



STANDARDS FOR REGISTERED TRAINING ORGANISATIONS 2025

POLICIES AND PROCEDURES 2025

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INTRODUCTION

About this RTO

The legal name for this RTO is the Queensland College of Music Pty Ltd. Fit and Proper Person declarations have been made by the key decision makers. An [organisational chart](#) is maintained to indicate key personnel and [duty statements](#) are updated to reflect responsibilities. Trainers and Assessors responsible for each qualification are listed on the respective [Training and Assessment Strategies](#) (TAS) as well as current resources.

The scope of registration lists all qualifications and units of competency this RTO is able to deliver. [Validation checklists](#) are used with industry and other providers, as well as student and staff feedback and minutes of Industry Advisory meetings form part of continuous improvement.

The qualifications delivered provide individuals with well-developed musician skills and a broad knowledge base of the music industry.

Data is captured through an AVETMISS compliant software system. Learners are supported in gaining a USI, are informed of their rights and responsibilities, available support and career opportunities through an interview process, audition, induction and up-to-date resources.

Requirements for RTOs regulated by ASQA are set out in the [National Vocational Education and Training Regulator Act 2011](#) (the NVETR Act) and supporting instruments. Section 22 of the NVETR Act requires RTOs to comply with the [VET Quality Framework](#), which includes the Standards.

THE VET QUALITY FRAMEWORK

The VET Quality Framework (VQF) is the nationally agreed quality framework for vocational education and training (VET). As a framework, it provides the platform for the continuous improvement of registered training organisations.

The VET Quality Framework comprises of the following:

- the Standards for RTOs
- the Australian Qualifications Framework (AQF)
- the Fit and Proper Person Requirements
- the Financial Viability Risk Assessment Requirements
- the Data Provision Requirements.

Under the National Vocational Education and Training Regulator Act 2011 (NVETR) RTOs are required to demonstrate their ability to comply with the VET Quality Framework as part of their application for registration as an RTO. Once registered, RTOs are required to comply with a range of regulatory frameworks and legislative instruments at all times. Compliance is tested by VET Regulators through performance assessments such as audits, self-assessment against the standards and risk-based monitoring activities.

Components of the VET Quality Framework

The Standards for Registered Training Organisations (RTO) comprise of three documents:

- the Outcome Standards,
- the Credential Policy,
- the Compliance Requirements (including the Fit and Proper Person Requirements and NRT Logo Conditions of Use Policy).

Standards for Registered Training Organisations	
Outcome Standards	<p>The Outcome Standards will be set out in the NVETR (<i>Outcome Standards for NVR Registered Training Organisations</i>) Instrument 2025.</p> <p>The Outcome Standards are a foundation for quality training – describing the key factors that contribute to quality VET. They set out the key elements of quality training and assessment, which organisations must demonstrate to be registered, and maintain registration, as a training provider.</p>
Credential Policy	<p>The Credential Policy will be incorporated by reference within the Standards.</p> <p>The Credential Policy outlines the credentials required for trainers and assessors undertaking particular training and assessment activities or roles. RTOs must comply with the Credential Policy (as referenced within the Standards) to ensure training is delivered by properly qualified and credentialed people.</p>
Compliance Requirements	<p>The Compliance Requirements will be set out in the NVETR (<i>Standards for NVR Registered Training Organisations – Compliance and Fit and Proper Person Requirements</i>) Instrument 2025.</p> <p>The Compliance Requirements set out requirements relating to accountability, integrity of nationally recognised training products, and information and transparency that RTOs must meet at all times to protect VET students and support the integrity of Australia’s VET sector.</p>
	Fit and Proper Person Requirements
	<p>The Fit and Proper Person Requirements will be set out in Schedule 1 of the NVETR (<i>Standards for NVR Registered Training Organisations – Compliance and Fit and Proper Person Requirements</i>) Instrument 2025.</p> <p>The Fit and Proper Person Requirements set out the requirements that executive officers, governing persons and other persons exercising control or</p>

Standards for Registered Training Organisations

	influence over the management or direction of an RTO must meet. This seeks to ensure that these people are suitable to direct or manage the RTO.
	Nationally Recognised Training Logo Conditions of Use Policy
	<p>The Nationally Recognised Training (NRT) Logo Conditions of Use Policy will be set out in Schedule 2 of the NVETR (<i>Standards for NVR Registered Training Organisations – Compliance and Fit and Proper Person Requirements</i>) Instrument 2025.</p> <p>The NRT Logo is a distinguishable mark of quality for promoting and certifying national VET leading to Australian Qualifications Framework (AQF) certification documentation. The Policy seeks to protect the integrity of VET qualifications by ensuring appropriate use of the NRT Logo.</p>

Other Regulatory Requirements as set out under the NVETR Act

Australian Qualifications Framework	<p>The Australian Qualifications Framework (AQF) can be found at www.aqf.edu.au.</p> <p>The AQF sets out requirements for regulated qualifications in the Australian education and training system, setting out course levels, qualifications and associated learning outcomes to support flexible, nationally consistent and high-quality qualifications.</p>
Data Provisions Requirements	<p>The Data Provision Requirements are set out in the NVETR (<i>Data Provision Requirements</i>) Instrument 2020.</p> <p>The Requirements set out the data that RTOs must provide.</p>
Financial Viability Risk Assessment Requirements	<p>The Financial Viability Risk Assessment Requirements are set out in the NVETR (<i>Financial Viability Risk Assessment Requirements</i>) Instrument 2021.</p> <p>This sets out how financial viability risk assessments of RTOs (and those seeking to become an RTO) are undertaken by the VET Regulator to monitor the financial position of RTOs, including to mitigate risks to VET students.</p>

All of these elements contribute to high-quality VET by maintaining the reputation and integrity of the VET sector and mitigating risks to students.

THE STANDARDS FOR REGISTERED TRAINING ORGANISATIONS 2025

The *Standards for Registered Training Organisations 2025* are the legislated standards that a training organisation must comply with in order to be registered and to maintain that registration in any state or territory. The Standards for RTOs 2025 consist of Outcome Standards, Credential policies and Compliance requirements.

- **Outcome standards**
 - Training and assessment
 - VET student support
 - VET workforce
 - Governance

- **Credential policies**
 - Delivery and assessment credentials
 - Delivery and assessment credentials for training products from TAE Training Package
 - Validation of assessment credentials

- **Compliance requirements**
 - Information and transparency
 - Integrity of national recognised training products
 - Accountability
 - Fit and Proper person requirements
 - National Recognised Training Logo conditions of use.

The Outcome Standards for RTOs

1. Training and assessment	Quality training and assessment engages VET students and enables them to attain nationally recognised, industry-relevant competencies.
Training	1.1 Training is engaging and well-structured and enables VET students to attain skills and knowledge consistent with the training product.
	1.2 Effective engagement with industry, employer and/or community representatives informs the industry relevance of the training.
Assessment	1.3 The assessment system is fit-for-purpose and consistent with the training product.
	1.4 The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.
	1.5 The assessment system is quality assured by appropriately skilled and credentialed people through a regular process of validating assessment practices and judgements.
	1.6 VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.
Credit transfer	1.7 VET students who have previously completed an equivalent training product are supported to have their training recognised.
Facilities, equipment, and resources	1.8 Facilities, resources and equipment for each training product are fit-for-purpose, safe, accessible and sufficient.
2. VET student support	VET students are treated fairly and are properly informed, protected, and supported.
Information	2.1 VET students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them.
	2.2 VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.
Training support	2.3 VET students have reasonable access to training support services, teachers, trainers and assessors and other staff to support their progress through the training product.

	2.4 Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.
Diversity and inclusion	2.5 The learning environment promotes and supports the diversity of VET students.
Wellbeing	2.6 The wellbeing needs of the VET student cohort are identified, and strategies are put in place to support these needs.
Feedback, complaints, and appeals	2.7 Effective feedback and complaints management addresses concerns and informs continuous improvement.
	2.8 Effective appeal processes are available where decisions of the RTO or a third party adversely impact a VET student.
3. VET Workforce	VET students are trained, assessed and supported by people who are qualified, skilled and committed to professional development.
VET workforce management	3.1 Effective workforce management ensures appropriate staffing to deliver the services.
Trainer and assessor competencies	3.2 Training and assessment is delivered by credentialed people with current skills and knowledge in training and assessment.
	3.3 Training and assessment is delivered by people with current industry skills and knowledge relevant to the training product.
4. Governance	Effective governance and a commitment to continuous improvement supports the quality and integrity of VET delivery.
Leadership and accountability	4.1 The RTO operates with integrity and is accountable for the delivery of quality services.
	4.2 Roles and responsibilities are clearly defined and understood.
Risk management	4.3 Risks to VET students, staff and the RTO are identified and managed.
Continuous improvement	4.4 The RTO undertakes systematic monitoring and evaluation to support the delivery of quality services and continuous improvement.

QUALITY AREA 1: TRAINING AND ASSESSMENT

TRAINING

Standard 1.1

Training is engaging and well-structured and enables VET students to attain skills and knowledge consistent with the training product.

The RTO demonstrates:

- (a) training is consistent with the requirements of the training product
- (b) the mode(s) of delivery enable VET students to attain skills and knowledge consistent with the training product
- (c) training is structured and paced to support VET students to progress, providing sufficient time for instruction, practice, feedback and assessment
- (d) training techniques, activities and resources engage VET students and support their understanding
- (e) where the training product requires work-integrated learning, work placements or other community-based learning, necessary skills and knowledge are able to be attained in that environment.

- (a) QCM has documented **training and assessment strategies** for CUA20620 Certificate II in Music, CUA30920 Certificate III in Music, CA40920 Certificate IV in Music, CUA50825 Diploma in Music and CUA60525 Advanced Diploma of Music. Music studies are consistent with the requirements of CUA Creative Arts and Culture Training Package V7 and enable each learner to meet the requirements for each unit of competency for which they are enrolled.

Through an **audition process, a diagnostic test** and interview the existing skills, knowledge and experience of learners is considered in determining an individual learning plan. The diagnostic test which includes reading, writing and technology skills provides evidence towards the Australian Core Skills Framework level 3/4. All delivery focuses on time to practise individual skills, to create, to perform, to evaluate and enhance music knowledge and skills within a safe and supportive environment. Individual learning needs are continually reviewed, and new goals established to ensure improved musicianship.

- (b) Some theory aspects related to musicianship will be accessed through computer learning resources. Face-to-face instruction will take place in training rooms supported by practice rooms. Individual instruction will be provided to students according to their specialist vocal interest or specialist instrument. Guest speakers and specialist musicians and representatives from the music industry will support the training staff. Opportunities for networking, professional development and career planning are provided.

- (c) The amount of training varies with the qualification however all qualifications require individual practice time, rehearsals, performances, and individual study time.

Qualification	Terms	Weeks per term	Hours per week	Additional hours
CUA20620 Certificate II in Music	4	9	4	Individual practice time, rehearsals, performances, and individual study time.
CUA30920 Certificate III in Music	4	9	6	
CUA40920 Certificate IV in Music	4	9	20	
CU50825 Diploma of Music	4	9	20	
CUA60525 Advanced Diploma of Music	4	9	20	

- (d) Instrumental lessons are delivered as one-on-one lessons according to the instrument selected by the student. Theory classes are delivered to small groups where opportunity for discussion, questions and feedback is available. Additional classes and assistance is available to students as needed. Resources in the form of Learner Guides, electronic resources, class worksheets, webinars, videos and theory books are available to both internal and external students.
- (e) Opportunities are provided to students to perform publicly on three occasions a year however, work placement is not required. Work-integrated learning and community based learning is encouraged through excursions, guest speakers, involvement in music events and opportunities to interview musicians.

Standard 1.2

Effective engagement with industry, employer and/or community representatives informs the industry relevance of the training.

The RTO demonstrates:

- (a) how it identifies relevant industry, employer and/or community representatives and seeks meaningful advice and feedback from those representatives
- (b) it uses the advice and feedback to inform changes to training and assessment strategies and practices
- (c) training reflects current industry practice.

Specialist instrumental and vocal trainers and assessors provide valuable input into training and assessment strategies being used by QCM as they are currently working, performing and recording in the Music Industry. A range of industry experts are accessed to validate and provide continual feedback on training and assessment strategies. A checklist to guide **validation** is used and comments incorporated in changes made to training and assessment strategies and practices.

An Industry Advisory Committee committee meets annually and provides valuable industry advice to the RTO in relation to training and assessment strategies, practices, resources, the music industry and the appropriate industry skills and knowledge of trainers and assessors. Additional members are invited to join meetings to discuss specific aspects of the music industry. **Minutes of all meetings** are documented, and suggestions implemented by the Director of the College.

The QCM Industry Advisory Committee consists of:

- Mr Matthew Kim – CEO Queensland College of Music
- *Mrs Andrea Smith* – Applause Genie
- *Mrs Sandra Harrington* – Vocational Education Consultant and LLN specialist
- *Additional people currently working in the industry may include Deborah Monro, Loreta Fin, David Dean, Lee Norell, Professor Bernard Lanskey, Kristina Kelman, Liam Viney.*

Feedback from industry, employers, learners, partners and trainers and assessors will be sought each year on a form provided (**feedback form**) and will inform revisions of training and assessment.

ASSESSMENT

Standard 1.3

The assessment system is fit-for-purpose and consistent with the training product.

The RTO demonstrates:

- (a) assessment is consistent with the requirements of the training product
- (b) assessment tools are reviewed prior to use to ensure assessment can be conducted consistent with the principles of assessment and rules of evidence
- (c) the outcomes of review inform any necessary changes to assessment tools.

- (a) QCM through training, builds student knowledge and skills in a variety of ways and ensures that students can demonstrate competency in a consistent, reliable and verifiable way to meet the performance criteria of each identified unit or cluster group of units in a specified qualification. A variety of assessment methods are used to reflect the knowledge and skills of the music industry. A range of assessment instruments are used: knowledge questions, observations, portfolios, journals, research, compositions and notation exercises. An assessment matrix identifies how each assessment instrument provides competency evidence.

QCM issues AQF Certification within 30 days to a student whom the QCM has assessed as meeting the requirements of the training product as specified in the relevant CUA Creative Arts and Culture Training Package V7. Completion of complete qualification or completion of one or more units of competency and on payment of fees. A register of qualifications is maintained for a period of seven years from completion on or after 1 January 2015 and 30 years for qualifications completed prior to 1 January 2015. All records are available to current and past students and provision of qualifications and statements of attainment to VET regulator as required.

- (b) Assessment tools are reviewed annually to ensure they enable valid, consistent, and reliable assessment of student competency. This is achieved through gathering student and trainer feedback, validation processes and Industry Advisory Committee meetings. As a result of these activities the assessment plan, assessment tools and assessment instruments may be revised.

Where more than one trainer/assessor are involved in delivery and assessment of the same unit of competency, **moderation** of assessment judgements will be conducted prior to issuing a qualification. This will also provide an opportunity to discuss the usefulness of assessor instructions, model answers and assessment criteria and any improvements that may be required. This process also provides valuable professional development opportunities. The collaborative nature of discussions allows teachers to refine their understanding of curriculum and develop a common interpretation of assessment criteria.

- (c) Changes made as a result of review processes are evidenced as Version changes and recorded on validation checklists, internal review documents, minutes of Industry Advisory meetings or meetings of trainers and assessors.

Standard 1.4

The assessment system ensures assessment is conducted in a fair and appropriate way and enables accurate judgements of VET student competency.

The RTO demonstrates:

- (a) assessment is conducted in a way that is consistent with the following principles of assessment:
- (i) fairness – assessment takes into account VET student needs, including through applying adjustments where appropriate and enabling reassessment if necessary
 - (ii) flexibility – assessment is appropriate to the context, training product and VET student, and assesses skills and knowledge held by the VET student irrespective of how or where they have been acquired
 - (iii) validity – assessment of skills and knowledge is integrated with practical application and would enable the VET student to demonstrate these skills and knowledge in similar situations
 - (iv) reliability – assessment evidence is interpreted consistently by assessors and the outcomes of assessment are comparable irrespective of the assessor conducting the assessment
- (b) assessors make individual assessment judgements that are justified based on the following rules of evidence:
- (i) validity – the assessment evidence assures the assessor that the VET student has the skills and knowledge described in the training product
 - (ii) sufficiency – the quality, quantity and relevance of the assessment evidence enables a judgement of competency to be made
 - (iii) authenticity – the assessment evidence presented is the VET student’s own work
 - (iv) currency – the assessment evidence demonstrates the current skills and knowledge of the VET student.

QCM ensures that assessment is conducted consistent with the principles of assessment and individual assessment judgements are justified based on the rules of evidence.

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Principles of assessment and rules of evidence as implemented by QCM include:

Principles of Assessment	Rules of Evidence.
<p>Fairness</p> <ul style="list-style-type: none"> • Reasonable adjustment processes. • Assessment requirements clearly articulated. • Results may be appealed. 	<p>Validity</p> <ul style="list-style-type: none"> • A clear assessment plan enabling a student to demonstrate the required knowledge and skills over a period of time and in a range of contexts. • Quality learning materials that are constantly revised to provide up-to-date music knowledge. • Informed and skilled trainers. • Review processes through internal audits.
<p>Flexibility</p> <ul style="list-style-type: none"> • Informing learners of RPL procedures. • Addressing learner needs. • Using a range of assessment methods – direct observation of performances, questioning, product-based methods such as reports, portfolios, research, composition and notation exercises. • Adjusting according to student learning environment. 	<p>Sufficiency</p> <p>The quality and quantity of assessment evidence enables a judgement of competency to be made. More than one assessment instrument is needed to make a competency decision.</p>
<p>Validity</p> <ul style="list-style-type: none"> • Application of skills and knowledge using multiple instruments where assessment tools can relate to a single unit of competency or a clustered group of units. • Assessment matrix provides assessor instructions and aligns unit/s requirements to the assessment. 	<p>Authenticity</p> <p>Evidence presented is verified as the learner’s own work through observation or signature.</p>
<p>Reliability</p> <ul style="list-style-type: none"> • Clear benchmarks provided for assessors. • Solutions provided for theory responses. • Moderation processes when there is more than one assessor. 	<p>Currency</p> <p>Evidence that is presented for RPL is only accepted from the present or very recent past.</p>

Trainers and assessors maintain accurate and current records of each learner’s progress towards and achievement of competencies on a manual learner profile. These records are forwarded for entry on the RTO’s data management system each term after verification by the Director. The data recorded is printed and returned to the trainer and assessor for checking and again checked prior to issuing an

AQF certification document. Hard copies of learner's profiles and copies of certificates/statements of attainment will be retained in the learner file and on the Register of Qualifications.

Standard 1.5

The assessment system is quality assured by appropriately skilled and credentialed people through a regular process of validating assessment practices and judgements.

The RTO demonstrates:

- (a) validation of assessment practices and judgements ensures the assessment system consistently produces valid assessment judgements that are consistent with the training product and the requirements of these Standards
- (b) validation for each training product on the RTO's scope of registration occurs regularly and at least every 5 years, as informed by risks to training outcomes, any changes to the training product, and feedback from VET students, trainers and assessors, and industry
- (c) a risk-based approach is used to determine the component of the training product to be validated and the sample size of assessments
- (d) validation is undertaken by one or more people who collectively have:
 - (i) industry competencies, skills and knowledge relevant to the training product
 - (ii) a practical understanding of current industry practices relevant to the training product
 - (iii) one of the credentials for validation specified in the Credential Policy
- (e) in addition, where an AQF qualification or skill set from the Training and Education Training Package that enables individuals to make assessment judgements is being validated:
 - (i) the person(s) undertaking validation are independent and are not employed or subcontracted by the RTO to provide training and assessment
 - (ii) validation occurs following completion of training and assessment by the first VET student cohort
- (f) validation outcomes are not solely determined by those who have designed or delivered the training or assessment
- (g) how validation outcomes are used to inform revisions to the assessment system.

(a) QCM annually validates assessment practices and assessment judgements of the RTO focusing on three random samples of student submissions from the qualification/s currently being validated. Validation is an opportunity to review assessment methods, tools and instruments. The validation process using a **checklist**, will focus on comparing assessment evidence to the requirements of the unit/s to ensure that competency decisions have been based on sound practices, meets all relevant requirements and satisfies the principles of assessment and the rules of evidence.

(b, c) The **validation calendar** ensures that each training product on QCM's scope of registration is validated within a five-year period. The calendar may need to be adjusted if advice received from moderation, student feedback, the Industry Advisory Committee or ASQA identifies particular risks related to a training product. The Industry Advisory Committee meetings will include sessions to examine the training and assessment plans to ensure QCM is graduating students with the skills and knowledge required by the music industry. *Further information is available in Credentials relating to validation of assessment.*

(d, f) Validation activities will be chaired by the CEO or delegate and will involve collective participation of persons holding Certificate IV Training and Assessment qualifications, relevant industry competence skills and knowledge and an understanding of current industry practices. The process is consultative and consists of trainers and assessors within QCM as well as music industry people not working for the RTO.

- (h) Outcomes will be documented on the Validation Checklist and actions followed up by the Director and reported to the CEO within 30 days. Adjustments will be made to assessment plans, methods, tools and/or instruments as required and noted as a new version to be offered in the next year of delivery. Trainers and assessors are tasked with making the changes, editing any documents and informing all staff at the Induction in the new academic year.
- Point (e) is not required as QCM does not deliver AQF qualifications or skill sets from the Training and Education Training Package.

Standard 1.6

VET students with prior skills, knowledge and competencies are supported to seek recognition of prior learning to progress through the training product.

The RTO demonstrates:

- (a) VET students are offered opportunities to seek recognition of prior learning and are made aware of the RTO's policies for this
- (b) recognition of prior learning is based on evidence of prior skills, learning and/or experience, and is conducted in accordance with the assessment system
- (c) decisions about recognition of prior learning are fair, consistent and transparent, maintain the integrity of the training product, and are documented.

(a) RPL procedures are outlined on the QCM website, at the time of audition, through the Learner's Handbook and the Enrolment Kit. Students will be informed of the most suitable qualification and RPL process for them at the time of the audition. RPL procedures are not available to high school students.

(b) QCM has **RPL procedures** that use evidence from formal, non-formal and informal learning and experience as a musician. Experience and achievements from the past five years can be submitted as evidence. Music qualifications other than Certificate II have a RPL booklet available outlining the evidence that can be provided.

(c) The Director is responsible for RPL decisions based on the evidence provided by candidates and a competency interview. Decisions must maintain the integrity of the training document and documented. On being informed of the decision candidates are provided the opportunity to provide further evidence and/or undertake gap training. Learners receiving recognition for some units of competency will have their training and assessment plan adjusted.

CREDIT TRANSFER

Standard 1.7

VET students who have previously completed an equivalent training product are supported to have their training recognised.

The RTO demonstrates:

- (a) VET students are offered opportunities to seek credit transfer and are made aware of the RTO's policies for this
- (b) credit transfer is based on evidence of prior completion of an equivalent training product demonstrated by AQF certification documentation or an authenticated VET transcript (unless prevented by licensing or regulatory requirements or the training product)
- (c) decisions about credit transfer are fair, consistent and transparent, and are documented.

(a) Credit Transfer means credit towards a qualification granted to students on the basis of outcomes gained by a candidate through participation in courses or training with another RTO.

Candidates are to indicate their intention to apply for exemption of some units of competency at the time of enrolment. Credit Transfer processes are communicated to students via the website, Learner Handbook and at the audition/interview. QCM recognises that training products are portable and if already assessed as competent through equivalent training products these competencies will be upheld.

(b) QCM recognises and accepts AQF qualifications and Statements of Attainments issued by other Australian RTOs and will grant an exemption for all previous training resulting in a competent result where the unit of competency can be identified and evidence authenticated.

A student's USI transcript contains training outcome data submitted by the student's RTO as a true record of the training undertaken by the student since 2015, including completions and non-completions. As such, a student's USI transcript is a valid way to authenticate the training undertaken by a student, comparable to calling the issuing RTO.

c) If it is satisfactorily determined that the candidate has successfully completed an equivalent training product through another RTO, QCM will inform the student of the Credit Transfer decision and the decision recorded on the student profile, training plan adjusted, and fees revised.

FACILITIES, RESOURCES AND EQUIPMENT

Standard 1.8

Facilities, resources and equipment for each training product are fit-for-purpose, safe, accessible and sufficient.

The RTO demonstrates:

- (a) how it identifies the facilities, resources and equipment required to deliver the training product, including which of these will be provided by the RTO or third parties
- (b) where facilities, resources and equipment are provided by the RTO or third parties, how it ensures:
 - (i) the ongoing suitability and safety of the facilities, resources and equipment for the VET student cohort
 - (ii) that VET students have access to the resources and equipment they need to participate in the training and assessment
- (c) where training involves work-integrated learning, work placements, or other community-based learning, strategies are in place to manage any risks associated with these facilities, resources and equipment.

(a) Resources, facilities and equipment are identified by QCM through consideration of the music training product requirements, student instrumental needs, the diversity of learners, the number of learners and the mode of delivery. Third party resources are checked at the time of the visit to the school to sign the agreement.

QCM ensures that facilities, resources, and equipment are fit-for-purpose and safe to use, and that resourcing is sufficient and appropriate to ensure students can effectively complete their training within on or off campus. There is an expectation that students provide their own portable instruments.

(b) Facilities and equipment and learning resources are regularly updated and checked for safety and servicing. Additional equipment is purchased as the needs of learner's change.

Learning resources consist of Learner Guides and Assessment tasks and complementary resources for each unit or cluster of units. Learning resources have been acquired with industry consultation. External resources can be accessed by the RTO eg performance space, Copyright lawyers, current recording artists. Learning resources are adjusted where necessary to meet the individual learning needs of students.

Facilities and equipment have been acquired with industry consultation and are listed on the Training and Assessment Strategy. Learning and assessment will be conducted in the classroom, on specialist instruments, and at public performances.

If, for whatever reason, QCM cannot maintain the relevant resources to deliver Music qualifications, the RTO will provide students with alternative opportunities to complete the course and the related qualification without any impact on costs to students.

QUALITY AREA 2: VET STUDENT SUPPORT

INFORMATION

Standard 2.1

VET students have access to clear and accurate information, including to make informed decisions about the training product and the RTO, and are made aware of changes that affect them.

The RTO demonstrates:

- (a) information given to VET students is clear, accurate and current, including where this is disseminated by a third party
- (b) how it identifies the information that is needed by VET students prior to enrolment and how that information is communicated
- (c) the following information is easily accessible to VET students:
 - (i) the training product code and title, duration, mode(s) of delivery, location, commencement dates, scheduling, any requirements to commence or complete the training product including assessment requirements, whether any licencing or occupational licence requirements apply, and details of any third-party arrangements
 - (ii) the training support services and wellbeing support services that are available and how to access them
 - (iii) any fees and costs payable by the VET student, including payment terms and conditions, refund policies and the availability of any relevant government training entitlements and subsidy arrangements
 - (iv) the VET student's obligations or liabilities, including any obligations relating to work placements, materials, equipment or IT, costs and processes associated with VET student withdrawal and obtaining a Unique Student Identifier
- (d) prior to enrolment or before any fees are required to be paid, written information is provided to the VET student about the agreed training to be provided, the amount of any fees to be paid by the VET student, and the VET student's obligations
- (e) how it identifies changes that affect VET students, including transition of superseded, deleted, or expired training products, and informs VET students of these as soon as practicable.

(a, b) QCM provides up-to-date information prior to enrolment via its website, Learner Handbook, during an interview process and audition and post enrolment through an **induction process**. Facebook statistics, feedback from students and trainers and surveys issued in relation to the Quality Indicators provide valuable data that informs improvements in relation to the effectiveness of the RTO to communicate information about the qualifications it delivers and assesses.

Prior to enrolment information relating to QCM is available to learners via the website, brochures and Facebook and includes:

- the total amount of all fees including audition fee, course fees, administration fees, materials fees and any other charges
- payment terms, including the timing and amount of fees to be paid and any non-refundable fees

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Ownership:

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- a guarantee that if the RTO is unable to provide services for which the learner has prepaid, the learner will be placed into an equivalent course with an appropriate provider or if an equivalent course cannot be found the learner will be refunded any pre-paid fees for services yet to be delivered
- the fees and charges for additional services, including such items as issuance of a replacement certification documentation, studio fees and additional individual lessons for instrumental and vocal studies
- the options available to learners who are deemed not yet competent on completion of training and assessment and
- the organisation's refund policy.

Learner Handbook is available on the website and provides information about support services, fees and costs and student rights, obligations and responsibilities.

Third-party providers and external students access information about service of the RTO through the QCM website www.qcm.qld.edu.au, Facebook, brochures, **Learner Handbook** and **Third-party agreements**. QCM only delivers nationally recognised training leading to the issuance of AQF certification documentation.

(c, d) A prospective student may contact the College after reading information on the website and express an interest in studying with the College as an internal or external student. The student will be required to attend an audition, complete a diagnostic test and through the audition and interview process the appropriate training product is determined for the student based on musicianship, language, literacy, numeracy and digital skills

Auditions are conducted at the QCM campus or submitted by video. After the audition, face-to-face interviews with students or telephone conversations inform students of the following prior to enrolment and an Interview **Pre-enrolment checklist** is completed by the Interviewer.

- The qualification recommended based on the audition process, providing the student with the code, title and units of competency within the qualification.
- The need to provide a USI and how to access.
- The expected duration of the program, academic calendar and individual timetable outlining the method for delivering the units within the identified qualification.
- Outline of assessment requirements.
- Requirement to provide own instrument other than piano and laptop.
- Requirement of external students to have access to an instrumental teacher and the opportunity to video group and solo performances.
- Training support available and reasonable adjustments that can be made if required.
- Opportunity to access Credit transfers and/or RPL process and charges.
- Information relating to fees, administration and material charges and payment terms and conditions.
 - Payment for auditions is required at the time of the audition and is non-refundable. Learners will be invoiced per term before training commences. The first term will include course fees for the term, any administration and resource charges and individual instrumental lessons requested and certificate replacements. Fees do not attract GST.

The invoice will detail the qualification being undertaken and itemise costs for the term. A receipt will be issued on receipt of payment.

- No refund is paid if a learner fails to attend for the term. Once enrolled in the term learners need to be committed and aim to complete the determined competencies per term. If they withdraw, they can choose to enrol in another term within a twelve-month period or leave and receive a statement of attainment.
- Payment is required within 14 days of invoice being issued. Payment can be made by direct debit or bank transfer. A 2% late fee payment will be added to invoices not paid within 14 days. A payment plan can be negotiated with the Director if the learner is unable to meet training costs.
- Internal students studying Certificates II, III and IV are to complete the qualification in one year and external students in two years. Any additional time will be invoiced \$500 as an extension fee. Internal students studying Diploma of Music have two years to complete the qualification before \$500 fee is charged.
- Information relating VET Student Loans and state government subsidies.
 - As a Pre-Qualified Supplier with the Queensland Department of Trade, Employment and Training, QCM provides students with information relating to courses, requirements and fees related to qualifications under the Certificate 3 Guarantee (Career Start – Job Seekers) and Higher-Level Skills (Career Boost – Career Advancement).
 - Information related to VSL is provided in a brochure and via the QCM website. A student who is successful in enrolling in the Diploma of Music is provided with information on eligibility requirements, tuition fees and associated costs, the process for applying for the VSL and their responsibilities, obligations and rights if they choose to apply for the loan. As part of the enrolment process, QCM will issue a VET Student Loan Fee Notice, and a Commonwealth Assistance Notice within designated timeframes. QCM will retain all information provided to a student during the enrolment period for a period of five years.
 - Students accessing fee subsidies will be required to pay full fee for each unit of competency which is incomplete within the stated period.

As an approved VET Student Loan provider for the Diploma of Music QCM has procedures in relation to –

- Access and equity
- Enrolment and eligibility for the VSL
- Marketing specific to VSL
- Recording and reporting
- Withdrawal procedures
- Review and re-credit procedures
- The Tuition Protection Scheme.

QCM does not

- refer to other people or organisations in its marketing
- use third parties for recruitment purposes
- deliver on behalf of another RTO
- deliver units enabling learners to obtain a licensed or regulated outcome

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In marketing VSL, QCM will:

- represent that VSL is a loan that has to be repaid,
- not offer or provide a benefit or cause a benefit to be offered or provided which would be reasonably likely to induce a person to apply for a VET Student Loan for a course,
- not cold call another person to market, advertise or promote a course, nor mention the possible availability of VET Student Loans for students undertaking the course,
- not use contact details received from another person to contact a student (or prospective student) to market, advertise or promote a course or enrol the student in a course, and in so doing mention the possible availability of a VET Student Loan
- not mention the possible availability of a VET Student Loan via social media

Applications for enrolment are available at the beginning of a semester. On completion of enrolment students attend an induction session prior to commencement of studies.

The Induction Program on commencement of studies will include:

- induction procedures
- course information, including content and vocational outcomes
- fees and charges, including refund policy
- provision for language, literacy and numeracy assistance
- learner support, welfare and guidance services
- learner rights and obligations
- appeals and complaints procedures
- recognition of AQF qualifications and statements of attainment issued by other RTOs
- access to records.

(e) QCM is committed to ensuring that qualifications being delivered are current on the National Register. VET students will be informed of any changes to a training product, including transition of superseded, deleted, or expired training products as soon as practicable. Changes will be noted in the September of each year to ensure the clients entering the Music program the following year will be undertaking the latest version of the Training Package. Changes to units that are deemed equivalent will automatically be added to the scope of registration by ASQA. Application to extend scope will be made by QCM to ASQA for any other units or training products that require replacement.

QCM guarantees that if the RTO is unable to provide services for which the learner has prepaid, the learner will be placed into an equivalent course with an appropriate provider or if an equivalent course cannot be found the learner will be refunded any pre-paid fees for services yet to be delivered

Standard 2.2

VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account their skills and competencies.

The RTO demonstrates:

- (a) a system for reviewing the skills and competencies of VET students prior to enrolment, including their language, literacy and numeracy proficiency and digital literacy, as appropriate to the training product
- (b) it provides advice, based on the review, to VET students about the suitability of the training product for them.

(a) QCM is inclusive of all students regardless of race, impairment, or any other factor. QCM ensures that students are able to make informed decisions about whether a training product is right for them, based on their skills, competencies and learning needs through an interview and audition (except for Certificate II candidates).

The RTO is committed to ensuring that people with particular learning styles and people with a disability are able to participate in study effectively. Contextualisation of the qualification and reasonableness of delivery modes, resources and assessment tools will ensure the individual needs of learners are met.

Prior to enrolment QCM ensures that students have the necessary foundation skills including the required language literacy, numeracy and digital proficiency to undertake the intended training. The audition process ascertains musicianship and LLN needs can be ascertained through a **diagnostic test** developed by the QCM that is relevant to the music industry.

Learners for whom English is a second language, an approved LLN computer-based test will be conducted to ascertain their ACSF level and adapt resources, assessment instruments and assessment methods as required. Learners requiring additional individual lessons for instrumental or vocal studies will be required to negotiate time and fees with the relevant specialist trainer.

(b) On completion of audition, interview and any LLN testing, a student will be advised of the Music qualification best suited for their current skills, knowledge and experience and the support services that will be provided. Students presenting with special learning needs can have their training program modified to support their needs and, in some cases, will be required to attend with a support person. Services may include study support, learning resource centres, flexible scheduling, learning materials in alternative formats. Assessment methods and tools can be adjusted to meet student learning needs and adjustments identified on the **Assessment Adjustment form**.

The preferred learning styles of students will be considered within the delivery context, the development of resources and the assessment tools used. All practical activities will take place in small groups with an experienced trainer demonstrating, mentoring and seeking to empower learners to take responsibility for their learning, to self-assess and to act on constructive feedback within a culturally respectful learning environment.

TRAINING SUPPORT

Standard 2.3

VET students have reasonable access to training support services, trainers and assessors and other staff to support their progress through the training product.

The RTO demonstrates:

- (a) how it determines the training support services to be provided to each VET student and makes these available
- (b) VET students have reasonable access to trainers and assessors and other staff
- (c) VET students are informed about how and when they can access trainers and assessors and other staff
- (d) VET students receive timely responses to queries.

(a) Training support is determined at the time of the audition and interview. QCM provides training support in class, via phone discussions, visits to external students, emails, webinars. Support also includes resources such as Learner Guides and access to additional resources and relevant readings and websites, one-on-one time with trainers, individual instrumental lessons, excursions and guest speakers.

(b,c) QCM is a small RTO where students have regular access to trainers and assessors and other staff. Outside of class hours, students can access trainers and assessors via email, messaging and telephone. Requests for tutorials or special assistance with assessment can be arranged personally with the trainer. External students have support via email, telephone calls and a visit once a term.

(d) QCM ensures that students receive a response from administration to any queries within three working days and a response from trainer/assessor/tutor within seven working days.

Standard 2.4

Reasonable adjustments are made to support VET students with disability to access and participate in training and assessment on an equal basis.

The RTO demonstrates:

- (a) VET students are supported to disclose their disability if they wish
- (b) reasonable adjustments are made where appropriate
- (c) where reasonable adjustments are not possible, the reasons why have been communicated to the VET student.

(a) At time of interview and optional identification on enrolment form enables QCM to modify or adjust training and assessment to suit individual needs of learners, thus allowing students to participate in learning experiences, activities and assessments according to their ability.

Planning, implementing and reviewing adjustments is undertaken in consultation with the learner, trainers and assessors and carers to ensure satisfactory participation, progress and achievement.

(b) QCM follows the guidelines for the [Disability Standards for Education 2005 Part 3](#) and ensures that-

- reasonable adjustments are made for students where necessary to enable their access and participation,
- reasonable adjustments are made in consultation with the student and/or their parents, guardians or carers,
- training and assessment strategies, assessment methods, instruments and conditions are adjusted to meet the needs of students where the integrity of the competencies are not compromised. Adjustments are recorded on the **Adjustment Assessment Form**, assessment instrument and student profile.
- communication, literacy and language barriers are removed where possible,

(b) Collaboratively planning, implementing and reviewing adjustments promotes meaningful student participation, progress and achievement.

(c) If QCM is unable to meet the special needs of the learner, even with reasonable adjustments, this is ascertained at the time of the audition/interview and the student and carer informed of the reasons for the decision. Recommendations could include-

- reduced time in classroom activities,
- focus on instrumental skills rather than the full certificate,
- and/or seek to complete a reduced number of units of competency in order to achieve a statement of attainment.

DIVERSITY AND INCLUSION

Standard 2.5

The learning environment promotes and supports the diversity of VET students.

The RTO demonstrates:

- (a) it fosters a safe and inclusive learning environment for VET students
- (b) it fosters a culturally safe learning environment for First Nations people.

(a) QCM creates a safe and inclusive environment for all students and staff. This includes ensuring the learning environment is free from racism, discrimination or any other form of harassment. Recruitment policies, training environment, resources, assessment processes and wellbeing support services are accessible and inclusive for all. In a small RTO such as QCM there is constant monitoring of learning spaces to ensure that students and staff feel welcome, feel comfortable in seeking support as needed and feel empowered to speak up when witnessing any incidents of discrimination, vilification or harassment.

A culturally safe learning environment has benefits for all students and staff alike. It creates a positive setting where people are respected and feel comfortable being themselves, where learning can be adjusted to meet learning needs and cultural obligations. A pre-enrolment check ensures that the needs of students are identified, can be met and that staff have the cultural awareness and socially inclusive training practices necessary to meet the needs of learners. Staff training at the beginning of each year will include professional development in relation recognising and responding to any discrimination or harassment shown to students.

Any form of vilification regarding race and religion, including antisemitism such as stereotyping, social media comments, anti-Zionist rhetoric or the use of offensive symbols is not tolerated. Through duty of care expectations, adherence to anti-discrimination legislation and a robust appeals and complaints procedure, QCM ensures any racism or unconscious bias can be readily addressed.

(b) QCM ensures that the learning environment is culturally safe for First Nations people. This recognises the need for affirmative measures to support First Nations people to enrol, participate in and complete training and is about:

- acknowledging the unique experience of First Nations people in Australia and their intellectual and cultural policy
- recognising that First Nations peoples do not always have the same level of access to VET as non-Indigenous Australians, nor the same positive experiences. Consultation with Aboriginal and Torres Strait Islander students at Abergowrie have ensured QCM provides access to our courses in an appropriate manner.

WELLBEING

Standard 2.6

The wellbeing needs of the VET student cohort are identified and strategies are put in place to support these needs.

The RTO demonstrates:

- (a) it identifies the wellbeing needs of the VET student cohort, as relevant to the training content, and appropriate wellbeing support services
- (b) it advises VET students of the actions they can take, the staff they may contact and the wellbeing support services that are available.

(a) As a small training provider with small group classes and one-on-one instrumental lessons trainers are aware of student needs and are able to give support as needed in the form of additional tutorials, access to resources and catchup classes as required.

Wellbeing techniques are a feature of the induction process, performance and stagecraft and Diploma studies through the Self Care unit of competency. These are complemented by the knowledge and skills to overcome performance anxiety, support related to accessing music careers, and time management skills to manage studies.

Students feeling overwhelmed by their studies have their concerns addressed immediately. QCM ensures support staff are available for students with special needs and appropriately adjusts contact hours, delivery and assessment methods.

(b) Internal students are advised of the additional support available to them and the staff to contact as part of the Induction program. Students studying externally have a dedicated external contact person whom they can contact at any time via telephone or email. The Distance Education Liaison person visits students once a term to ensure their needs are met and to inform them of well-being support services. Students studying externally through a school setting have the school support services available as well as access to QCM trainers.

FEEDBACK, COMPLAINTS AND APPEALS

Standard 2.7

Effective feedback and complaints management addresses concerns and informs continuous improvement.

The RTO demonstrates:

- (a) information about how to provide feedback and make complaints is publicly available and easily accessible
- (b) VET students are supported to provide feedback and make complaints
- (c) a complaints management system that:
 - (i) ensures parties are afforded procedural fairness
 - (ii) identifies reasonable timeframes for responding to and resolving complaints
 - (iii) provides avenues for further action where complaints are not resolved
- (d) outcomes of complaints are documented and communicated to relevant parties
- (e) feedback and complaints are used to inform continuous improvement.

(a) QCM is open to receiving feedback and complaints. **Feedback** is sought from students, trainers, partners, and industry representatives. People can make complaints via email, website forms or directly to QCM staff. QCM has details of complaints and appeals policies documented in the Learner Handbook and website and learners are informed through the **Induction Program** where appeals and complaints procedures are outlined.

(b) People are supported to provide feedback formally and/or informally through conversations with trainers and assessors and/or via a feedback form that may be completed anonymously. Students can be assisted if required to access, complete and submit a complaint form and can seek a third party to support them in progressing their complaint.

(c, d) A **complaint** can be made to the RTO regarding the conduct of:

- QCM, its trainers, assessors or other staff
- students of the RTO
- any third parties providing services to a student or on behalf of the College.

Policy Statement

1. Any staff member can receive a complaint, and where possible resolve immediately.
2. All complaints are heard and resolved within 10 calendar days of receipt.
3. If QCM considers that more than 10 calendar days are required to process and finalise the complaint, the complainant will be informed of the reasons for the extended time frame in writing and will be regularly updated on the progress of the matter.

Internal Stage of Procedures

1. On receipt of a verbal complaint:

- (a) resolve the issue if possible, documenting the issue, its cause, actions taken, and

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decisions made in the secure Complaints Register,

(b) if the issue cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the issue, but a written record of the complaint is required.

2. To put a complaint in writing, advise the complainant that:

(a) they may use the support of a third party in progressing the complaint,

(b) they can either put the complaint in writing themselves using the **form** provided by QCM, or they can be assisted to write the complaint, ensuring the signature of third party.

(c) signature of complainant and date is required on the form.

3. On receipt of a written complaint:

(a) if the complaint is not in relation to the Director-
forward it to the Director
enter it into the secure Complaints Register.

(b) if the complaint is in relation to the Director-
forward it to the CEO
enter it into a separate secure Complaints Register, which is kept separate from
the main Register.

(c) send a prompt written acknowledgement to the complainant.

(d) provide a written notice of a decision, including the reason for the decision
and the process for appealing the decision.

All formal complaints will be heard and decided within 10 working days of the receipt of the written complaint and the decision communicated to all parties in writing within 5 working days of the decision. All recommendations will be implemented. All records of findings are available to the complainant only.

Formal appeal procedure

A person dissatisfied with the outcome of the complaint procedure may initiate a 'formal appeal' where an independent person or body independent of and external to QCM, with appropriate expertise will be appointed to hear the appeal. The person or body will:

- have no personal or professional interest in the outcome of the complaint,
- have no influence on QCM's policy development or organisational structure,
- be financially and administratively independent of QCM.

The appellant will be provided with a written notice of the appeal decision including the reasons for the decision and advice about how to have the decision reviewed.

External Stage of Procedures

The external stage of the procedure is available to an appellant seeking a review of the appeal decision. Each party to a review may be accompanied or assisted by another person.

An independent person or body independent of and external to QCM, with appropriate expertise will be appointed to hear the external appeal. The person or body will:

- have no personal or professional interest in the outcome of the appeal,

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- have no influence on QCM’s policy development or organisational structure,
- be financially and administratively independent of QCM.

Written notice of the decision on review will be given to each party, with notice to include the reasons for the decision.

The VET Student Loans Ombudsman will act as the external dispute resolution body to conduct investigations and make recommendations in relation to VET loan assistance provided to Diploma of Music students, and compliance by VET providers with the Act, and any legislative requirements. The Ombudsman will report on its investigations and recommend providers and others take action, or stop certain behaviour, to address identified problems and provide redress to affected students. All recommendations will be implemented by QCM.

Stage 1 – Informal complaint
An informal complaint can be lodged by speaking directly with a member of staff at QCM. If the student considers the matter is serious the matter can be discussed with the CEO of the College
Stage 2 – Formal complaint
In the case of the complaint relating to a serious matter a complaint form is to be completed, and details of the issue outlined. The matter will be investigated and acted on in 10 days. If no resolution can be met the complaint moves to Stage 3.
Stage 3 – Appeal of decision
If a student is dissatisfied with the outcome of the formal complaint procedure, an appeal may be lodged and the appeal form completed and submitted, detailing the reasons for the appeal. An independent person or body independent of and external to QCM, with appropriate expertise will be appointed to hear the appeal.
Stage 4 – External mediation
The external stage of the procedure is available to an appellant seeking a review of the appeal decision. The VET Student Loans Ombudsman will act as the external dispute resolution body to conduct investigations and make recommendations in relation to VET loan assistance and compliance by QCM. Written notice of the decision on review will be given to each party, with notice to include the reasons for the decision and recommendations for QCM to implement.

(c) Outcomes of complaints are documented and communicated to relevant parties in line with QCM policies. QCM will maintain a secure **Complaints Register**, documenting all complaints received, as well as actions taken, and decisions made for a period of seven years. A student choosing to access the complaints and appeals processes will retain their enrolment with QCM while the process is on-going, and no charge will be made for the process.

(d) A register of **continual improvement**, validation procedures, regular team meetings and Industry Advisory meetings ensure a timely resolution of any issues that are raised. The continuous improvement process includes reviewing feedback and, both the details in the Complaints Register, and the complaints policy and procedures, and taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

Standard 2.8

Effective appeal processes are available where decisions of the RTO or a third party adversely impact a VET student.

The RTO demonstrates:

- (a) VET students are informed about avenues for appeal
- (b) an appeals management system that:
 - (i) ensures appellants are afforded procedural fairness
 - (ii) identifies reasonable timeframes for actioning appeals
 - (iii) provides avenues for review by an independent party, if requested by the appellant (at no or low cost to them)
- (c) appeal outcomes are documented and communicated to the appellant
- (d) the outcomes of appeals are used to inform continuous improvement.

(a) People can appeal a decision, including assessment decisions via email, website forms or directly to QCM staff. QCM has details of complaints and appeals policies documented in the Learner Handbook and website and learners are informed through the **Induction Program** where appeals and complaints procedures are outlined. Any staff member can receive an appeal in relation to assessment and where possible resolve immediately

(b) People are supported to provide feedback formally and/or informally through conversations with trainers and assessors and/or via a feedback form that may be completed anonymously. Students can be assisted if required to access, complete and submit an appeal form and can seek a third party to support them in progressing their appeal.

(c, d) The QCM Appeals Policy and Procedures ensures that appellants are afforded procedural fairness, reasonable timeframes and avenues for an independent review of the decision.

- Any staff member can receive an Appeal, and where possible resolve immediately.
- All Appeals are heard and resolved within 10 calendar days of receipt.
- If QCM considers that more than 10 calendar days are required to process and finalise the appeal, the appellant will be informed of the reasons for the extended time frame in writing and will be regularly updated on the progress of the matter.

Internal Stage of Procedures

1. On receipt of a verbal appeal:

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- (a) resolve the issue if possible, documenting the issue, its cause, actions taken, and decisions made in the secure **Appeals Register**,
- (b) if the issue cannot be promptly and simply resolved, advise that an appropriate staff member will deal with the issue, but a written record of the appeal is required.
2. To put an appeal in writing, advise the appellant that:
- (a) they may use the support of a third party in progressing the appeal,
- (b) they can either put the appeal in writing themselves using the **form** provided by QCM, or they can be assisted to write the appeal, ensuring the signature of third party.
- (c) signature of appellant and date is required on the form.
3. On receipt of a written appeal:
- (a) if the appeal is not in relation to the Director-
forward it to the Director
enter it into the secure Appeals Register.
- (b) if the appeal is in relation to the Director-
forward it to the CEO
enter it into a separate secure Appeals Register, which is kept separate from the main Register.
- (c) send a prompt written acknowledgement to the appellant.
- (d) provide a written notice of a decision, including the reason for the decision and the process for appealing the decision.

All formal appeals will be heard and decided within 10 working days of the receipt of the written appeal and the decision communicated to all parties in writing within 5 working days of the decision. All recommendations will be implemented. All records of findings are available to the appellant only.

Formal appeal procedure

A person dissatisfied with the outcome of the Appeal procedure may initiate a 'formal appeal' where an independent person or body independent of and external to QCM, with appropriate expertise will be appointed to hear the appeal. The person or body will:

- have no personal or professional interest in the outcome of the appeal,
- have no influence on QCM's policy development or organisational structure,
- be financially and administratively independent of QCM.

The appellant will be provided with a written notice of the appeal decision including the reasons for the decision and advice about how to have the decision reviewed.

(c) Outcomes of Appeals are documented and communicated to relevant parties in line with QCM policies. QCM will maintain a secure **Appeals Register**, documenting all appeals received, as well as actions taken, and decisions made for a period of seven years. A student choosing to access the complaints and appeals processes will retain their enrolment

with QCM while the process is on-going, and no charge will be made for the process.

(d) A register of **continual improvement**, validation procedures, regular team meetings and Industry Advisory meetings ensure a timely resolution of any issues that are raised. The continuous improvement process includes reviewing feedback and, both the details in the Appeals Register, and the appeals policy and procedures, and taking appropriate corrective action to eliminate or mitigate the likelihood of the same problems occurring again.

QUALITY AREA 3: VET WORKFORCE

VET WORKFORCE MANAGEMENT

Standard 3.1

Effective workforce management ensures appropriate staffing to deliver the services.

The RTO demonstrates:

- (a) how it ensures the number of trainers, assessors and other staff is appropriate for the delivery of services
- (b) it facilitates access to continuing professional development for staff to enable them to effectively perform their roles.

(a) As a small RTO, QCM determines staffing needs at the beginning of the academic year. The number of instrumental teachers may change due to student interest in particular instruments. Trainer and assessor and administrative staff have remained stable for a period of ten years.

QCM employs a Director who is responsible for the overall management of the RTO, an Office Administrator, and a Training Manager who has the required knowledge and skills related to training and assessment as well as a highly recognised knowledge of the music industry. Both the Director and Administrator are skilled musicians with music qualifications. The Director is responsible for staff recruitment, checking qualifications, enrolling staff in additional qualifications as needed and supervising staff.

Instrumental teachers are employed casually according to the relevant instruments of the number of enrolled students. All instrumental teachers are accomplished musicians. Specialist instrumental teachers are under supervision and will be required to hold the *TAESS00028 Work Skill Instructor Skill Set* or its successor. Specialist instrumental teachers will be qualified and recognised by industry in their speciality and will be currently performing, recording or working within the Music Industry.

A Distance Liaison Officer is employed to maintain contact with external students, trainers and schools in partnership with QCM. This officer has been a music teacher and instrumental teacher in schools and as a private tutor.

Additional staff will be contracted as on a needs basis eg IT specialist, marketing specialist, finance officer and international agent. **Organisation chart and duty statements.**

(b) All trainers and assessors will be required to have a **professional learning plan**. QCM is committed to assisting trainers and assessors maintain current knowledge relating to the Music Training Package, the Music Industry and the requirements of quality competency-based training and assessment. Professional development includes participation in **Induction**, in-house meetings and workshops, as well as participation in recognised music activities.

Staff profiles containing evidence of qualifications, Blue Card, resume, references, industry experience and professional development activities, as well as relevant **supervision reports** are maintained for all staff working at QCM.

The trainer/assessor profile will be updated in October each year in consultation with the Director. All staff are responsible for keeping an accurate and up-to-date record of currency activities on their profile relative to the delivery and/or assessment they undertake.

All trainers and assessors will participate in an **Induction Program** at the beginning of an academic year or at the time of employment by the RTO. The induction procedure will include an introduction to the:

- VET Quality Framework (VQF)
- qualifications provided by the RTO and details of the relevant training products
- roles and responsibilities of an RTO under the VQF
- trainer and assessor **duties** and responsibilities including professional development
- relevant policies and procedures of QCM including complaints and appeals
- competency-based training and assessment principles of assessment and rules of evidence
- relevant commonwealth and state legislation

TRAINER AND ASSESSOR COMPETENCIES

Standard 3.2

Training and assessment is delivered by credentialed people with current skills and knowledge in training and assessment.

The RTO demonstrates:

- (a) training and assessment is only delivered by people with relevant credentials as specified by the Credential Policy
- (b) where the Credential Policy enables a person to work under direction, a system for ensuring the person does not make assessment judgements and for ensuring the quality of their practice
- (c) how it ensures each trainer and assessor undertakes continuing professional development to maintain current skills and knowledge in training and assessment, including engaging and supporting VET students.

(a) All trainers and assessors are required to be appropriately credentialed people with current relevant skills and knowledge of training and assessment as specified by the Credential Policy. At

QCM only the Director and Training Manager make assessment decisions. All other staff are trainers with the relevant expertise in their musical instrument and a knowledge of vocational training.

Training and Assessment Strategies for each qualification indicate the trainer and the assessor for each unit of competency and **Staff Profiles** provide information on **staff qualifications** and supervision reports where required.

In order to deliver training and assessment and make assessment judgments the identified staff at QCM hold TAE40116 Certificate IV in Training and Assessment.

A trainer under supervision is required to hold-

- TAESS00007 Enterprise Trainer – Presenting Skill Set, or
- TAESS00014 Enterprise Trainer – Presenting Skill Set, or
- TAESS00028 Work Skill Instructor Skill Set or its successor.

A person providing direction must hold one of the following credentials:

- TAE40122 Certificate IV in Training and Assessment or its successor,
- TAE40116 Certificate IV in Training and Assessment.

(b) Instrumental teachers work under the direction and supervision of the Director who holds TAE40116 Certificate IV in Training and Assessment. Instrumental teachers do not make assessment decisions. External music tutors do not make assessment decisions and student performances are forwarded to QCM as videos for assessment decisions to be made. Partner schools are required to have appropriately credentialed staff.

(c) QCM complies with the Credential Policy, and ensures staff remain up to date through continuing professional development in training and assessment and currency in the music industry. Staff profiles provide evidence of professional development undertaken. As instrumental teachers work one-on-one with students individual learning styles and needs can be addressed. Theory related classes are provided face-to-face to small groups of students with time provided for catch up time and meeting with relevant trainers.

Standard 3.3

Training and assessment is delivered by people with current industry skills and knowledge relevant to the training product.

The RTO demonstrates:

- (a) each person delivering training or assessment:
 - (i) has industry competencies, skills and knowledge that are relevant to, and at least to the level of, the training product being delivered and/or assessed
 - (ii) maintains an understanding of current industry practices

- (b) where an expert is engaged to support trainers and assessors, this is based on a specific need for expertise related to the training product or VET student cohort, and there is a system for ensuring:
- (i) the expert has relevant industry competencies, skills and knowledge and specialised industry or subject matter expertise
 - (ii) the expert works under direction of a person with the credentials specified in the Credential Policy and, where the expert is involved in the assessment judgement, they work alongside the trainer or assessor to conduct the assessment
 - (iii) sufficient oversight of the expert to ensure the quality of the training and assessment.

(a) QCM ensures students access current and practical industry skills and knowledge by recruiting staff who work in the music industry, participate actively in the industry and undertake professional development to maintain currency. QCM engages with industry through membership of associations, industry advisory meetings and through dialogue with practising musicians. Students are assisted to participate in music events, to develop networks, and to make contact with professional musicians through excursions and class activities. QCM provides and assists students with career and further study opportunities.

Trainers and assessors are required to have current industry competencies, music qualifications at least to the level being delivered and to provide qualifications and to document professional development activities on a staff profile. Trainers and assessors will hold the units of competencies they deliver or will have equivalent knowledge, skills and experience.

The trainer/assessor profile will be updated in October each year in consultation with the Director. All trainers and assessors will be required to have a professional learning plan. QCM is committed to assisting trainers and assessors maintain current knowledge relating to the Music Training Package, the Music Industry and the requirements of quality competency-based training and assessment.

(b) Musicians will provide instrumental skills in which they are an expert under the direction of the Director who holds the specified credentials and will not be required to make assessment decisions. Specialist instrumental trainers/tutors will be qualified and recognised by industry in their speciality and will be currently performing, recording or working within the Music Industry.

Instrumental trainers working under supervision will work with a qualified assessor to collect assessment evidence from learners. Informal meetings will be held with instrumental trainers and a record kept of the key topics discussed. The Director is responsible for the quality of training being delivered and making final decisions about assessment results. Instrumental teachers are required to have current music knowledge, qualifications and expertise as well as one of the following:

- *TAESS00007 Enterprise Trainer – Presenting Skill Set, or*
- *TAESS00014 Enterprise Trainer – Presenting Skill Set, or*
- *TAESS00028 Work Skill Instructor Skill Set or its successor.*

Partner schools delivering on behalf of QCM are not required to determine assessment outcomes, but a teacher named as a music trainer is required to hold-

- *TAE40122 Certificate IV in Training and Assessment* or its successor,
- *TAE40116 Certificate IV in Training and Assessment*.

Partner schools are visited each term, and a record of visits is maintained. During the visit time, the QCM representative checks on assessment tasks with students, provides feedback and outlines any resubmissions that are required. Completed assessments will be verified by the Director before results are recorded.

QUALITY AREA 4: GOVERNANCE

LEADERSHIP AND ACCOUNTABILITY

Standard 4.1

The RTO operates with integrity and is accountable for the delivery of quality services.

The RTO demonstrates:

- (a) the governing persons are suitable to oversee the operation of the RTO, including by having regard to the Fit and Proper Person Requirements
- (b) the governing persons act diligently and make informed decisions to support compliance with the Standards
- (c) the governing persons lead a culture of integrity, fairness and transparency in the delivery of services.

(a) QCM is a family business owned and conducted by the Kim family with Joseph Jin-Sung Kim and Susan Soon-Ki Kim as Directors and shareholders and Matthew Kim as Chief Executive Officer. Shareholdings within the organisation are held by Samdoo Corporation Pty Ltd (100%). Both Samdoo Corporation Pty Ltd is financially viable, with Samdoo operating successfully for over 30 years.

The organisational **chart** identifies key personnel responsible for the services of the RTO and has **duty statements** for each position identified on the organisational chart. The CEO as nominated Fit and Proper person meets Compliance Requirements Schedule 1 and is legally responsible and accountable for all operations of the RTO.

(b) The CEO works closely with the Director and Administrator to make decisions that comply with the Standards in relation to information management, marketing and advertising, planning and reviewing, third party arrangements and accountability. QCM ensures the integrity of the nationally recognised Music training products by complying with regulations relating to AQF certificate documentation, the use of Student Identifiers and the nationally recognised training logo.

- *Information management*

- Students are enrolled in the relevant units of competency on commencement of the qualification and student information entered into the Student Data Management System (Axcelerate). Results are available to students for units completed at the end of each term, recorded on the student profile, entered into Axcelerate and into SLIMS for current high school students. Trainers and Assessors verify that accurate and up-to-date information is recorded. Recordings of individual musical performances will be valuable evidence to be retained by instrumental and vocal specialists.
- Student results show the unit code, title and date achieved. The final assessment outcome for each unit of competency will be documented on the student profile and entered into Axcelerate and Queensland Curriculum and Assessment Authority (SLIMS) if required. Results indicate if the competency is attained or continuing, gained through RPL or credit transfer. Once all units are recorded as competent a qualification or a statement of attainment will be printed, entered into the Qualifications register and retained by the RTO for 30 years if achieved prior to 1 January 2015 and 7 years since 1 January 2015.
- All completed student assessment items for each student will be securely retained until the appeal period ends (six months after completing or withdrawing from the qualification). After the appeal period ends, the assessor's marking guide and observation checklists and completed student assessment items for 10 students or 10% of the students (whichever is greater) enrolled within the qualification will be retained for 12 months. A master copy of all versions of assessment tools will be retained for the life of the relevant version of the qualification. Student assessment items are securely maintained for at least two years following a student's completion of the qualification.
- Learners have access to their records. Trainers and assessors will provide access to a learner's own records, including records of results, Certificates or Statements of Attainment on request by the learner and replacement copies of certification documentation at a cost of \$25. Information about a learner, except as required by law or as required under the Standards for Registered Training Organisations, is not disclosed without their written permission and that of their parent or guardian if the learner is less than 18 years of age. Where a learner consents to disclosure of information, this consent is documented on the enrolment form. People external to the RTO who act on its behalf, e.g. on complaints committees or technical experts in internal audits, are made aware of these procedures before they begin work in the RTO.
- The competencies and qualifications each learner is enrolled in will be kept on AVETMISS compliant software and accessed only by the Administrator and the Training Manager. All electronic records are backed up as part of the RTO's management system.
- Records of results, qualifications and Statements of Attainment for learners currently enrolled are stored in individual learner files at a central location. Electronic files are kept up to date and backed up regularly, with the backup copy being kept in another place or in a fireproof and flood-proof safe.
- Personal information is securely maintained in accordance with privacy laws.
- *Marketing and advertising*
 - All marketing materials and information disseminated will include QCM code and code and title of music qualifications available on scope of registration, the services provided, and delivery methods, fees and government funded subsidies and VET loans.
 - QCM does not guarantee qualification completion or employment outcomes.
 - QCM only uses the National Recognised Training Logo in accordance with the *Compliance Requirements 2025*

- The NRT logo may only be used by QCM in promotional materials to promote nationally recognised training within the scope of registration for QCM and directly relate to an AQF qualification and/or unit of competency as specified within music training packages.
- The NRT logo must not be used on corporate stationery, business cards or building signage.
- The NRT logo must only be reproduced from hard or electronic copies provided by the VET regulator.
- *Integrity of Nationally Recognised Training Products*
 - QCM only issues AQF certification documentation to a VET student whom it has assessed as meeting the requirements of the training product, and must ensure the AQF certification documentation is issued within 30 calendar days of this assessment, provided:
 - a) the AQF qualification in which the VET student is enrolled is complete, or
 - b) the VET student has completed one or more units of the qualification and subsequently withdrawn, and
 - c) all agreed fees the VET student owes to the RTO for that training product have been paid.
 - QCM maintains a register of all AQF qualifications statements of attainment issued.
 - QCM ensures records of VET student AQF certification documentation are accessible to current and past VET students and provides reports of records of qualifications and statements of attainment issued to its VET Regulator on a regular basis as determined by the VET Regulator.

All testamurs for AQF qualifications issued by the RTO comply with the AQF Qualifications Issuance Policy and include the following information:

- the name, RTO code and logo of the issuing organisation
- the code and title of the awarded AQF qualification
- the NRT Logo in accordance with the NRT Logo Conditions of Use Policy
- the authorised signatory
- the issuing organisation's seal, corporate identifier or unique watermark
- the words 'The qualification is recognised within the Australian Qualifications Framework' or any AQF logo authorised by the AQF Council
- the industry descriptor Music
- the relevant stream, in brackets, e.g. Performance

All statements of attainment issued by the RTO comply with the AQF Qualifications Issuance Policy and include the following information:

- the name, RTO Code and logo of the issuing organisation
- a list of units of competency showing their full title and the national code for each unit of competency
- the NRT Logo in accordance with the NRT Logo Conditions of Use Policy
- the authorised signatory
- the issuing organisation's seal, corporate identifier or unique watermark
- the words 'A statement of attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units or modules
- the words 'These competencies form part of [code and title of qualification(s)/course(s)]'

The RTO must not include a VET student's Student Identifier on a testamur or statement of attainment consistent with the *Student Identifiers Act 2014*.

The RTO must only use the Nationally Registered Training Logo in accordance with the *Nationally Recognised Training Conditions of Use Policy (Compliance requirements Schedule 2)*

- *Planning and reviewing*
 - Review processes occur at regular meetings (**minutes of meetings**), industry advisory meetings, self-assessment against the Standards, internal reviews, validation and risk reviews. An **Improvement register** is continually updated and reflects actions addressed as a result of reviews.
 - Business planning for the RTO has identified potential clients, fee structures, essential costs and likely profit to ensure short term viability and long-term financial investment.

- *Accountability*
 - QCM submits an Annual Declaration on compliance with the VET Quality Framework to the VET Regulator within the relevant reporting period.
 - QCM notifies the VET Regulator in writing, and as soon as practicable but no later than 10 business days after the RTO becomes aware of the matter, if:
 - there is a substantial change to its operations or any event that would significantly affect the RTO's ability to comply with these standards, or
 - there is a change to the name or contact details of a person who exercises a degree of control or influence over the management or direction of QCM, or
 - there are, or are likely to be, other material changes to the operations of the RTO, including changes of ownership.
 - QCM only requires fees prepaid for a term and these are not refunded if the learner has already commenced study for the term. All pre-paid fees will be refunded if QCM is unable to deliver the agreed training and assessment.
 - QCM holds current membership of a Tuition Assurance Scheme approved by its VET Regulator and if the RTO is unable to deliver the agreed training and assessment, the student will be placed into an equivalent course at no additional cost to the student, or if such a course cannot be found, a student will receive a full refund of any prepaid fees.
 - QCM holds current public liability insurance covering the scope of its operations.

The CEO, with the Director, will ensure that the organisation complies with the Standards at all times as well as Commonwealth and State legislation and all relevant regulatory requirements. The CEO and Director are aware that the VET Quality Framework is legislated, and that real cost penalties apply to breaches of any of these standards. They are also aware that Regulator decisions about cancellations, sanctions, renewal rejections, registration conditions and other administrative conditions against RTOs are also published on the Australian Skills Quality Authority (ASQA) website.

QCM agrees to cooperate with ASQA so that:

- RTO operations are monitored, and external audit requirements undertaken as required
- accurate and timely data is provided as requested
- information about the RTO is current with any changes to operations or ownership being communicated such as:
 - changes to the RTO's legal name or trading name,
 - responsible person and daily contact officer,
 - business address/contact details,
 - commencement and completion of partnership agreements,

QCM maintains data relating to RTO activities using Axcelerate Database program and can provide electronic copies of the following to the VET Regulator as requested:

- business registration records,
- Risk Assessments,
- Fit and Proper Person Documentation,
- Training and Assessment Strategies, resources and equipment information,
- Trainer and assessor profiles,
- Public Liability Insurance,
- Partnership agreements,
- Completion data,
- Validation, consultation and minutes of meetings,
- Quality Indicator surveys,
- Completed assessment learner samples,
- Complaints and appeals documentation,
- Declaration on compliance.

QCM complies with Commonwealth and Queensland legislation and relevant regulatory requirements and informs trainers and assessors and learners through an Induction Program and meeting times.

Examples of legislation include:

- National Vocational Education and Training Regulator Act 2011
- Standards for Registered Training Organisations 2025
- Student Identifier Act 2014
- Fit and Proper Persons Requirements 2011
- Financial Viability Risk Requirements 2011
- Data Provision Requirement 2011
- VET Student Loan Act 2016
- VET Student Loan Rules 2016
- VET Student Loans (Courses and Loan Caps) Determination 2016
- VET Student Loans (Charges) Act 2016
- VET Student Loans (VSL Tuition Protection Levy) Act 2020

Other relevant legislation includes:

- Work Health and Safety Act 2011 Qld
- Equal Opportunity in Employment Act 1992
- Anti-Discrimination Act 1991 Qld
- Disability Standards for Education 2005
- Disability Services Act 2006 Qld
- Disability Discrimination Act 1992 Cth
- Racial Discrimination Act 1975 Cth
- Sex Discrimination Act 1984 Cth
- Privacy Act 1988 Cth
- Vocational Education and Training and Employment Act 2000 Qld
- Child Protection Act 1999 Qld

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- National Principles of Child Safe Organisations
- Youth Justice Act 1992 Qld
- Copyright Act 1968 Cth
- Information Privacy Act 2009 Qld

(c) The mission of QCM is to provide outstanding learning and assessment for all learners and staff regardless of faith or culture. The College aims to develop vocational education knowledge and skills in music utilising the unique talents of its learners.

QCM is committed to building a positive culture: an organisation that demonstrates integrity, fairness and transparency through staff recruitment, marketing, fee structure, enrolment procedures, the way complaints and appeals are handled and assessment decisions.

QCM aims to:

- Support learners to gain personal excellence in music while living and working in communities in a manner that reflects the values of the College
- Provide qualifications and statements of attainment to an increasing number of learners who are inspired to develop knowledge and skills which prepare them for employment and lifelong learning
- Operate profitably with sound business planning
- Use a consultative approach to allow for continuous improvement
- Meet stakeholder needs
- Maintain documentation and evidence in an accurate and current manner
- Provide quality training and assessment specialising in the music industry area
- Employ staff with the necessary qualifications and currency and with opportunities for ongoing professional development
- Maintain a **Business Plan** to ensure short term and long-term goals are achieved with positive feedback on key performance indicators.

Standard 4.2

Roles and responsibilities are clearly defined and understood.

The RTO demonstrates:

- (a) roles and responsibilities are documented and well-understood within the RTO, with clear lines of accountability for decision-making
- (b) staff are supported to understand the Standards as relevant to their role, and are informed about any changes to legislative and regulatory requirements that affect the services delivered
- (c) a system for ensuring third parties are aware of their obligations and meet the requirements of the Standards.

(a, b) QCM documents roles and responsibilities in an **organisation chart** and with **duty statements** clearly stating accountability for decision making. Staff are informed of the Standards, relevant

legislation and qualification guidelines, responsibilities and resources via an **induction** and through meetings.

(c) Music qualifications may be delivered by Queensland secondary schools as third-party providers under the scope of registration held by QCM. Third party arrangements are only in place for Certificate II, III and IV in Music Industry with a small number of schools and government subsidies are not available. Only QCM issues qualifications and the Nationally Recognised Training logo can only be used with permission of QCM in school advertising.

Written **third party agreements** with QCM outline the roles and responsibilities of both parties -

- a) the names and addresses of the parties
- b) the start and end date of the agreement
- c) the name and signature of the chief executive officer of both organisations
- d) the name and contact details of the primary contact at the partner organisation
- e) the program offered including the relevant Training Package qualification including code and the units of competency, including the code and title
- f) the obligations of both parties
- g) a statement acknowledging that the RTO is always responsible for training, assessment and certificates issued in its name
- h) fees related to the agreement
- i) the quality assurance and monitoring mechanisms
- j) a requirement that the third party cooperate with the VET Regulator in the conduct of audits and by providing accurate and factual responses to information requests from the VET Regulator

Under the Third-Party Agreement, teachers are able to deliver qualifications in their school if they meet the human resource requirements of QCM. The third party is provided with all learning and assessment materials, and assessment evidence is forwarded to QCM for competency decisions to be made. The third party nominates a person to provide educational support and monitoring and/or to provide time and access to resources for the learner.

A delegate from QCM visits partners each term and maintains a **record of visits**. During the visit students are provided with the opportunity to submit assessments, clarify feedback and receive assistance in preparing resubmissions to forward to QCM for assessment.

Learners can be distance music education students with QCM. Such students or their parents if the learner is under 18, apply for an audition and enrolment in a qualification. In this case no individual is responsible for delivery or for assessment. All learning materials are forwarded to the student by QCM, and assessment items are returned to QCM by the student for feedback and competency decisions. Students are required to have a private instrumental teacher however that person acts as a workplace supervisor and makes no decisions related to assessment. QCM may communicate with the private instrumental teacher as to student progress.

The VET Regulator will be notified of all agreements within 30 days of the agreement being entered into or the agreement coming to an end by using a *Notification of Material Change or Event Form*.

The RTO shall maintain a **Register of Partnership Agreements**, forward a copy of the agreement to the other organisation and ensure that responsibilities are understood. It is the responsibility of QCM to monitor training and assessment services and educational support services provided by third party providers to ensure compliance with the VET Quality Framework.

QCM monitors the delivery of the qualification/s by third party providers in the following manner:

- Music teachers within the schools are required to meet the human resource requirements of trainers
- Music teachers in the school are required to participate in an induction process where their responsibilities are clearly outlined. All relevant documentation is to be signed and submitted to QCM prior to undertaking training.
- QCM provides all resources required for delivery and assessment.
- Assessment outcomes are verified by a delegated trainer and assessor from QCM
- QCM can require partners to participate in moderation and validation processes and review procedures
- All completion data is forwarded to QCM for verification prior to the printing of certificates or statements of attainment. QCM is responsible for submitting results to the student learning account and retaining work samples and copies of certificates and statements issued.
- A QCM supervisor visits partners each term, observes and reviews practices, monitors student's progress and documents visits. The visit record is signed and dated by the third-party provider representative, the QCM visiting representative and the CEO for QCM.
- Partners are made aware of the need to cooperate with ASQA, comply with QCM policies and procedures, VQF standards, conduct induction for learners, advise learners of fees and record keeping as required by QCM
- All complaints and appeals are directed to QCM
- QCM is responsible for all advertising and marketing and any advertising by the third-party provider must be approved by the CEO of QCM or his delegate.

RISK MANAGEMENT

Standard 4.3

Risks to VET students, staff and the RTO are identified and managed.

The RTO demonstrates:

- (a) it identifies, manages and reviews risks to VET students, staff and the RTO
- (b) it manages financial risks to the organisation, including by maintaining a financial plan and appropriate monitoring and oversight of the RTO's financial position, financial performance and cashflows
- (c) a system for identifying, managing and disclosing (as relevant) real or apparent conflicts of interest
- (d) where the RTO offers training or assessment to VET students aged under 18, risks to their safety and wellbeing are identified and managed consistent with principles for child safe organisations, having regard to the training content and mode(s) of delivery.

(a) QCM identifies, manages, and reviews risks to students, staff and the RTO through a **risk evaluation** system that is focused on identifying, managing, and reviewing risks to students, staff, and the RTO. The review ensures that QCM adheres to regulatory requirements and standards, protects student safety and wellbeing, enhances student satisfaction and success, and supports

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financial sustainability and long-term viability. Risk management is informed by strategic planning, relevant data and feedback from students, staff and others.

(b) The CEO and Director of QCM are responsible for financial planning, business planning and forecasts related to the RTO.

QCM prepares and submits financial statements for each financial year within three months after the end of the financial year. The financial statements will be:

- prepared by a qualified accountant,
- audited by an independent qualified auditor.

The financial statements will be accompanied by the following:

- a report by the auditor,
- a copy of the auditor's independent declaration,
- a declaration by a qualified accountant or auditor that the provider has, as at the date of the declaration, complied with all statutory obligations as applicable -
- company tax
- goods and services tax,
- withholding tax, including withholding tax for employees,
- payroll tax,
- superannuation guarantee for employees and,
- an updated and current workers' compensation and public liability insurance policy.

Financial documentation is to be uploaded to the Document List under 'Financial Requirements'. QCM is also required to complete the Financial Performance Detail section for each corresponding financial period and notify when annual financial documents have been uploaded.

(c) The CEO and Director of QCM are obligated to ensure that no conflict-of-interest impacts on the integrity and reputation of the RTO and thus ensure a culture of ethical behaviour and a positive and collaborative working environment.

(d) QCM requires all trainers and assessors to hold a Queensland Blue Card for working with students under 18. High school teachers identified in third party agreements are Registered with the Queensland College of Teachers and meet the Child Protection Policy in place in their school.

CONTINUOUS IMPROVEMENT

Standard 4.4

The RTO undertakes systematic monitoring and evaluation to support the delivery of quality services and continuous improvement.

The RTO demonstrates:

- (a) a system for monitoring and evaluating its performance against the Standards
- (b) mechanisms for collecting and analysing data and feedback, including from VET students, staff, industry, employers and regulators
- (c) how it uses the outcomes of monitoring and evaluation to inform continuous improvement.

(a, b) QCM monitors and evaluates its performance against the Standards through-

- a self-assessment and internal audit undertaken annually,
- validation according to the five-year schedule,
- moderation,
- complaints and appeals,
- meetings each term or as required,
- feedback from students on completion of qualifications, including quality indicator data,
- feedback from trainers, assessors and third parties at the end of the year,
- industry advisory meetings held annually.

Feedback and validation outcomes focusing on delivery and performance data and any complaints or appeals received will be prepared as a written report for the CEO including recommendations for changes. The Director will be required to implement the identified recommendations within a period of two months.

The objective of an internal audit is to ensure that the practices and procedures of the QCM are compliant with the VQF. RTO personnel will complete the internal audit checklist by collecting objective evidence against the Standards such as:

- examining documents and systems such as training and assessment strategies and practices, policies and procedures, learner handbooks, relevant components of business plans, trainer/assessor qualifications, record management procedures
- examining records of actual training conducted
- perusing a sample of learner files
- analysing resources for delivery and assessment required by the relevant Training Package or course, including assessment tools
- questioning relevant personnel to further explore evidence
- holding interviews with trainers, learners, third party providers
- observing processes such as assessment and learning activities; and
- inspecting facilities and equipment.

The CEO and Director review internal audit reports and act on any opportunities for improvement. They will ensure that any alterations or revisions to stated policies and procedures of the RTO are circulated, understood and implemented consistently throughout the RTO.

AVETMISS data and Quality Indicator data will be provided in a timely manner as requested.

AVETMISS data will be forwarded in February each year and Quality Indicator data in June annually for the previous calendar year. Learners will be required to complete the Learner Engagement

Survey in October or on withdrawing from the course. *Declaration on Compliance* will be submitted annually. Compliance documentation will form part of the internal audit conducted by the College

(c) Each of the above continual improvement processes are supported with documentation identifying key considerations. The written record is analysed and Information gained from these activities used to inform changes and to ensure continual improvement. Any changes require an update of relevant documents, and such changes communicated to students, trainers and assessors through revised Policies and Procedures, revised Learner Handbook, revised assessment tools and updated website information.

APPENDIX 1 GLOSSARY

Accredited short course means a course accredited by the VET Regulator in accordance with the Standards for VET Accredited Courses made under subsection 188(1) of the *National Vocational Education and Training Regulator Act 2011* (or the equivalent requirements adopted by a non-referring State) that leads to a statement of attainment.

Australian Qualifications Framework (AQF) has the same meaning as in the *National Vocational Education and Training Regulator Act 2011*.

Authenticated VET transcript has the meaning given in the *Student Identifiers Act 2014*.

AQF certification documentation is the set of official documents that confirms that an AQF qualification or statement of attainment has been issued to an individual.

AQF qualification means an AQF qualification type endorsed in a training package or accredited in a VET accredited course.

Audit means a compliance audit undertaken by the VET Regulator.

Conditions of Use means the Nationally Recognised Training Logo (NRT Logo) Conditions of Use Policy made by the Ministerial Council that outlines the requirements that must be followed when using the NRT Logo.

Government entity means:

- a) a Department of State of the Commonwealth; or
- b) a Department of the Parliament established under the Parliamentary Service Act 1999 of the Commonwealth.
- c) an Executive Agency, or Statutory Agency, within the meaning of the Public Service Act 1999 of the Commonwealth.
- d) a Department of State of a State or Territory; or
- e) an organisation that:
 - (i) is not an entity; and
 - (ii) is either established by the Commonwealth, a State or a Territory (whether under a law or not) to carry on an enterprise or established for a public purpose by an Australian law; and
 - (iii) can be separately identified by reference to the nature of the activities carried on through the organisation or the location of the organisation whether or not the organisation is part of a department or branch described in paragraph (a), (b), (c) or (d) or of another organisation of the kind described in this paragraph.

Governing persons means the person(s) and/or body(ies) that are responsible for overseeing and directing, and exercise a degree of control or influence over, the management or operation of the RTO, including executive officers.

Nationally Recognised Training Logo means the logo used nationally to signify training packages and VET accredited courses.

RTO code means the registration identifier given to the RTO on the National Register.

Skill set means a single unit of competency or a combination of units of competency from one or multiple training packages which link to a licensing or regulatory requirement, or a defined industry need.

Statement of attainment means a statement issued to a person confirming that the person has satisfied the requirements of the unit(s) of competency, modules or accredited short course specified in the statement.

Student Identifier has the meaning given in the *Student Identifiers Act 2014*.

Third party means an entity with which the RTO has an arrangement for that other entity to deliver any of the following services on behalf of the RTO:

- training
- assessment
- training support services, and
- activities related to the recruitment of prospective VET students including marketing, enrolment, induction or collection of fees.

A third party does not include:

- employees of the RTO that deliver training or assessment
- other entities that deliver VET student counselling or mediation or provide ICT or other support services
- experts who contribute to training or assessment, or
- an entity that refers VET students to the RTO where the referring entity does not receive payment from the RTO and the referring entity is a government agency or government funded agency.

Training product means AQF qualification, skill set, unit of competency, modules and accredited short course.

Unit of competency means the specification of the standards of performance required in the workplace as defined in a training package or accredited course.

VET Regulator means:

- the National VET Regulator
- a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State.

APPENDIX 2 ACRONYMS AND ABBREVIATIONS

ACSF	Australian Core Skills Framework
AQF	Australian Qualifications Framework
ASQA	Australian Skills Quality Authority - the national VET Regulator
AVETMISS	Australian Vocational Education and Training Management Information Statistical Standard
DPR	Data Provision Requirements
FPPR	Fit and Proper Person Requirements
FVRAR	Financial Viability and Risk Requirements
LLN	Language, literacy and numeracy
NRT	Nationally Recognised Training logo
QCM	Queensland College of Music Pty Ltd
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SoA	Statement of Attainment
TAE	Certificate IV in Training and Assessment
TAS	Training and Assessment Strategies and practice
TGA	training.gov.au
UoC	Unit of Competency
USI	Unique Student Identifier
VET	Vocational Education and Training
VQF	VET Quality Framework
VSL	VET Student Loan

APPENDIX 3 STAKEHOLDER ROLES

Stakeholder	Roles
RTOs	<p>RTOs play a critical role, including:</p> <ul style="list-style-type: none"> • <u>governing persons</u> – set the direction and culture of RTOs and are responsible for overseeing and monitoring performance and guiding continuous improvement • <u>trainers and assessors</u> – deliver training (imparting knowledge and skills) to students and assess whether students have demonstrated their competency • <u>other staff</u> – it takes many different people to support quality training and assessment; this includes admin staff, support staff, wellbeing staff and others • <u>third parties</u> – RTOs rely on a wide range of third parties, including to market courses, attract students, and provide facilities and resources.
VET Students	<p>VET students often rely on VET outcomes to gain employment, career advancement or life skills. VET students need to be able to make informed choices about training that best meets their needs and have confidence that, no matter which provider they choose, they will receive quality training and assessment that is both responsive to industry or community needs and meets their needs. Students can contribute to the quality of VET by acting with integrity, and by providing feedback and making complaints to RTOs, where issues arise, to help them improve.</p>
Industry and employers	<p>Employers rely on RTOs to provide essential skills and knowledge to both potential new employees and existing workers. By actively engaging with RTOs, industry groups and employers can help ensure that the training and assessment delivered by RTOs is relevant to their needs and that graduates are competent. VET professional associations also play a role supporting quality training delivery and support of RTO governance and trainers and assessors.</p>

Stakeholder	Roles
Governments	<p>Governments are significant purchasers of VET through public funding of some RTOs (such as TAFEs) and also by subsidising 'in demand' courses. Governments also invest in the infrastructure that supports the VET sector including Jobs and Skills Councils, the National Careers Institute, and training.gov.au. Ongoing investment depends on government having confidence in the sector's ability to deliver quality training and assessment to students. Governments contribute to the overall quality of VET by maintaining oversight of the sector, directing finite resources to areas of greatest need, and driving robust policy including developing Standards for the sector which are effective in delivering quality.</p>
VET Regulators	<p>ASQA (as the national regulator), WA TAC and VRQA contribute to the overall quality of VET by controlling market entry, monitoring the performance of providers in the market and taking action where providers are not meeting the community's expectations and are non-compliant with the legislation.</p>

APPENDIX 4 – AQF CERTIFICATION DOCUMENTATION

All testamurs for AQF qualifications issued by QCM must include:

- the name, RTO code and logo of the issuing organisation
 - the code and title of the awarded AQF qualification
 - the NRT Logo in accordance with the NRT Logo Conditions of Use Policy
 - the authorised signatory
 - the issuing organisation’s seal, corporate identifier or unique watermark
 - the words ‘The qualification is recognised within the Australian Qualifications Framework’ or any AQF logo authorised by the AQF Council
 - the industry descriptor, Music
 - the stream, in brackets, e.g. ‘(Performance)’
 - comply with the AQF Qualifications Issuance Policy.
2. All statements of attainment issued by QCM must include:
- the name, RTO Code and logo of the issuing organisation
 - a list of units of competency showing their full title and the national code for each unit of competency
 - the NRT Logo in accordance with the NRT Logo Conditions of Use Policy
 - the authorised signatory
 - the issuing organisation’s seal, corporate identifier or unique watermark
 - the words ‘A statement of attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units’
 - the words ‘These competencies form part of [code and title of qualification(s)/course(s)]’
 - the comply with the AQF Qualifications Issuance Policy.

The RTO must **not** include a VET student’s Student Identifier on a testamur or statement of attainment consistent with the *Student Identifiers Act 2014*.

The RTO must only use the Nationally Registered Training Logo in accordance with the *Nationally Recognised Training Conditions of Use Policy (Compliance requirements Schedule 2)*

APPENDIX 5 DATA REPORTING FOR VSL

1. QCM is required to report data on the census day for all students studying in approved courses who are eligible to apply for a VET Student Loan for a part of a course or unit of study. Information reported will include any tuition fees deferred for all, or part of the fees accessed through VSL.

Payment of tuition fees from students for units of study/parts of courses should be reported against Data Element [381 Amount paid up front](#).

The amount of VETSL debt for a unit of study/part of course should be reported against Data Element [558 HELP debt amount](#).

The total amount charged for a unit of study/part of course is reported against Data Element [384 Total amount charged](#).

2. QCM will submit and verify data as required by the Secretary such as -

- student data – information on student enrolments, and the personal details of students eligible for a loan
- course data – information on the approved courses
- units of study completions and course completion submissions

3. All student enrolment and course completion data is quality checked and confirmed as accurate and complete by the Director of QCM. Data must be certified via the lodgement of a Statutory Declaration signed by the Chief Executive Officer. Statutory Declarations will be submitted every six months by 7 July and 7 January (for the preceding six months.)

Data reporting timeframes

Data type	Reporting timeframe
Student enrolment data	Monthly based on census day by the 7 th of the following month
Course completions	Monthly based on completion month by the 7 th of the following month
Unit of study completions (ongoing)	Quarterly

Notifiable events

1. QCM will notify the Secretary in writing of any of the following:

- a change to the legal name or business as recorded on training.gov.au,
- a change to key personnel and the reason for the change,
- planned changes to the ownership or the corporate structure of the provider,
- any major projects undertaken,
- any major purchases of assets
- inability to pay all of its debts when they become due,
- proceedings are initiated with an order winding up the organisation.

File location:

Version 2: June 2025, Revised October 2025, March 2026

Review Date:

Ownership:

Approved:

2. QCM will provide the Secretary the following information according to the specified annual date:

- a list of the approved courses offered by QCM -
 - the mode of delivery for each approved course
 - the duration of each approved course
 - the proposed census days for each of the offered approved courses.
 - the expected number of students for each approved course to be offered in the next financial year.
 - the expected amounts of VET Student Loans to be used for each approved course in the next financial year, based on the expected number of students and the courses and loan caps determination.
 - the tuition fees for each approved course to be offered in the next financial year.
 - information about links with industry
 - any other information determined by the Secretary.

3. QCM may submit a request to the Secretary for their conditions of approval to be varied or their fee limits to be increased at any time. A submission may include requests for:

- the addition or removal of courses included in QCM's existing VET Student Loans conditions of approval, and/or the increase or decrease of QCM's annual fee limits during the year of approval or in annual forecasts for the following year.