should contact NICS administration and/ or student support team.

Where online learning or assessment forms are part of the course delivery, students are expected to have appropriate digital literacy skills and reliable access to a computer or mobile device with internet connectivity. NICS may provide reasonable assistance where access barriers are identified, in accordance with its Student Support and Access & Equity framework.

Ammonite is used in accordance with privacy legislation, data security requirements and the 2025 RTO Standards to ensure the integrity, confidentiality and accuracy of student records.

Language, Literacy and Numeracy (LLN) Assistance

NICS recognises that students entering training will have different levels of ability in language, literacy and numeracy skills. These core skills underpin a student's capacity to understand learning materials, participate effectively in training and successfully complete assessment requirements, so NICS wants to ensure we are supporting our students to reach their goals.

As part of the pre- enrolment and suitability process, NICS may conduct a Language, Literacy and Numeracy (LLN) assessment where:

- A potential gap in foundation skills is identified during enrolment or interview
- The course has specific literacy or numeracy demands
- A student requests additional assistance
- If the funding or regulatory requirements require NICS to assess a student's foundation skills

The purpose of this process is to ensure students are suitably prepared to undertake their chosen qualification, they have a sound understanding of what the course content and the industry entails and to assist them and NICS to identify any support strategies that they may need during the course.

NICS trainers and assessors refer to the Australian Core Skills Framework (ACSF) (The framework that all RTO's in Australia must use) to guide our assessment of the student's foundation skills and to tailor our learning and assessment approaches where additional support is necessary.

Where LLN needs are identified, NICS may implement reasonable support strategies, which may include:

- Additional learning support sessions
- Clarification of assessment instructions
- Modified learning materials where appropriate
- Assistive technologies

- Extended time for assessment (where permitted)
- Support in accessing and using the Ammonite Student Management System
- Development of an Individual Learning Support Plan

Where a student's support needs exceed the reasonable capacity of NICS to provide without compromising competency standards or regulatory obligations, NICS may refer the student to an appropriate external support service.

If additional costs are associated with extended or specialised support services, students will be informed prior to enrolment or at the time the support requirement is identified.

NICS is committed to providing appropriate foundation skill support while maintaining the integrity and compliance of nationally recognised training.

Learner Individual Support Plan (LISP)

A Learner Individual Support Plan (LISP) is a support document used by NICS Trainers & Assessors to help identify and manage any additional learning support a student may require during their training. The LISP provides an overview of a student's individual learning needs and outlines the additional mentoring, guidance, or support that may be scheduled outside of the standard training and assessment plan.

This may include extra one-on-one coaching, language or literacy support, extended learning time, or additional assistance with workplace tasks and assessments. The plan is developed collaboratively between the student and their trainer & assessor to ensure appropriate support strategies are in place, helping students progress successfully through their training while maintaining the requirements of the unit of competency and industry standards.

NICS Student Well-being program

NICS offers a "Student Wellbeing Program" to support students throughout their training journey. This program provides free and confidential support services to all NICS students, including access to professional counselling and mentoring assistance when navigating challenges related to study, work, or personal circumstances. The program is designed to help students maintain wellbeing, remain engaged in their training, and successfully progress through their course.

Mentoring support commonly assists students with matters such as managing employment challenges between apprentices and employers, including concerns related to wages, attendance, or workplace conditions, as well as support with completing coursework and staying on track with training requirements. Counselling services provide confidential support for a range of personal issues, including mental health and wellbeing, relationship concerns with family or partners, and difficulties arising in the workplace. Students are encouraged to access this service at any time if they require additional support during their studies with NICS.

Enrolment and Participation

Student Selection

Enrolment into certain NICS training programs may be subject to specific prerequisite conditions and/or entry requirements. These requirements are designed to ensure students are suitably prepared to undertake the training and meet the competency and safety obligations of the qualification.

Entry requirements may include:

- Prior qualifications or units of competency
- Relevant industry experience
- Licensing or regulatory requirements
- Foundation skill levels (language, literacy, numeracy or digital skills)
- Physical capacity requirements where relevant to work health and safety

Detailed information regarding course prerequisites and entry requirements is provided in course information

materials prior to enrolment. This ensures that students are fully informed before committing to a training program.

Where a prospective student does not meet the specified requirements, NICS staff will provide guidance regarding:

- Alternative training pathways
- Foundation skill development options
- Recognition of Prior Learning (RPL) opportunities
- Future enrolment options once requirements are met

Students are encouraged to discuss any questions regarding entry requirements with NICS administration, NICS Student support team, or their trainers & assessors.

Enrolment

The enrolment process commences when a prospective student contacts NICS to express interest in a training program.

NICS will provide:

- An enrolment form
- The NICS Student Handbook
- Detailed course information (including duration, delivery mode and fees)
- Information regarding funding eligibility and obligations (where applicable)
- Any additional relevant documentation

All enrolment applications are reviewed to ensure that the student meets course prerequisites and entry requirements and that the selected qualification is appropriate for their needs and career goals.

Students who are accepted into a course will receive written confirmation of enrolment, including course commencement details and induction information.

Where a student does not meet the required entry conditions, they will be notified and provided with information about alternate training options or steps they may take to become eligible in the future.

Training Needs Analysis (TNA)

As part of the enrolment and suitability process, NICS conducts a Training Needs Analysis (TNA) with each student.

The purpose of the TNA is to:

- Identify the student's existing skills, knowledge and experience
- Assess suitability for the selected qualification
- Determine whether additional learning support may be required
- Identify foundation skill support needs
- Confirm alignment between the training program and the student's employment or career objectives

The TNA is assessed alongside:

- The completed enrolment form
- Any LLN assessment results
- Interview discussions
- Induction information
- Relevant supporting documentation

Based on this comprehensive review, NICS may:

- Approve enrolment
- Recommend additional support strategies
- Suggest Recognition of Prior Learning (RPL) pathways
- Recommend an alternative course more suited to the student's needs

Where a student is assessed as unsuitable for the selected qualification, NICS will provide clear advice and

alternate recommendations.

The enrolment and TNA (Training needs analysis) process also assists NICS in identifying appropriate support services, which may include:

- Study skills support
- Language, Literacy and Numeracy (LLN) assistance
- Flexible delivery arrangements
- Information technology support (including assistance using the Ammonite Student Management System)
- Learning materials in alternative formats
- Workplace-customised training approaches
- Referral to appropriate external support services

All suitability and support decisions are made in accordance with the 2025 RTO Standards to ensure students are appropriately supported while maintaining the integrity of nationally recognised training outcomes.

Confirmation of Enrolment

As part of NICS' commitment to transparent communication and student readiness, NICS will issue a formal Confirmation of Enrolment Notice prior to the commencement of training.

The Confirmation of Enrolment Notice will include:

- Qualification and/or course code and title
- Units of competency to be delivered
- Training commencement date and schedule
- Training delivery location(s) or online access details
- Delivery mode (face-to-face, workplace-based, blended or online delivery)
- Required resources and equipment, including mandatory PPE where applicable
- Access instructions for the Ammonite Student Management System (where relevant)
- Funding arrangement details (if applicable)
- Induction requirements and commencement instructions

This confirmation ensures students are fully informed of their training arrangements and compliance obligations prior to starting their program.

Student Induction

Following successful enrolment confirmation, all students will participate in a structured NICS induction process prior to, or at the commencement of, training.

The purpose of induction is to ensure students understand:

- NICS organisational structure and key personnel
- Training facilities, workshop areas and available resources
- The qualification and units of competency in which they are enrolled
- Training delivery expectations, attendance requirements and participation standards
- Assessment processes, including the Principles of Assessment and Rules of Evidence
- Access to learning and assessment materials
- Recognition of Prior Learning (RPL) and Credit Transfer processes
- Apprenticeship or traineeship obligations (where applicable)
- Language, Literacy and Numeracy (LLN) support arrangements
- Reasonable adjustment processes
- Work Health and Safety (WHS) requirements
- Use of the Ammonite Student Management System
- Student Code of Conduct expectations
- Complaints and Appeals procedures

- Certification requirements and AQF pathways
- Available career progression and further training options

The NICS induction process ensures students commence training with a clear understanding of their rights, responsibilities and support mechanisms in accordance with the 2025 Standards for Registered Training Organisations.

Recognising Skills, Knowledge, Understanding, Prior Learning and qualifications

Recognition of Qualifications Issued by Another RTO

NICS recognises all Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by other Registered Training Organisations (RTOs), in accordance with the 2025 Standards for Registered Training Organisations, once they have been successfully validated.

Students are informed of NICS' Recognition and Credit Transfer arrangements during the enrolment process and are encouraged to present any relevant qualifications or Statements of Attainment prior to commencing training.

Where a student provides certification issued by another RTO, NICS will:

- Obtain a copy of the qualification or Statement of Attainment
- Verify the authenticity of the certification (including confirmation with the issuing RTO where required)
- Confirm equivalence of units of competency
- Retain a verified copy on the student's file

If there is any uncertainty regarding authenticity or equivalence, NICS will contact the issuing RTO or utilise official verification channels before granting recognition.

Once verification is confirmed, NICS will:

- Notify the student in writing
- Grant Credit Transfer for the relevant unit(s) of competency
- Clearly explain how the recognition affects the student's training and assessment requirements
- Update the student's record in the Ammonite Student Management System

Credit Transfer

Credit Transfer is the formal recognition of previously completed units of competency or qualifications that are applied toward a qualification delivered by NICS.

Credit Transfer confirms that a student has already been assessed as competent in an identical or equivalent unit of competency.

Credit Transfer is available to all students enrolling in training programs within NICS' approved scope of registration.

Credit Transfer Requirements

- Students may apply for Credit Transfer at any time; however, if a student is accessing any Government funding support or contributions then Credit transfer applications must be finalised prior to enrolment to prevent impact of funding for the remaining units of competency. Early application at time of enrolment is highly recommended.
- Students must complete the NICS Credit Transfer Application Form.
- A certified or verified copy of the qualification or Statement of Attainment must be provided.
- Credit Transfer is granted for whole units of competency only.
- Where partial equivalence exists, students may be advised to apply for Recognition of Prior Learning (RPL).
- No fees are charged for Credit Transfer.

- Credit Transfer does not require the student to demonstrate currency, provided equivalence can be established.
- Credit Transfer can only be granted for units that fall within NICS' scope of registration.

All approved Credit Transfer outcomes will be recorded in the Ammonite Student Management System and retained in accordance with NICS' record management and data integrity procedures.

Important Clarification

Credit Transfer is not the same as Recognition of Prior Learning (RPL):

- **Credit Transfer** applies where a student has previously completed and been awarded an identical or equivalent unit of competency.

Further information can be located on TGA [National Training Register](#)

Or speaking to a member of our NICS student support team.

- **Recognition of Prior Learning (RPL)** applies where a student demonstrates competency through evidence of skills, knowledge and experience gained through employment or informal learning.

Students seeking RPL should refer to the NICS Recognition of Prior Learning section of this handbook.

A full list of our scope of registration and the units of competency and courses available can be located:

[National Training Register - 30048 Master Painters Decorators & Signwriters' Association of Queensland Union of Employers](#)

Recognition of Prior Learning (RPL)

NICS recognises that students may have already developed relevant skills and knowledge through previous training, employment, industry experience or life experience. The Recognition of Prior Learning (RPL) is the formal assessment process used to evaluate these existing skills, knowledge, abilities and experience against the competencies of the nationally endorsed units of competency within the Australian Qualifications Framework (AQF).

RPL recognises learning that may have occurred through:

- Formal education or nationally recognised training
- Industry courses or non-accredited training
- Workplace experience
- Apprenticeships or employment
- Informal learning and general life experience

RPL allows eligible students to obtain recognition for units of competency without duplicating training where current competency can be demonstrated.

RPL Assessment Requirements

To grant a RPL for one (1) or more units of competency, a NICS assessor and compliance Coordinator must be satisfied that the student is currently competent in relation to the relevant unit(s) of competency.

All RPL assessments are conducted in accordance with:

- The Principles of Assessment (Fairness, Flexibility, Validity and Reliability)
- The Rules of Evidence (Validity, Sufficiency, Authenticity and Currency)
- The 2025 Standards for Registered Training Organisations

Evidence submitted as part of a student's RPL application generally include:

- Previously issued qualifications or Statements of Attainment
- Employment history and position descriptions
- Employer references or third-party verification reports
- Workplace documentation and job records
- Work samples or project portfolios

- Photographic or video evidence of completed tasks
- Licences, tickets or industry certifications
- Professional development records
- Structured interviews or competency conversations
- Practical demonstration or challenge assessments

The assessor will review all evidence to determine whether the student meets the performance criteria, knowledge evidence and assessment conditions of the unit(s) of competency.

The NICS RPL Process

RPL is offered to all students and is explained during enrolment and induction.

Students who believe they possess the required skills and knowledge for a unit of competency or qualification are encouraged to apply for RPL prior to commencing training or at any stage during their enrolment.

The RPL process generally includes:

1. Initial enquiry and consultation
2. Completion of an RPL application (in the student portal of Ammonite)
3. Interview with a qualified NICS RPL Assessor (competency conversations)
4. Identification and submission of evidence
5. Assessment of evidence and competency conversation
6. Practical demonstration if required
7. Written notification of the assessment outcome

Where RPL is granted:

- The relevant unit(s) of competency will be recorded as Competent in the student's electronic academic transcript in Ammonite
- Training duration may be reduced
- The outcome will be recorded in the Ammonite Student Management System
- Student records will be updated accordingly

Initial RPL Consultation

When a student enquires about RPL, NICS staff will refer them to a qualified RPL Assessor for an initial consultation.

During this consultation:

- The RPL process is explained
- Potential units for assessment are identified
- Evidence requirements are discussed
- The likelihood of success is considered

There is no obligation to proceed with a full RPL assessment following the initial consultation. Any applicable fees will be clearly explained prior to formal commencement of the RPL assessment.

Important Clarification

Recognition of Prior Learning (RPL) differs from Credit Transfer:

- **RPL** assesses competency gained through experience or informal learning.
- **Credit Transfer** recognises identical or equivalent units previously completed with another RTO.

NICS is committed to recognising legitimate industry experience while maintaining the integrity, quality and compliance of nationally recognised training in accordance with the 2025 RTO Standards.

RPL Limitations

While National Institute of Construction Skills (NICS) is committed to recognising prior skills and industry

experience wherever appropriate, there are circumstances where Recognition of Prior Learning (RPL) or Credit Transfer (CT) may not be suitable or permitted.

Limitations may include, but are not limited to:

- **Industry Licensing Outcomes**

Some qualifications or units of competency that lead to regulated industry licensing outcomes require completion through a structured training and assessment pathway. Licensing authorities may not accept qualifications achieved solely through RPL or Credit Transfer. Students seeking licensing outcomes are advised to confirm specific regulatory requirements prior to applying for RPL or CT.

Your Trainer and Assessor will be able to provide you with further clarification if needed.

- **High-Risk or Safety-Critical Training**

Certain high-risk training programs may not be appropriate for RPL due to the need to demonstrate current, practical competency under supervised assessment conditions. Where skills are considered perishable or where regulatory and safety obligations apply, NICS may require completion of formal training and assessment to ensure competency is current and compliant.

- **Assessment Conditions Requirements**

Where a unit of competency specifies mandatory assessment conditions (such as demonstration in a simulated workplace environment using specific equipment or materials), RPL evidence alone may not be sufficient to meet those requirements. In such cases, supplementary assessment activities may be required.

Where RPL is not appropriate, NICS will provide clear advice to students regarding alternate pathways.

RPL Assessment Systems

NICS uses structured RPL assessment tools and digital systems integrated with the Ammonite Student Management System to manage RPL applications.

RPL applicants will be provided with:

- Clear guidance on evidence requirements
- Instructions for submission of documentation
- Access to relevant online platforms (where applicable)
- Information regarding assessment timelines and outcomes

Validation of the RPL Process

In accordance with the 2025 Standards for Registered Training Organisations and the Credential Policy NICS conducts systematic validation of its RPL assessment processes on an ongoing basis.

Validation activities include:

- Review of completed RPL assessment samples
- Moderation of assessor judgements
- Evaluation of evidence sufficiency and consistency
- Confirmation that assessment decisions align with training package requirements
- Review of assessment tools, mapping documents and RPL instruments

Validation ensures that RPL decisions are:

- Consistent
- Fair
- Compliant
- Reliable
- Industry-relevant

Any identified improvements are discussed, documented and implemented as required.

All updated assessment tools and RPL documentation are reviewed and approved by appropriate NICS management personnel prior to implementation.

NICS' validation framework supports continuous improvement and ensures that RPL assessments maintain integrity, quality and compliance with the 2025 Standards.

Further Information

Students seeking further information about RPL, including application procedures and evidence requirements, are encouraged to contact NICS student support team prior to commencing the process.

NICS remains committed to recognising legitimate industry experience while maintaining the integrity of nationally recognised training outcomes.

Unique Student Identifier (USI)

All students undertaking nationally recognised training in Australia must have a Unique Student Identifier (USI) and provide it to NICS as part of the Pre -Enrolment documentation.

The USI is a unique reference number issued under the Student Identifiers Act 2014.

It creates a secure, online record of all nationally recognised VET training completed in Australia.

Without a valid USI, NICS cannot issue a Qualification or Statement of Attainment.

What is the USI?

The USI:

- Creates a permanent online record of your nationally recognised VET results
- Allows you to access your official VET transcript
- Enables employers and other training providers to verify your qualifications (with your permission)
- Supports efficient Credit Transfer and Recognition of Prior Learning processes

Create Your USI

Students can create their own USI at the official government website: <https://www.usi.gov.au>

To create a USI, you will need:

- Your full legal name (as shown on ID)
- Date of birth
- City or town of birth
- Country of birth
- Contact details (email and/or mobile)
- Valid identification (e.g. driver licence, Medicare card, passport, birth certificate)

The website will guide you step-by-step through the process.

Retrieve Your Existing USI

If you have previously completed nationally recognised training, you may already have a USI.

To retrieve your USI:

1. Visit: <https://www.usi.gov.au>
2. Select "Student Login"
3. Click "Forgot your USI?"
4. Enter your personal details
5. Follow the prompts to retrieve your USI

If you experience difficulty retrieving your USI, you may contact the USI Office directly through the website or seek assistance from NICS administration.

NICS Assistance with USI

If required, NICS can assist you in obtaining your USI number as part of your Pre Enrolment and Induction process ask your Trainer & Assessor or our Student support team for some assistance.

To avoid delays in issuing certification, NICS will require your USI at the time of enrolment.

Certification Requirement

In accordance with the 2025 Standards for Registered Training Organisations, NICS cannot issue:

- A Qualification
- A Record of Results
- A Statement of Attainment

until a valid and verified USI has been provided.

Data Reporting and Privacy

In accordance with:

- The Student Identifiers Act 2014
- The Privacy Act 1988
- The Data Provision Requirements
- The 2025 RTO Standards

NICS reports nationally recognised training activity to the National Centre for Vocational Education Research (NCVER). All reported records include a valid USI.

With your permission, NICS may access prior VET records via the USI system to assist with:

- Admission assessment
- Credit Transfer
- Recognition of Prior Learning
- Funding eligibility determination

All USI-related information is stored securely in the Ammonite Student Management System and protected in accordance with NICS privacy and data security procedures.

Why the USI is Important

Your USI provides:

- A single national record of your VET achievements
- The ability to download your official VET transcript
- Faster processing of enrolment and Credit Transfer
- Verified proof of training for employers

Students are encouraged to activate their USI account and maintain accurate personal details to ensure training records remain current.

Refer to the Unique Student Identifier webpage for more information.

[Welcome to USI - Unique Student Identifier](#)

Records Management and Administrative Systems

This section outlines the routine and technical administrative systems maintained by the National Institute of Construction Skills (NICS).

NICS management recognises that strong governance, structured record-keeping and secure administrative processes are fundamental to ensuring efficient day-to-day operations and maintaining compliance with the 2025 Standards for Registered Training Organisations.

The systems maintained by NICS support:

- Regulatory compliance
- Operational efficiency

- Transparency and accountability
- Data integrity and accuracy
- Protection of student privacy
- Sustainable organisational governance

These systems ensure NICS meets the expectations of students, industry stakeholders, regulators and funding bodies.

Scope of Records Management

NICS maintains secure records relating to:

- Qualifications and Statements of Attainment issued
- Assessment tools, resources and mapping documents
- Completed student assessments
- Assessment outcomes and results
- Student enrolment files
- Recognition of Prior Learning (RPL) and Credit Transfer documentation
- Governance documents (policies, procedures, templates and registers)
- Continuous Improvement and Risk Registers
- Administrative records, including official correspondence

All records are managed in accordance with legislative, regulatory and contractual obligations.

Record Keeping Procedures

NICS maintains a documented Records Management Framework to ensure the:

- Accuracy
- Integrity
- Currency
- Security
- Confidentiality

of all organisational and student records.

Upon enrolment, student details are entered into the Ammonite Student Management System, which establishes the student's electronic file. This file records all future enrolment, training, assessment and certification information relevant to that student.

Student files are retained and managed in accordance with NICS' Records Management Policy and applicable regulatory retention requirements.

Data Accuracy and Internal Review

NICS is committed to maintaining accurate, up-to-date and secure student records.

To support data integrity and compliance with the 2025 Standards:

- Periodic internal reviews of student records are conducted
- A representative sample of student files may be audited
- Findings are reported to management
- Required improvements are recorded in the Continuous Improvement Register

These processes support compliance and continuous improvement of administrative systems.

Controlled Documents

NICS maintains strict document control procedures to ensure version integrity and accuracy.

- Master documents are stored in secure, cloud-based shared drives
- Access is restricted to authorised staff
- Documents stored outside approved systems are considered uncontrolled
- All policies, procedures, forms, training and assessment tools are subject to version control measures which will be documented on each individual document.

Document updates are reviewed, approved and recorded in accordance with NICS governance procedures.

Retention of Completed Assessments

Completed student assessments are retained by NICS in accordance with the 2025 RTO Standards and relevant regulatory requirements.

- Assessment evidence is securely stored in approved electronic systems
- Certification records are retained for the required regulatory period
- Where assessments are completed in paper format, they are stored securely

Physical records are:

- Filed in secure storage areas
- Kept in lockable cabinets
- Protected from unauthorised access

Electronic records are maintained within authorised systems, including Ammonite and approved secure cloud storage, with restricted access controls.

Electronic and Physical Record Management

For consistency and ease of administration and compliance, NICS applies aligned filing processes to both physical and electronic records.

All electronic student records are stored within the Ammonite Student Management System, which is AVETMISS-compliant and supports national reporting requirements.

Electronic records are:

- Stored within secure, cloud-based systems
- Protected through password-controlled access
- Restricted to authorised personnel only
- Backed up in accordance with NICS data protection procedures

Physical records, where maintained, are:

- Stored in secure office environments
- Filed systematically for ease of retrieval
- Kept in lockable cabinets
- Protected from unauthorised access

Documents stored outside approved systems are considered uncontrolled and are not recognised as official records.

Results of Assessment Records

All student assessment outcomes are recorded electronically within the Ammonite Student Management System.

These records support:

- Issuance of AQF certification documentation
- Annual competency completion reporting
- AVETMISS reporting to the National Centre for Vocational Education Research (NCVER)
- Funding body reporting (where applicable)

NICS retains:

- Sufficient information to re-issue a qualification, Record of Results or Statement of Attainment if required
- Records of assessment outcomes for the required regulatory retention period

Certification records are retained in accordance with the 2025 Standards to ensure long-term traceability and integrity of nationally recognised training outcomes.

Student Access to Records

Students have ongoing access to their training progress and results through the Ammonite Student Management System (student online portal).

Students have the right to access or obtain a copy of information held by NICS relating to:

- Personal details
- Contact information
- Course enrolment
- Training participation and progress
- Assessment outcomes
- AQF certification documentation
- Statements of Attainment issued

Requests to access records must be submitted to NICS Compliance team using the approved Request to Access Records Form, this can be done in person at our Salisbury campus or via email at compliance@nics.com.au.

To protect privacy and confidentiality:

- Students must provide proof of identity before records are released
- Access will only be granted to the individual concerned, unless authorised by the student or required by law

There is no charge for a student to access their own records; however, a reasonable fee may apply for reproduction of documentation.

Arrangements for access will be made within a reasonable timeframe, typically within ten (10) business days of receiving a valid request and identity confirmation.

Privacy, Confidentiality and Data Integrity

NICS safeguards student and organisational information in accordance with:

- Privacy Act 1988
- Australian Privacy Principles
- Student Identifiers Act 2014
- Data Provision Requirements
- 2025 Standards for Registered Training Organisations

Security measures include:

- Restricted access to digital systems
- Password-protected platforms
- Secure cloud backups
- Locked storage for physical records
- Controlled access permissions

NICS ensures confidentiality of all student records unless disclosure is authorised by the student or required by law.

NICS' records management and administrative systems ensure regulatory compliance, operational transparency and the ongoing integrity of nationally recognised training outcomes.

NICS is always committed to transparent record management and the protection of student information.

Privacy, Confidentiality and Protection of Personal Information

NICS collects personal and where necessary comprehensive information in order to enrol students, deliver training, conduct assessments and issue nationally recognised qualifications.

Should a student wish to access Government funded support or initiatives the NICS enrolment team will be required to gather further information to identify if a student is eligible for funding. Further information is explained in detail in:

NICS_08_003 Student Handbook_CSQ Funding

NICS is committed to protecting student privacy and ensuring all personal information is managed lawfully, securely and transparently.

NICS complies with:

- Privacy Act 1988 (Cth)
- Australian Privacy Principles (APPs)
- Student Identifiers Act 2014
- Data Provision Requirements
- 2025 Standards for Registered Training Organisations

Why We Collect Your Information

NICS collects personal information from our students so that we can:

- Process your enrolment
- Deliver and assess nationally recognised training
- Issue qualifications and Statements of Attainment
- Report training activity to government agencies (such as NCVET)
- Administer funding arrangements (if applicable)
- Maintain accurate training and assessment records

We only collect information that is directly related to our training and regulatory obligations.

Sensitive Information

Sensitive information (such as health information or disability information) is only collected where:

- It is required by law
- It is necessary to provide appropriate support
- It is necessary to prevent or lessen a serious threat to health or safety
- You have provided consent

Sensitive information is handled with additional care and security.

Your Rights

As a student of NICS, you have the right to:

- Know why your information is being collected
- Understand how it will be used and who it may be disclosed to
- Be informed if providing information is required by law
- Be advised of the consequences if required information is not provided
- Access your personal information upon request
- Request correction of inaccurate or outdated information
- Withdraw consent for marketing communications
- Make a complaint if you believe your information has been mishandled

If you are under 18 years of age, parental or guardian consent will be required.

Disclosure of Information

NICS will not disclose your personal information without your written consent unless:

- Disclosure is required or authorised by law
- It is necessary to prevent or reduce a serious threat to health or safety
- It is required for regulatory or reporting purposes
- It is necessary for enforcement of the law

Your information may be disclosed to:

- The National Centre for Vocational Education Research (NCVER)
- Government departments and regulators
- Employers (where training is employer-funded)
- Organisations conducting official student surveys
- Researchers conducting statistical or regulatory research

Information reported to NCVER may be used for:

- Issuing VET qualifications and Statements of Attainment
- Maintaining authenticated VET transcripts
- Workforce planning and research
- Policy development and regulatory monitoring

NICS does not allow third parties to use your information for purposes other than those for which it was supplied.

Marketing Communications

NICS may provide information about training services to relevant parties. Students sign a marketing and social media disclosure as part of their enrolment process. Students may opt out of receiving marketing communications at any time, however communication by NICS on behalf of our students including inclusion of student achievements in magazines and industry newsletters improves the student's exposure to their relevant industry and assists in bridging the gap to employment opportunities.

Marketing activities are conducted in accordance with:

- Australian Privacy Principle 7 (Direct Marketing)
- Spam Act 2003
- Do Not Call Register Act 2006

NICS ensures that all marketing and information provided to students:

- Is accurate, current and not misleading
- Clearly identifies nationally recognised training
- Does not make false comparisons
- Accurately represents funding eligibility and conditions
- Clearly outlines fees and payment obligations

Students are encouraged to seek clarification if unsure about any information prior to enrolment.

Further information is available upon request through the NICS student portal or students can make direct contact with the NICS Marketing team at admin@nics.com.au

See NICS list of supporting documentation listed in this document to identify how NICS maintains 2025 RTO Standards compliance in relation to Marketing and Advertising.

Security of Your Information

NICS takes reasonable steps to protect your information from:

- Unauthorised access
- Loss or theft
- Misuse or disclosure
- Damage or destruction

Security measures include:

- Password-protected systems
- Secure storage within the Ammonite Student Management System
- Restricted access to authorised staff only
- Secure cloud-based backup systems
- Locked storage for physical documents

Certification records are securely stored so that qualifications can be re-issued if required.

Accessing Your Records

You may request access to your personal or training records at any time.

To access your records:

- Submit a Request to Access Records Form to NICS administration
- Provide proof of identity

There is no fee to access your personal records; however, a reasonable fee may apply for copies of documents. Requests are typically processed within ten (10) business days.

If NICS Ceases Operation

In the unlikely event that NICS ceases to operate as a Registered Training Organisation, all required student records will be transferred to the relevant national regulator in accordance with regulatory requirements.

Other business records will be retained in line with legislative obligations.

NICS is committed to maintaining the confidentiality, integrity and security of your personal information while delivering high-quality, nationally recognised training.

Complaints About Privacy

Any individual who believes their personal information has been mishandled may lodge a complaint in accordance with the NICS Complaints and appeals policy and procedure.

Complaints will be handled confidentially and in accordance with legislative and regulatory requirements.

Data Provision and AVETMISS Reporting

NICS complies with the Data Provision Requirements 2020, which form part of the VET regulatory framework. These requirements are a legislative instrument under the National Vocational Education and Training Regulator Act 2011.

What is AVETMISS?

AVETMISS (Australian Vocational Education and Training Management Information Statistical Standard) is the national data standard for VET providers.

It ensures consistent and accurate reporting of:

- Student demographics
- Training activity
- Units of competency
- Qualifications completed
- Funding information

AVETMISS provides national reporting on the VET system and supports:

- Workforce planning
- Policy development
- Consumer information
- Regulatory monitoring

What Information is Collected for AVETMISS?

Broadly, AVETMISS reporting includes:

Who you are

- Age
- Gender
- Indigenous status
- Disability status
- Geographic location

Where you study

- Training provider type
- Delivery location

What you study

- Units of competency undertaken
- Qualification enrolments
- Assessment outcomes
- Delivery mode (classroom, workplace, online)
- Funding source

NICS Reporting Obligations

Under the 2025 Standards for Registered Training Organisations, NICS must:

- Collect complete AVETMISS data (subject to any applicable exemption)
- Ensure data submitted is AVETMISS compliant
- Comply with all National VET Provider Collection Data Requirements
- Report nationally recognised training where NICS issues the qualification or Statement of Attainment

NICS submits AVETMISS-compliant data to the National Centre for Vocational Education Research (NCVER). The reporting period covers the full calendar year, with submission typically occurring in February of the following year.

NICS is committed to maintaining accurate, secure and compliant data systems to ensure transparency, regulatory compliance and the integrity of nationally recognised training outcomes.

Students accessing any form of Government funding support or incentives will have additional reporting requirements applicable dependant on the funding source the type of training and the qualification that is being undertaken.

NICS_08_003 Student Handbook CSQ Funding

Fee Information

Fees and Charges

The National Institute of Construction Skills (NICS) operates primarily as a government funded Registered Training Organisation (RTO). All training programs attract fees, however, many of our Short courses and Qualifications are delivered under a government funding arrangement or employer-sponsored agreements. Students accessing funding should read all relevant information provided to them both on our website and in the student portal to make an informed decision on their chosen course prior to enrolment.

NICS is committed to ensuring that all fee information is transparent, accurate and provided to students prior to enrolment in accordance with the 2025 Standards for Registered Training Organisations.

Pre-Enrolment Fee Information

Before enrolment is confirmed, NICS provides each student with written information outlining:

- The total course fee
- A breakdown of all charges (tuition, administration, materials, assessment, etc.)
- Any optional or additional costs (e.g. RPL fees, replacement certificates)
- Payment terms and due dates
- Any non-refundable components
- Refund conditions
- Student protection arrangements
- Circumstances where fees may change (if applicable)
- Options available if a student is assessed as Not Yet Competent
- Implications of withdrawal or cancellation

Students are not required to pay fees until they have been provided with this information.

Fee Protection and Prepaid Fees

In accordance with the 2025 RTO Standards and credential policy:

- NICS does not require individual students to prepay more than **\$1,500 in advance** for training services yet to be delivered, unless compliant fee protection arrangements are in place.
- Where course fees exceed \$1,500, payment plans or staged instalments are implemented.
- Students are only charged for services delivered or scheduled in accordance with agreed payment terms.

Fees may be paid by:

- The student
- An employer
- A government agency or funding body

Course Fees – Fee for Service Students

For qualification programs, the course fee represents the maximum payable amount for completion of the qualification under standard training arrangements.

The course fee generally includes:

- Administration and enrolment processing
- Tuition and assessment services
- Learning and assessment materials
- Access to facilities, equipment and resources
- Student support services

- Issuance of AQF certification documentation (where competency is achieved)

Where optional materials or additional services are required, students will be informed prior to enrolment.

Government Funded Training

Where training is subsidised under a government funding contract, fees and student contributions will be determined by funding guidelines. Students will be informed of eligibility criteria and co-contribution requirements. NICS will comply with all contractual and reporting obligations relating to subsidised training.

Comprehensive information relating to funding can be located in the NICS_08_003 Student Handbook CSQ Funding on the NICS Website.

Corporate and Employer-Funded Training

Where training is funded by an employer or agency:

- Payment terms are negotiated directly with the corporate client.
- Formal invoices are issued in accordance with agreed contractual arrangements.
- Students will be informed where their employer is responsible for payment.

Additional Fees

The following fees may apply:

- RPL Assessment Fee (if applicable – advised prior to commencement)

No fees apply for:

- Enrolment
- Withdrawal (subject to refund conditions)
- Re-assessment within normal course requirements
- Issuing a Statement of Attainment for partial completion (where applicable)

Payment Methods

NICS accepts payments via:

- Credit or Debit Card
- Electronic Funds Transfer (EFT)
- Approved online payment platforms

Receipts are issued for all payments and include:

- Amount paid
- Date received
- Payment method
- Description of service

All financial transactions are recorded within secure accounting systems to ensure accuracy and accountability.

Student Protection Arrangements

In the unlikely event that NICS is unable to deliver a training program as agreed:

- Students will be offered a refund for undelivered services; or
- Students will be offered placement into an equivalent course (where available).

These arrangements ensure students are not disadvantaged and comply with regulatory requirements.

Certification and Fees

NICS will not issue a Qualification or Statement of Attainment unless:

- All agreed fees have been paid; and
- A valid Unique Student Identifier (USI) has been provided.

NICS retains sufficient certification records to re-issue documentation in accordance with regulatory requirements.

Financial Governance and Compliance

NICS maintains financial systems that:

- Protect student fees
- Ensure regulatory compliance
- Maintain accurate accounting records
- Support internal and external audit requirements
- Align with the 2025 Standards for Registered Training Organisations

Financial records are securely maintained and retained in accordance with legislative requirements and managed by NICS Finance Manager and relevant accountants.

NICS is committed to ethical fee practices, financial transparency and student protection in the delivery of nationally recognised training.

Refund of Fees

Refund Policy

National Institute of Construction Skills (NICS) complies with **Australian Consumer Law (ACL)** in relation to refunds and consumer guarantees.

NICS is not required to provide a refund where a student changes their mind about a course selection.

However, refunds or partial refunds may be provided in certain circumstances in accordance with the NICS Refund Policy.

Students are encouraged to carefully review course information and fee details prior to enrolment.

Circumstances Where Refunds May Apply

A full or partial refund may be considered where:

- NICS cancels a course prior to commencement
- NICS is unable to deliver the training as agreed
- A student withdraws prior to course commencement within the published refund period
- Exceptional or compassionate circumstances apply (supporting documentation may be required)
- Required by Australian Consumer Law

Refund outcomes will be assessed in accordance with the NICS Refund Policy.

Circumstances Where Refunds May Not Apply

Refunds may not be granted where:

- A student withdraws after training has commenced
- A student fails to attend scheduled training without notice or reasonable reason for non-attendance
- A student is removed from a course due to misconduct
- Fees relate to services already delivered

Each case is assessed individually in accordance with policy and legislative requirements.

Processing of Refunds

Refund requests must:

- Be submitted in writing to NICS administration using the appropriate form and include the required documentation
- Include relevant supporting documentation (if applicable)

Refunds are processed within a reasonable timeframe once approved.

Details of refund conditions are available on the NICS website and within the Course Fee Schedule.

NICS maintains a documented Refund Policy that outlines:

- Circumstances where full refunds apply
- Circumstances where partial refunds apply
- Administrative deductions (if applicable)
- Timeframes for processing refunds
- Procedures for cancellation by the student or NICS

Refund requests must be submitted in writing.

Refund decisions are made fairly and consistently in accordance with the 2025 Standards.

NICS Manages our Refund policy and documentation by utilising the documents listed in our supporting document page within this document.

Further information on Refund policy and processes can be located in the student portal and on NICS website.

Complaints and Appeals

Complaints and Appeals

NICS is committed to ensuring that every student has a positive learning experience and is treated fairly, respectfully and professionally. We pride ourselves on the support, guidance and mentoring we provide to all our students.

NICS encourages open, respectful communication to resolve concerns quickly and informally wherever possible. However, where concerns cannot be resolved through discussion, students and stakeholders have access to a clear, transparent and fair Complaints and Appeals process.

NICS' Complaints and Appeals process is based on the principles of:

- Natural justice
- Procedural fairness
- Timeliness
- Transparency
- Confidentiality

This process ensures that all complaints and appeals are managed effectively and in accordance with the 2025 Standards for Registered Training Organisations.

Who Can Make a Complaint?

A complaint may be made by:

- A student
- A trainer or assessor
- A staff member
- A third party
- An employer
- Any stakeholder who believes they have been affected by the conduct of NICS

A complaint may relate to:

- NICS operations
- A trainer or assessor
- A staff member
- Another student
- A third-party service provider (if applicable)

- Training and assessment services

If the matter is not resolved, students may submit a written complaint including:

- Full name and contact details
- Description of the issue
- Date the matter occurred
- Actions already taken

Written complaints should be submitted to NICS administration in person or via email to admin@nics.com.au

Informal Complaints

Where appropriate, students are encouraged to first raise concerns directly with the relevant trainer or NICS staff member.

The informal process may involve:

- Verbal discussion
- Clarification of expectations
- Immediate corrective action where appropriate

All parties involved will be treated fairly and respectfully. If the matter cannot be resolved informally, the student may proceed to a formal complaint which is located on the NICS Student online portal or can be requested by contacting their trainer or contacting admin via email admin@nics.com.au

Formal Complaints

All formal complaints must be submitted in writing to NICS management using the official Complaints Form.

Upon receipt of a formal complaint:

1. NICS will acknowledge receipt as soon as practical.
2. The complaint will be reviewed by an appropriately authorised person who is independent of the matter where possible.
3. All parties will be notified of the complaint and given an opportunity to respond.
4. The complaint will be investigated objectively.
5. A written outcome will be provided within a reasonable timeframe.

NICS maintains a Complaints Register to document:

- The nature of the complaint
- Actions taken
- Outcomes
- Any corrective actions implemented

All substantiated complaints are reviewed as part of the NICS Continuous Improvement process.

Appeals

An appeal is a request from a student to review a decision made by NICS, usually relating to:

- Assessment outcomes
- Administrative decisions
- Procedural matters

Appeals Against Assessment Decisions

If a student disagrees with an assessment decision, they must:

1. First discuss the outcome with the relevant trainer or assessor.
2. Request a review or re-evaluation of the assessment.

The trainer or assessor will reconsider the evidence and provide a reasoned decision. If the student remains dissatisfied, they may lodge a formal appeal with NICS management.

Lodging a Formal Appeal

A formal appeal must:

- Be submitted in writing using the NICS Appeals Form
- Be lodged within five (5) working days of receiving the assessment decision

If the appeal is not submitted within the required timeframe, the original decision may stand unless exceptional circumstances apply.

Where serious illness or emergency prevents submission within the timeframe, supporting documentation (e.g. medical certificate) must be provided.

Appeal Review Process

Upon receipt of a formal appeal:

- An independent reviewer or panel will be appointed.
- The reviewer will have no prior involvement in the matter.
- All relevant evidence will be reviewed.
- The student will be given an opportunity to present additional information.
- A written decision will be provided within a reasonable timeframe.

External Review

If a student is not satisfied with the outcome of the internal process, they will be advised of their right to seek an external review through an appropriate independent body.

Access to the complaints and appeals process does not restrict the student's right to pursue other legal remedies.

Continuous Improvement

All complaints and appeals are:

- Recorded in the Complaints and Appeals Register
- Reviewed at management meetings
- Analysed for trends or systemic issues
- Used to inform improvements to training, assessment and administrative processes

Where corrective action is identified, it will be implemented as a priority.

This ensures the complaints and appeals process contributes positively to the ongoing quality and compliance of NICS operations.

Timeframes for Complaints and Appeals

NICS is committed to resolving complaints and appeals in a timely, fair and transparent manner.

In most cases, complaints and appeals will be finalised within a reasonable timeframe. However, in the unusual circumstance where more than **sixty (60) calendar days** are required to process and finalise a complaint or appeal, NICS will:

- Inform the complainant or appellant in writing of the delay
- Provide clear reasons why additional time is required
- Provide an updated timeframe for resolution

In keeping with NICS' commitment to transparency and procedural fairness, written acknowledgement of the complaint or appeal will be provided promptly. If delays arise, the complainant or appellant will receive regular progress updates at appropriate intervals until the matter is finalised.

These processes ensure compliance with the 2025 RTO Standards and uphold the principles of natural justice.

Unresolved Complaints and Appeals

If, after exhausting the NICS internal Complaints and Appeals process, the complainant remains dissatisfied with the outcome, they may seek an external review.

NICS will provide information about appropriate external bodies, which may include:

- The **Australian Skills Quality Authority (ASQA)** – for matters relating to regulatory compliance of the RTO
- The **National Training Complaints Hotline (13 38 73)**
- The relevant **State or Territory Office of Fair Trading** – for consumer protection matters
- An independent dispute resolution body or suitably qualified independent person within the VET sector

Students are advised that ASQA’s role is to regulate RTO compliance and may not intervene in individual student assessment decisions. However, concerns regarding systemic non-compliance may be lodged via ASQA’s online complaints portal.

Access to NICS’ internal complaints and appeals process does not restrict the student’s right to pursue other legal remedies at any stage.

NICS Code of Conduct

Commitment to a Safe, Respectful and Professional Environment

NICS is committed to providing a safe, inclusive and professionally managed training environment that supports our student and provides high-quality nationally recognised training in accordance with the 2025 Standards for Registered Training Organisations.

All students, staff, trainers, assessors and stakeholders are required to uphold standards of behaviour that promote:

- Safety
- Respect
- Fairness
- Academic integrity
- Professional conduct
- Compliance with regulatory and legislative requirements

Participation in NICS training is conditional upon adherence to this Code of Conduct.

Student Behaviour Expectations

Students enrolled with NICS must:

1. Act Professionally

- Treat trainers, staff and fellow students with respect and courtesy.
- Follow lawful and reasonable directions from authorised NICS personnel.
- Conduct themselves in a manner that supports a productive learning environment.

2. Comply with Work Health and Safety (WHS)

- Follow all safety instructions and site-specific safety rules.
- Wear required Personal Protective Equipment (PPE).
- Report hazards, incidents or unsafe behaviour immediately.
- Not engage in behaviour that endangers themselves or others.

3. Maintain Academic Integrity

- Submit their own original work.
- Comply with the Rules of Evidence (Authentic, Valid, Sufficient and Current).
- Properly reference external sources.
- Not engage in plagiarism, collusion, cheating or falsification of evidence.

4. Respect Property and Resources

- Use NICS facilities, tools and equipment responsibly.
- Not damage, misuse or remove equipment without authorisation.

5. Uphold Privacy and Confidentiality

- Respect the privacy of other students and staff.
- Not record or share training or assessment activities without written permission.
- Not disclose confidential information.

Academic Misconduct and Plagiarism

Plagiarism is defined as presenting another person's ideas, work or expressions as one's own without proper acknowledgement.

Under the 2025 Standards, NICS must ensure assessment integrity and authenticity of evidence. Therefore:

- Plagiarism is considered academic misconduct.
- Any falsification or misrepresentation of evidence is a serious breach.
- Proven misconduct may result in re-assessment, formal warning, suspension or cancellation of enrolment.

NICS maintains strict academic standards to preserve the integrity of AQF qualifications issued under its scope of registration.

Prohibited Conduct

The following behaviours are strictly prohibited:

- Harassment, discrimination, bullying or intimidation.
- Violence, threats or aggressive behaviour.
- Possession of illegal substances.
- Consumption of alcohol during training.
- Bringing weapons or hazardous items to training without authorisation.
- Recording or live streaming without approval.
- Deliberate damage to property.

Serious misconduct may result in immediate removal from training and possible cancellation of enrolment in accordance with the NICS disciplinary and refund policies.

Mobile Phones, Recording and Social Media

To protect privacy, safety and assessment integrity:

- Mobile phones must be silenced during training sessions.
- Students must not take photographs, audio recordings or videos without written permission.
- Assessment tasks must not be shared on social media or external platforms.
- Confidential or proprietary training materials must not be reproduced or distributed.

Breaches may result in disciplinary action.

Disciplinary Action

Where a breach of the Code of Conduct occurs, NICS may implement graduated disciplinary action, including:

- Verbal warning
- Written warning
- Removal from a training session
- Suspension pending review
- Cancellation of enrolment

In cases of serious misconduct, removal may occur immediately to protect safety or integrity.

Students subject to disciplinary action have the right to access the NICS Complaints and Appeals process in accordance with the 2025 Standards.

Staff Professional Standards

NICS trainers, assessors and staff are also bound by professional and ethical standards, including:

- Acting impartially and without conflict of interest.
- Maintaining assessment validity and fairness.
- Complying with governance, compliance and Credential Policy requirements.
- Maintaining respectful and professional relationships.

Breaches of staff conduct are addressed through internal governance procedures.

Commitment to Continuous Improvement

Breaches of the Code of Conduct are recorded and reviewed as part of NICS' governance and continuous improvement framework to ensure:

- Risk mitigation
- Regulatory compliance
- Safe training environments
- Ongoing quality assurance

NICS is committed to fostering a respectful, compliant and safety-focused learning environment consistent with the 2025 Standards for Registered Training Organisations and the integrity of nationally recognised training.

Students Rights and responsibilities

Student Rights

All students have the right to:

- Be treated with fairness, dignity and respect
- Receive accurate information about training products, fees and obligations
- Access training and assessment services aligned to nationally endorsed training packages
- Receive timely feedback on assessment outcomes
- Access their personal and academic records
- Apply for Recognition of Prior Learning (RPL) or Credit Transfer (CT)
- Lodge a complaint or appeal without fear of disadvantage
- Receive reasonable adjustment where appropriate
- Train in a safe environment compliant with WHS legislation

Student Responsibilities

Students are responsible for:

- Providing accurate enrolment information
- Meeting attendance and participation requirements
- Following WHS procedures and site safety requirements
- Submitting authentic assessment evidence
- Respecting trainers, staff and other students
- Maintaining confidentiality of login credentials
- Advising NICS of changes to personal details
- Paying applicable fees as agreed

Failure to meet responsibilities may result in disciplinary action in accordance with NICS policies.

Code of Practice (Student-Facing Summary)

National Institute of Construction Skills (NICS) operates in accordance with the 2025 Standards for Registered Training Organisations and the VET Quality Framework.

NICS is committed to:

- Delivering nationally recognised training that meets the requirements of the Australian Qualifications Framework (AQF)
- Recognising qualifications and Statements of Attainment issued by other Registered Training Organisations
- Providing clear, accurate and accessible information to students prior to enrolment
- Ensuring training and assessment is fair, valid, reliable and flexible
- Maintaining continuous improvement through structured feedback and review processes
- Operating with integrity, professionalism and transparency in all marketing and communication

NICS ensures all training and assessment services are delivered ethically and in accordance with applicable Commonwealth and State legislation.

Legislative Requirements

Legislative & Regulatory Requirements

National Institute of Construction Skills (NICS)

Version: 2026 Compliance Framework

NICS complies with all applicable Commonwealth and State legislation relevant to vocational education and training, including but not limited to:

- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations 2025
- Australian Qualifications Framework (AQF)
- Work Health and Safety Act (applicable State legislation)
- Privacy Act 1988 and Australian Privacy Principles
- Student Identifiers Act 2014
- Anti-Discrimination and Equal Opportunity legislation
- Child Protection and Working with Children legislation
- Data Provision Requirements under the VET Quality Framework

Students are protected under these legislative frameworks, and NICS ensures compliance through documented policies, governance controls and internal review mechanisms.

NICS operates as a Registered Training Organisation (RTO) within the Australian Vocational Education and Training (VET) regulatory framework and is required to comply with all applicable Commonwealth and State/Territory legislation, regulatory instruments, funding contracts, and the 2025 RTO Outcome Standards.

Legislative compliance underpins NICS governance, operational integrity, training delivery, assessment validity, learner protection, financial management, and issuance of nationally recognised training products.

NICS maintains a structured Compliance & Governance Register to ensure ongoing monitoring, conducts internal audit reviews, maintains board oversight and continuous improvement practices are maintained in alignment with the 2025 RTO Standards.

Further information on the Legislative requirements and what they mean is outlined below:

1. National VET Regulatory Framework

This means that NICS is regulated under the below frameworks:

- National Vocational Education and Training Regulator Act 2011
- The 2025 Standards for Registered Training Organisations (Outcome Standards framework)
- The VET Quality Framework
- Australian Qualifications Framework (AQF) requirements
- Credential Policy requirements relating to issuance of qualifications and Statements of Attainment

RTO regulatory oversight is provided by:

- Australian Skills Quality Authority (ASQA)

Where applicable, NICS also complies with State Training Authority funding contracts (e.g. Skills Assure Supplier arrangements) and AVETMISS reporting obligations through NCVER.

2. Work Health and Safety (WHS)

NICS considers maintaining WHS requirements and restrictions to be one of our highest priorities, we ensure we comply with relevant Work Health and Safety legislation to ensure a safe learning and working environment for:

- Students
- Trainers and Assessors
- Staff
- Visitors
- Contractors

Primary legislation includes:

- Work Health and Safety Act 2011 (and equivalent State/Territory legislation where training is delivered)

NICS ensures:

- Hazard identification and risk management processes are followed.
- Safe systems of work are simulated including workplace environments
- Emergency management procedures (including fire evacuation) are conducted and maintained
- PPE requirements for construction training are used.
- Safe handling of hazardous and flammable substances is maintained
- Safe use of plant, tools and equipment
- WHS induction for students and staff

WHS compliance aligns with both legislative requirements and the 2025 RTO Outcome Standards relating to safe and supportive learning environments.

3. Child Safe Principles & Protection of Minors

Where NICS enrolls students under 18 years of age, or where training occurs in environments involving minors, NICS complies with the:

- National Principles for Child Safe Organisations
- Relevant State child protection legislation
- Working with Children Check / Blue Card requirements

NICS ensures:

- Child Safe Policy and Code of Conduct
- Mandatory reporting procedures
- Clear reporting pathways for child safety concerns
- Staff screening and suitability checks
- Supervision and risk assessment for minors
- Age-appropriate support and welfare arrangements

These child safety obligations align with the learner protection requirements of the 2025 RTO Standards. NICS also ensures that where required the National Child Safety principles are considered and maintained.

Further information on the National Child Safety principles can be located using the following link.

[Child Safe Standards | Protecting Queensland Children](#)

[NQF child safety changes from 1 September 2025 and 1 January 2026 | ACECQA](#)

4. Privacy & Data Protection

At NICS, protecting the privacy and security of student information is an important part of how we operate. To meet our obligations, NICS must collect, store and report certain information about students, training activity and outcomes.

The information collected is used only for legitimate training, regulatory and reporting purposes and is handled in accordance with strict privacy and data protection practices. NICS maintains internal systems and governance processes to ensure student information is securely managed, used appropriately and protected from unauthorised access or disclosure.

NICS complies with:

- Privacy Act 1988
- Australian Privacy Principles (APPs)

NICS ensures:

- Lawful collection of student information
- Secure storage of personal data
- Confidential handling of academic and welfare records
- AVETMISS-compliant data reporting
- Informed consent for use and disclosure of information
- Secure issuance and verification of qualifications

5. Anti-Discrimination & Equal Opportunity

NICS complies with Commonwealth and State anti-discrimination legislation including:

- Sex Discrimination Act 1984
- Racial Discrimination Act 1975
- Disability Discrimination Act 1992
- Age Discrimination Act 2004

- Anti-Discrimination Act 1991

NICS ensures:

- Fair access to training
- Reasonable adjustment assessment processes
- Learner Individual Support Plans (LISP) are provided to students as required.
- Inclusive training environments
- Clear complaints and appeals processes

These obligations align with 2025 RTO Outcome Standards relating to learner support and fairness.

6. Consumer Protection & Ethical Marketing

NICS complies with:

- Australian Consumer Law
- Fair Trading Act 1989

NICS ensures:

- Accurate and ethical marketing of qualifications
- Transparent fee structures
- Clear refund policies
- No misleading or deceptive conduct
- Accurate representation of training outcomes and licensing pathways

These requirements align with the 2025 Outcome Standards regarding information transparency and learner protection.

7. Employment & Workplace Relations

NICS complies with:

- Fair Work Act 2009

This includes:

- Award compliance
- Leave entitlements
- Parental leave, jury duty, defence reserve leave
- Workplace conduct standards
- Staff grievance procedures

Trainer and Assessor competency, currency and workforce planning align with the 2025 RTO Standards and Fit & Proper Person requirements.

8. Intellectual Property

NICS complies with:

- Copyright Act 1968

Ensuring lawful use of:

- Training materials
- Online resources
- Assessment tools
- Licensed content

9. Governance & Fit and Proper Person Requirements

NICS ensures:

- Fit and Proper Person declarations for high managerial agents
- Financial viability monitoring
- Financial Internal audits are conducted annually
- Board oversight and compliance reporting

These requirements align directly with the Governance and Leadership components of the 2025 RTO Outcome Standards.

10. Continuous Compliance Monitoring

NICS maintains:

- Legislative Compliance Register
- Risk & Governance Framework
- Internal Audit Schedule
- Continuous Improvement Register
- Funding Contract Compliance Matrix

Compliance is reviewed through:

- Scheduled internal audits
- Management review meetings
- Regulatory updates monitoring
- Funding body notifications
- Board governance reporting

Statement of Commitment

NICS recognises that legislative compliance is not optional. It is fundamental to:

- Protecting students
- Maintaining regulatory registration
- Preserving funding eligibility
- Ensuring safe construction training environments
- Upholding public confidence in nationally recognised qualifications

Failure to comply with legislative obligations may result in regulatory action, funding suspension, financial penalties, or cancellation of registration.

NICS is committed to maintaining full compliance with all legislative and regulatory requirements in force during 2026 and beyond.

Workplace, Health and Safety

NICS Work Health & Safety (WHS) – Legislative Implementation

1. Legislative Framework

The Work Health and Safety Act 2011 establishes the legal obligations of NICS in ensuring workplace health and safety across all training and operational environments.

As a Registered Training Organisation (RTO), NICS must ensure compliance not only with WHS legislation but also with the:

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

- VET Quality Framework
- Australian Qualifications Framework (AQF)
- Relevant State Training Authority funding contract conditions

Regulatory oversight is provided by:

- Australian Skills Quality Authority (ASQA)

WHS compliance forms part of NICS' governance, risk management and learner protection obligations under the 2025 RTO Standards.

2. WHS Duties of NICS

Under WHS legislation, NICS must:

- Secure the health, safety and welfare of workers, students and other persons
- Eliminate risks to health and safety at their source, so far as reasonably practicable
- Minimise risks through appropriate control measures
- Ensure training activities do not place members of the public at risk
- Provide information, instruction, supervision and training
- Consult with workers and relevant stakeholders regarding safety matters

These duties apply across:

- Classrooms
- Simulated construction training facilities
- Workshops
- Workplace-based assessment environments
- Administrative offices

3. Shared Legislative Responsibility

All NICS employees, management, trainers, contractors and students are legally required to:

- Take reasonable care for their own health and safety
- Ensure their actions do not adversely affect others
- Comply with safety procedures and instructions
- Use provided PPE correctly
- Report hazards, unsafe conditions, incidents and near misses

WHS is embedded within NICS' organisational culture and compliance framework.

4. Management Commitment & Standards

NICS management is responsible for ensuring the provision of:

- A safe workplace and safe systems of work
- Adequate WHS training and professional development
- Properly maintained facilities, plant and equipment
- Safe storage of hazardous substances and flammable materials
- A clean, orderly and suitably designed training environment
- Clear emergency and evacuation procedures
- Appropriate supervision of practical training

This commitment supports the 2025 RTO Outcome Standards requiring safe and supportive learning environments.

5. WHS Systems Implemented by NICIS

NICIS maintains comprehensive WHS procedures, policies and controls across all training sites.

Workplace Safety Controls

- Hazard identification and risk assessment processes
- WHS Risk Register
- Safe Work Method Statements (SWMS)
- Construction site safety inductions
- Toolbox talks and safety briefings

Emergency Management

- Documented evacuation plans (fire, bomb threat, major incident)
- Clearly displayed evacuation diagrams
- Emergency control procedures
- Fire prevention and hazard identification
- First aid kits and trained first aid personnel

Incident & Injury Management

- Accident and incident reporting procedures
- Near-miss reporting
- Injury management and rehabilitation processes
- Investigation and corrective action systems

Equipment & Hazard Management

- PPE provision and enforcement
- Safe chemical storage compliant with Safety Data Sheets (SDS)
- Safe storage of tools and plant
- Equipment inspection and maintenance schedules
- Electrical test and tag compliance
- Manual handling training
- Waste storage and disposal in accordance with WHS regulations

Student Safety Controls

- Mandatory WHS induction
- Supervised practical activities
- Clear reporting pathways for unsafe situations
- Display of first aid and safety procedures in visible areas

6. Child Safe WHS Integration

Where minors are enrolled, NICIS incorporates Child Safe Principles into WHS systems by:

- Conducting risk assessments specific to under-18 learners
- Implementing additional supervision controls
- Ensuring Working with Children / Blue Card compliance
- Providing clear reporting pathways for child safety concerns
- Maintaining safe physical and psychological learning environments

Child safety obligations are integrated into WHS risk management processes and align with learner protection requirements under the 2025 RTO Standards.

7. Continuous Monitoring & Compliance

NICS ensures ongoing WHS compliance through:

- Scheduled internal WHS audits
- Legislative monitoring and updates
- Incident trend analysis
- Continuous Improvement Register tracking
- Board-level risk oversight reporting
- Periodic review of policies and procedures

Corrective and preventive actions are documented and monitored to ensure continuous improvement.

8. Commitment Statement

NICS recognises that Work Health and Safety compliance is fundamental to:

- Protecting students undertaking construction training
- Ensuring regulatory compliance
- Maintaining registration as an RTO
- Preserving funding eligibility
- Protecting staff, learners and the public

Failure to comply with WHS legislation may result in regulatory action, penalties, funding suspension or cancellation of registration.

NICS is committed to maintaining a safe, compliant and risk-managed training and working environment in accordance with all applicable legislation and the 2025 RTO Standards.

Training with Students Under 18 Years of Age

Students Under 18 Years – Your Safety at NICS

NICS is committed to providing a safe and respectful learning environment for all students. To support student safety, staff who work with students under 18 years of age may be required to complete appropriate pre-employment screening, such as a police check and a Working with Children Check, in line with relevant legislation.

NICS does not tolerate any form of bullying, harassment, discrimination, intimidation or behaviour that may harm students. All staff have a responsibility to report any behaviour that could place a student at risk or cause harm.

If NICS becomes aware of a situation where a student may have been harmed or may need protection, the matter will be reported to the appropriate authorities in accordance with child safety laws and organisational procedures. These measures help ensure that all students can learn in a safe and supportive environment.

Our Commitment to You

At NICS, we:

- Provide a learning environment that is safe, inclusive and respectful
- We do not tolerate bullying, harassment, discrimination, intimidation or abuse of any kind.
- We follow the National Child Safe Principles to protect children and young people
- We always prioritise the best interests of our students

There is no single national framework setting out the requirements for working with children in relation to obtaining a Working with Children Check or Police Checks. Each state and territory has their own procedures and demands necessary to fulfil the requirements in that jurisdiction(s).

Relevant legislation and state and territory screening programs are explained in this [linked table](#). Including [State and Territory requirements](#).

In Queensland the Working with Children Check (Risk management and screening) Act 2000 applies. Individuals are required to apply for a working with children check known as a “Blue Card”.

Relevant legislation and state and territory screening programs are explained by the Australian Institute of Family Studies. Use the link below to learn more.

[Pre-employment and volunteer screening checks | Australian Institute of Family Studies](#)

Below is a visual example of what the QLD Working with Children card looks like.



Working with Children (Blue Card) — Queensland

In Queensland, people who work or volunteer in roles where they may have regular contact with children or young people are required to hold a valid Blue Card under the Working with Children (Risk Management and Screening) Act 2000.

The Blue Card system is separate to police checks and focuses on identifying whether a person may pose an unacceptable risk to the safety and wellbeing of children.

What Is a Blue Card?

A Blue Card is an official screening clearance issued by the Queensland Government’s Working with Children Check Unit (Blue Card Services). It authorises a person to work, study, volunteer, or be placed in a position where they have direct, regular, unsupervised contact with children.

It involves:

- A criminal history check
- Review of disciplinary or relevant records
- Ongoing monitoring of status

If the Blue Card application is approved, the Blue Card is granted and remains valid while the holder maintains compliance with the issuing criteria.

Who Needs a Blue Card?

You must hold a Blue Card if your role (paid or unpaid) involves:

- Regular contact with children or young people (under 18)
- Work or placement where contact with children is:
 - Frequent or part of normal duties
 - Unsurvised
 - Not incidental

Examples include (but are not limited to):

- Teaching, training or assessing minors
- School-based placements or workplace experience involving minors
- Sport coaching or youth programs
- Care, mentoring, or support roles with children

Blue Card requirements apply to:

- Students undertaking placements that involve working with children
- Volunteers
- Staff, contractors, and trainers
- Board members or other roles with child contact

It is an offence to engage in regulated child-related work in Queensland without a valid Blue Card, even as a student.

Validity and Renewal

- A Blue Card is usually valid until the holder turns 18 (if issued to a minor) or subject to periodic renewal requirements for adults.
- Holders must maintain their eligibility and disclose certain changes (e.g., new charges) to Blue Card Services.
- Renewals should be lodged before expiry to avoid interruption of work or placement.

Working with Children Safety Check – South Australia

In South Australia, adults and older teens who work or volunteer in roles where they may come into contact with children are legally required to hold a Working with Children Check (WWCC). This check is part of the state's child safety and protection system designed to reduce the risk of harm to children and young people.

[Government of South Australia+1](#)

What Is a Working with Children Check (WWCC)?

A Working with Children Check (WWCC) is a background screening process undertaken by the South Australian Department of Human Services (DHS) Screening Unit. It assesses whether a person may pose an unacceptable risk to children based on:

- Criminal history information
- Child protection records
- Other relevant law enforcement and government data

A WWCC is not just a police check — it considers multiple sources to determine suitability for child-related work. [Law Handbook](#)

Who Needs a WWCC?

You generally need a WWCC if you are:

- Working or volunteering in a child-related role in SA
- Interacting with children as part of employment, placement, or training arrangements
- Providing services where children are present (including education, care, sport, mentoring, apprenticeships/traineeships)

The requirement applies whether the work is paid or unpaid. [Government of South Australia](#)

Child-related work can include (but is not limited to):

- Education or training involving minors
- Childcare or care services

- Sport, recreation or community programs attended by children
- Workplace placements where contact with minors is possible

The legal test is whether the work involves children more than incidentally. [ABLis](#)

Validity and Renewal

- A WWCC issued in South Australia is typically valid for 5 years.
- You must renew your check before it expires if you wish to continue working or volunteering with children.
- Applications for renewal can be made up to 6 months before expiry, and in some cases you may be able to continue working while the renewal is processed.

Employers are also required to ensure all workers in child-related roles hold a current and valid WWCC. [DHS](#)

Compliance and Safety Monitoring

Once issued, Working with children (QLD) and WWCCs (SA) are continuously monitored by authorities. If new information relevant to your suitability emerges (e.g. new convictions or child protection findings), your clearance status may be reviewed or revoked.

NICS maintains a compliance Working with children register to ensure that all relevant personnel have current working with children checks with copies of cards documented in line with our Document control management register.

Vocational Education and Training (VET) Regulations

NICS operates within Australia's national vocational education and training system and complies with the VET Quality Framework, which ensures the integrity, quality and national recognition of qualifications.

The VET Quality Framework includes:

- Standards for Registered Training Organisations (2025)
- Australian Qualifications Framework (AQF)
- Fit and Proper Person Requirements
- Financial Viability Risk Assessment Requirements
- Data Provision Requirements (including AVETMISS reporting)

This framework is established under the National Vocational Education and Training Regulator Act 2011 and related legislation.

Role of the National Regulator

Under this legislation, the Australian Skills Quality Authority (ASQA) is the national regulator for the VET sector. ASQA has the authority to:

- Audit NICS at any time
- Apply regulatory actions or conditions where required, including suspension or cancellation of registration
- Review and monitor compliance with national standards
- Provide mechanisms for training organisations to seek review of regulatory decisions

What This Means for Students

The 2025 RTO Standards form a core part of the VET Quality Framework and are designed to:

- Protect students and employers
- Ensure training and assessment meet nationally approved standards
- Support a risk-based regulatory system that strengthens confidence in VET qualifications
- Ensure qualifications issued by NICS are recognised across Australia

By complying with these requirements, NICIS ensures that students receive high-quality, industry-relevant training that leads to nationally recognised outcomes and supports long-term career pathways in the construction and wet-trades industries.

AQF levels

AQF levels and the AQF levels criteria are an indication of the relative complexity and/or depth of achievement and the autonomy required to demonstrate that achievement. AQF level 1 has the lowest complexity and AQF level 10 has the highest complexity.

The AQF level summaries are statements of the typical achievement of graduates who have been awarded a qualification at a certain level in the AQF.

Click on the level below to see the details of each level's criteria.

AQF level 1 criteria

Summary - Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.

Knowledge - Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work.

Skills - Graduates at this level will have foundational cognitive, technical and communication skills to:

- undertake defined routine activities
- identify and report simple issues and problems

Application of knowledge and skills – Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters

AQF level 2 criteria

Summary - Graduates at this level will have knowledge and skills for work in a defined context and/or further learning.

Knowledge - Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning.

Skills - Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate methods, tools, materials and readily available information to:

- undertake defined activities
- provide solutions to a limited range of predictable problems

Application of knowledge and skills - Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement in structured and stable contexts and within narrow parameters.

AQF level 3 criteria

Summary - Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.

Knowledge - Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning.

Skills - Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to:

- complete routine activities
- provide and transmit solutions to predictable and sometimes unpredictable problems

Application of knowledge and skills - Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters.

More Information can be found on the AQF website using link below:

[AQF levels | AQF](#)

The below supporting information and documentation is located in NICS's Secure Document Management System, Student online portal and in our Student Management system based on legislative requirements. Students, parents / guardians and employers alike may request a copy of relevant documentation by emailing the NICS compliance team at compliance@nics.com.au

NICS_01_005 Complaints and appeals policy

NICS_01_006 Tuition Fees, refunds & Fee protection policy

NICS_01_008 Language, Literacy and Numeracy (LLND) Policy

NICS_01_009 Marketing Policy

NICS_01_011 RPL and Credit Transfer (CT) Policy

NICS_01_012 Student Course information & Transparency policy

NICS_01_015 Student Suitability, Selection & Eligibility Policy

NICS_01_022 USI Collection, creation & Verification policy

NICS_01_024 Record Management & Information Governance Policy

NICS_01_036 Work placement & Vocational Training Policy

NICS_02_002 Credit transfer Application Procedure

NICS_02_006 Marketing Procedure

NICS_03_006 Student Reasonable Adjustment Plan

NICS_04_030 Course Fee Refund Register

NICS_04_060 Marketing Material Register

NICS_03_005 Learner Individual Support Plan (LISP)

NICS_05_006 Generic Marketing Material Checklist

NICS_05_007 Multimedia Marketing Material Checklist

NICS_05_011 Student Extension Application Form

NICS_05_012 Student withdrawal & Deferment Form V2

NICS_05_013 Student & Corporate Refund Request Form

NICS_05_015 Complaints & Assessment Appeal Form

NICS_05_017 Student Change of Details Form

NICS_05_023 Student Privacy Release & Information Sharing Consent Form

NICS_06_013 WHS Equipment Risk Assessment Template

Document Version Control

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Authorship and Approval

Name	Position	Role	Action Date
Lauree Skene	RTO Compliance Coordinator	Co Author	24/10/2025

Version History

Version No.	Action Date / Person	Summary of Revisions
Twenty – three (23)	05/03/2026 L. Skene	<ul style="list-style-type: none"> Inclusion of South Australia (SA) content relevant to the Training students under 18 years and child safe principles.
	23/02/2026 L. Skene	<ul style="list-style-type: none"> Review of document implement CEO an GM Recommendations Implemented amended Master style guide formatting
	18/02/2026 L. Skene	<ul style="list-style-type: none"> Amendment to document in line with new 2026 Style Guide
	24/10/2025 L. Skene	<ul style="list-style-type: none"> Development of document using amended Master Style Guide templates. (Font, layout etc) Implemented document naming convention Recommendations in line with the 2025 RTO Standards
Twenty – two (22)	20/06/2024 T. Aitken N. Duncan	<ul style="list-style-type: none"> Development and review in line with 2015 RTO Standards

Distribution List

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