



Registered training organisation management system (SMS + LMS + Compliance + Accounting)

Imagine, today you have a spot check by ASQA – can you safely say you are **Audit Ready?**

I trust that your organisation operates efficiently, supported by a comprehensive system that consistently maintains compliance across all departments.

If not, then before ASQA comes knocking, perhaps now is a good time to consider a smarter approach to ensuring organisational compliance with **ReguLearn**, an all-in-one compliance-first LMS, designed specifically for Australian RTOs.

ReguLearn has been designed on a robust Moodle foundation with extensive customisations to support RTO operations under ASQA Standards (2015 and 2025) and AVETMISS 8.0+.

ReguLearn empowers Australian RTOs with:

- ✓ Executive Oversight
- ✓ Compliance Management
- ✓ Training & Assessment
- ✓ Administrative Efficiency

The system focuses on strengthening compliance governance, reducing the overall administrative burden; and producing, defensible, audit-ready evidence across enrolment, assessment, attendance, communication, and reporting.

The operational and compliance features include:

- ✓ Assessment and Attendance Tracking
- ✓ Automated Communication
- ✓ ASQA and CRICOS Compliance
- ✓ AVETMISS Reporting
- ✓ Audit Dashboards

Please take a few minutes to view our [introductory video](#), however for a more detailed review of both the student and trainer perspectives, please take advantage of our complimentary demos below:

Demo Site URL: <https://demo.sda.training>

Student Demo Account Username: demo1

Password: Demo123

- View the learner dashboard and course navigation
- Access unit resources, assessments, and progress tracking

Trainer Demo Account Username: demo2


Password: Demo123



ReguLearn

Integrated RTO Management System

Made in Australia for Australian RTOS

 545/38 Mt Alexander Road, Travancore, Victoria, Australia 3032



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- Review trainer-side reporting and course management features
- Experience compliance-oriented LMS functionality
- Explore attendance, engagement, and performance monitoring tools

In closing, I would greatly welcome the opportunity to meet with you in-person or online for a short presentation and further discussion to demonstrate:

- How **ReguLearn** supports compliance by design
- How it simplifies assessment, attendance, and evidence management
- How executive and compliance dashboards improve oversight and audit readiness

Please let me know your availability or suggest an appropriate contact person within your organisation.

Thank you for your time and consideration. I look forward to the opportunity to connect.

Your sincerely,

Suda Udaya

Academic Director |

Compliance Systems Designer

ReguLearn

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Company Profile



ReguLearn



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Overview

ReguLearn is a **compliance-driven hybrid education management system** purpose-built for Australian Registered Training Organisations (RTOs).

Unlike conventional platforms that separate Student Management Systems (SMS), Learning Management Systems (LMS), and executive reporting tools, ReguLearn integrates all three functions into a single governed architecture.

The system operates as:

- A **Student Management System (SMS)** – controlling enrolments, USI verification, cohort governance, lifecycle tracking, AVETMISS data capture, and student administration.
- A **Learning Management System (LMS)** – delivering structured online and blended learning, digital assessments, attendance controls, and assessment outcome management.
- An **Institutional Governance System (IGS)** – providing executive dashboards, KPI monitoring, compliance analytics, and real-time statistical oversight.

The result is a unified, audit-ready, compliance-first operating environment.

Our Purpose



ReguLearn exists to reduce compliance risk, eliminate manual administrative burden, and provide RTOs with defensible, audit-ready evidence across the entire student lifecycle, including AVETMISS reporting obligations.

Rather than relying on external spreadsheets, fragmented systems, or manual data manipulation for NCVER submissions, ReguLearn integrates student data capture, USI verification, enrolment governance, assessment outcomes, and AVETMISS-ready reporting into one secure and governed platform.



Our Strategic Positioning

ReguLearn is not simply a delivery platform.

It is a **governance-grade operating system** for regulated education environments.

The architecture aligns with:

- ASQA Standards (2015 and 2025)
- AVETMISS 8.0+ reporting requirements
- Attendance-linked access governance
- Assessment integrity and evidence retention controls
- Regulatory audit defensibility frameworks

This positioning moves institutions from traditional, information-based management to **empirical, statistical, real-time governance**, as outlined in the Performance Monitoring and Governance System framework

Hybrid System Architecture

4.1 Student Management Layer (SMS)

The SMS layer governs the entire student lifecycle:

- Enrolment processing and cohort allocation
- USI verification and consent management
- Data accuracy controls at source
- AVETMISS-aligned data capture
- NAT-ready reporting preparation
- Fee tracking and enrolment status management
- Automated lifecycle notifications

All student data is structured to eliminate duplication and remove reliance on parallel spreadsheets.



4.2 Learning Management Layer (LMS)

The LMS layer delivers:

- Structured online and blended course delivery
- Digital assessment submission and marking
- Controlled result release workflows
- Attendance tracking linked to units and sessions
- Evidence retention for audit compliance
- Automated NYC/CNA management workflows
- Student engagement analytics

Assessment decisions are traceable, time-stamped, and retained in compliance-grade storage.

4.3 Institutional Governance Layer (Executive Dashboard)

The governance layer transforms operational data into executive intelligence.

As reflected in the governance model developed for OPIE, ReguLearn supports structured monitoring across five domains:

1. Institutional Performance and Compliance
2. Trainer and Assessor Performance
3. Student Engagement and Academic Outcomes
4. Administrative Performance
5. CEO and Executive Governance Oversight

The platform produces:

- Daily automated dashboards
- Weekly compliance summaries
- Monthly KPI reports
- Quarterly governance reports
- Annual institutional performance analytics

The LMS becomes the **single source of truth** for the entire organisation.



Executive Dashboard Framework

ReguLearn enables structured executive reporting including:

5.1 Institutional Governance Metrics

- AVETMISS accuracy rate
- Compliance risk indicators
- Audit readiness status
- Evidence retention compliance
- Attendance-to-unit linkage validation

5.2 Trainer Performance Metrics

- Assessment turnaround time
- On-time grading percentage
- CNA frequency per unit
- Attendance marking compliance
- Student satisfaction ratings

5.3 Student Performance Metrics

- Attendance percentage
- Completion rates
- Unit progression rate
- Engagement index
- Risk-student identification reports

5.4 Administrative Governance Metrics

- Enrolment processing time
- USI verification completion rate
- Data entry accuracy



- Automated communication compliance

5.5 CEO & Board Governance Metrics

- Strategic KPI achievement
- Compliance risk heat map
- Growth indicators
- Board reporting timeliness

These dashboards eliminate manual reporting structures and significantly reduce audit preparation time.

What Makes ReguLearn Different

ReguLearn is not a generic learning management system adapted for training delivery. It is a platform engineered specifically for regulatory compliance and AVETMISS accuracy.

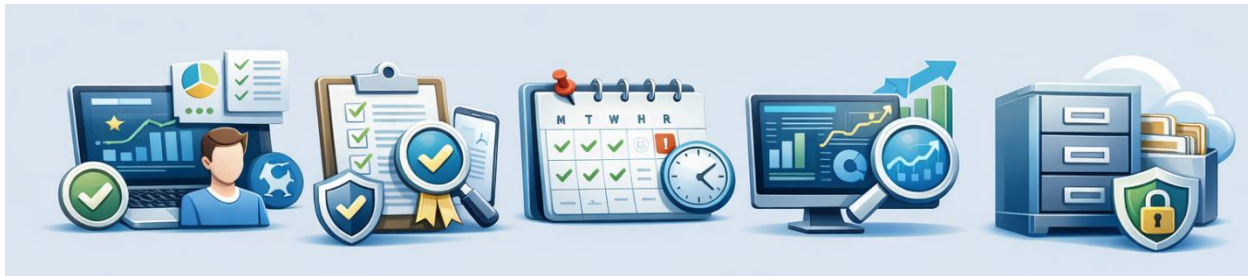
Key differentiators include:

- Compliance-driven system architecture aligned with ASQA and NCVER expectations
- Controlled AVETMISS data capture and validation at source
- Integrated USI verification and consent management
- System-governed enrolment commencement and lifecycle control
- Assessment-to-outcome traceability with AVETMISS outcome enforcement
- Audit-ready reporting generated directly from live system data
- Secure, long-term data storage aligned with AVETMISS retention obligations

Every feature is designed with one objective: to support compliant, efficient, and defensible RTO operations.



Compliance by Design



ReguLearn embeds regulatory controls directly into workflows rather than relying on post-process checks.

Key controls include:

- Attendance-verified unit access
- Automated absence alerts
- CNA escalation management
- AVETMISS data validation at enrolment stage
- Audit-trace logging
- Secure, long-term evidence storage
-

Built for Every RTO Role

ReguLearn supports all operational levels within an RTO:

- CEOs and Directors gain visibility over compliance risk, AVETMISS readiness, and governance through executive dashboards
- Compliance Managers access AVETMISS-aligned data, enrolment and outcome controls, and audit-ready evidence
- Trainers and Assessors benefit from governed assessment workflows and clear outcome finalisation processes
- Administration Teams utilise structured enrolments, automated communications, and reporting without duplication

This role-based design ensures accountability, clarity, and efficiency across the organisation.



Core Functional Capabilities

9.1 Assessment Management



- Digital marking with annotations, comments, and drawings
- Controlled release of results
- Automated communication aligned with compliance requirements

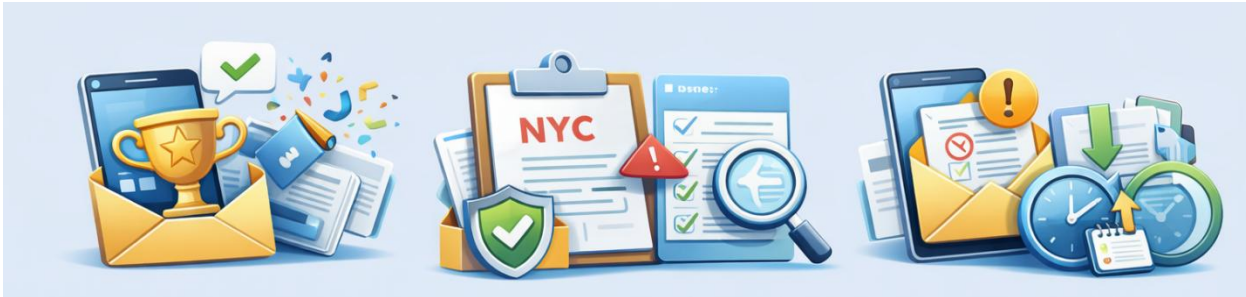
9.2 Attendance and Engagement Intelligence



- Session-based and unit-linked attendance evidence
- Automated absence alerts to students, trainers, and administration
- Exportable attendance reports (PDF, Excel, CSV)



9.3 Automated Student Communications



- Competency achievement notifications
- Not-Yet-Competent (NYC/CNA) alerts with structured next-step guidance
- Due-date reminders and re-engagement messaging
- Full communication logs retained for audit evidence

9.4 Compliance-Grade Reporting and AVETMISS Export



- Student progress and engagement reports
- Attendance summaries
- Trainer and course performance reports
- Executive oversight dashboards
- AVETMISS-aligned data views supporting NAT file generation via integrated reporting workflows



Security and Data Protection

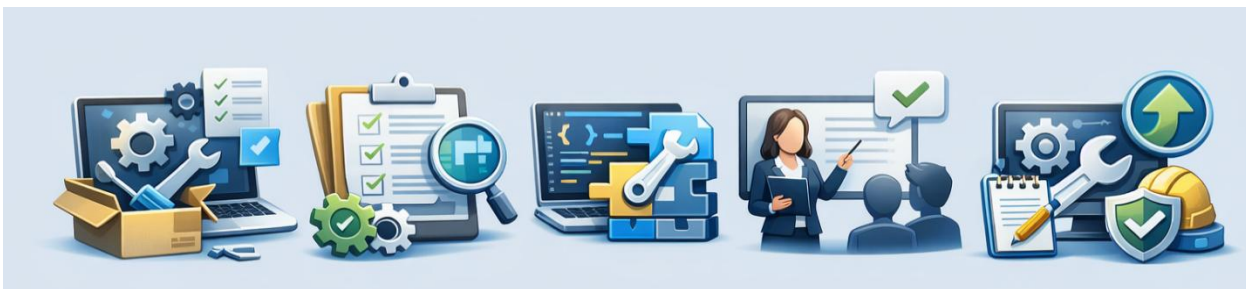


ReguLearn implements a defence-in-depth security model aligned with Australian Privacy Principles and AVETMISS data governance requirements, including:

- Encrypted data transmission
- Role-based access control
- Multi-layer authentication
- Continuous system logging
- Secure cloud backups
- Disaster recovery protocols
- Australian Privacy Principles alignment

These measures ensure business continuity, data integrity, AVETMISS data accuracy, and regulatory confidence.

Implementation and Ongoing Support



ReguLearn is delivered as a fully supported enterprise solution including:

- Compliance-aligned configuration
- Workflow governance mapping
- Role-based dashboard setup
- Staff onboarding and system training
- Migration from legacy systems



- Ongoing updates and regulatory adaptation

The system is scalable for:

- Small independent RTOs
- Multi-campus institutions
- High-volume national providers

Governance Philosophy

ReguLearn is founded on a simple principle:

Modern education institutions must be governed using measurable, reliable data.

The platform enables organisations to transition from:

- Manual reporting
→ to automated, data-driven performance monitoring
- Reactive compliance management
→ to proactive regulatory governance
- Fragmented systems
→ to a fully integrated institutional platform.

Our Commitment

ReguLearn is committed to delivering:

- Audit confidence
- Regulatory defensibility
- Operational efficiency
- Executive transparency
- Data-driven leadership
- Sustainable institutional growth


ReguLearn is not just software.



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It is a **hybrid compliance, learning, and governance operating system** for modern Australian Registered Training Organisations.

What other people say

Mr. Wajib Khan

Director – Oceania Polytechnic Institute of Education - Australia

“ReguLearn has fundamentally transformed how we manage compliance and student engagement. The system’s structure aligns naturally with ASQA expectations, which has significantly reduced administrative pressure on our compliance team. The real strength of the platform lies in its ability to generate audit-ready evidence directly from day-to-day operations, without relying on manual workarounds.”

Mr. Gills Mathew

CEO – Oceania Polytechnic Institute of Education - Australia

“What sets ReguLearn apart is its deep understanding of RTO operations. This is not a generic LMS—it has been purpose-built for regulated environments. From attendance tracking to assessment integrity and reporting, every function is clearly designed to support governance, transparency, and scalability as the organisation grows.”

Prof. Adil Abbas

Director – Danford Higher Education Institute - Australia

“The platform demonstrates a strong balance between academic delivery and regulatory accountability. ReguLearn provides clear visibility across student progress, assessment outcomes, and engagement metrics, which is critical for institutional oversight. Its reporting capability supports both internal quality assurance and external regulatory review with confidence.”

Prof. Ananda Jayawardana

Lecturer - University of Moratuwa - Sri Lanka

“ReguLearn reflects a mature, compliance-driven approach to digital education management. The system integrates learning delivery with evidence retention and structured reporting, enabling institutions to maintain consistency, traceability, and long-term data integrity. It is a robust solution for organisations seeking sustainable, compliant growth.”



LMS Guide Documentation *For Trainers*

Version 08 – 07/02/2026



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Logging into the system

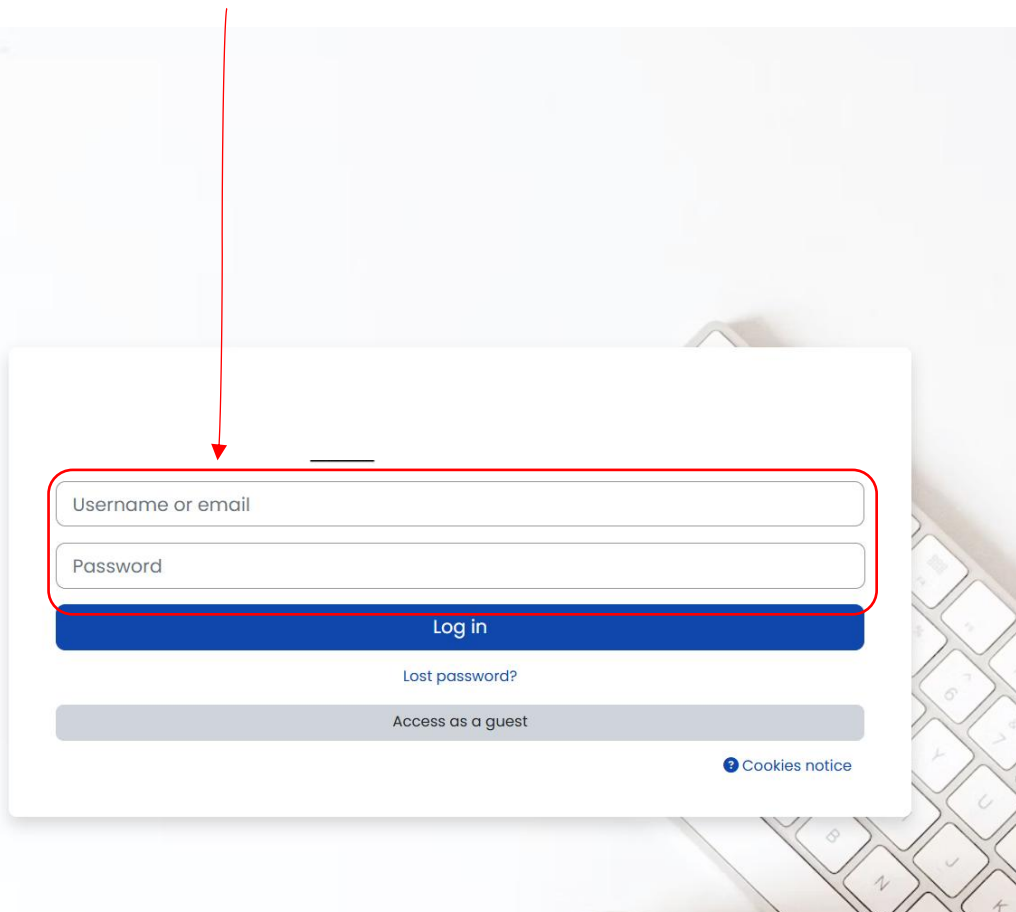
Step 1.1

Visit LMS Website

www.demo.sda.training

Step 1.2

Enter your allocated **username** and **password** to access the LMS



Username or email

Password

Log in

Lost password?

Access as a guest

[Cookies notice](#)



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Enrolling a student

Step 2.1.

Select "Student Manager"

The screenshot shows the ReguLearn dashboard interface. At the top, there is a navigation menu with the following items: Home, Dashboard, My courses, Student Manager (highlighted with a red box), Site administration, a notification bell icon with a red '3', a chat icon, a user profile icon labeled 'SU', and an 'Edit my' link. Below the navigation menu, the main content area displays a greeting: 'Hi, Suda!' with a hand icon. Underneath, there is a 'My Courses' section. This section includes a filter dropdown set to 'All', a search input field, a 'Sort by course name' dropdown, and a 'Card' dropdown. A single course card is visible, featuring a photo of a man in a yellow hard hat and orange safety vest. The card text reads: 'Suda - CPC50220', 'Diploma in Building and Construction', and 'Trainer : Suda Udaya'. Below the photo, it says 'Trainer : Suda - Diploma in Building and ...' and has a blue three-dot menu icon in the bottom right corner.



Step 2.2.

Click on “Enrol New User”

The screenshot shows the 'Student Manager' section of the ReguLearn system. At the top, there is a navigation menu with 'Home', 'Dashboard', 'My courses', 'Student Manager', and 'Site administration'. On the right, there are notification icons (a bell with a red '3' and a speech bubble) and a user profile dropdown showing 'SU' and 'E'. The main content area is titled 'Students' and contains a 'Course List' section. Under 'Course List', there are two buttons: 'View All Students' and 'Enroll New User'. The 'Enroll New User' button is highlighted with a red rectangular box, and a red arrow points from the 'Students' header to this button. Below the buttons is a 'Search Students' section with a search input field containing the placeholder text 'Search by Student ID or Name...' and a 'Search' button. Further down, there is a course entry for 'Certificate III in Painting & Decorating – Support Group' with the teacher 'Suda Udaya' and '12 students enrolled'. At the bottom of this entry are two buttons: 'View Students' and 'Go to Course'.



Step 2.3.

Fill all the details and click “Enrol”

[Home](#) [Dashboard](#) [My courses](#) [Student Manager](#) [Site administration](#)

Quick Enrollment

Enroll User

Student ID (Username)



First Name



Last Name



Email Address



Is student in active batch? (Checking this will add the student into attendance sheet)

Select Role(s)

- Student
- Teacher
- Manager

Select Course



✖ Choose a course...

Enroll

Cancel



Dashboard

The LMS dashboard will show All the courses you are assigned to

on the right-hand side of the dashboard, you will see all the student submissions that you are required to grade

Inside the courses, you will find all the teaching resources and assessments required for the course



Adding attendance sessions to system

Step 4.1

Go to “Attendance” in a course

The screenshot displays the ReguLearn system interface. At the top, there is a navigation bar with links: Home, Dashboard, My courses, Student Manager, Site administration, and Access to Units. Below this is a secondary navigation bar with links: Settings, Participants, Grades, Reports, Access to Units, and More. The main content area is titled "Trainer : Sarvesh- Certificate III in Solid Plastering". Underneath, there is a section for "Ungraded Assessments" which currently shows "Nothing to grade!". Below that is a "General" section with a dropdown arrow. Under "General", there are several options: "Announcements", "Attendance" (highlighted with a red box and a red arrow pointing from the text above), "Timetable C3SP PDF", and "Identifying Tools PDF". Below the "General" section is another section titled "(01) BSBESB301 - Investigate Business Opportunities 15/09/2025 - 26/09/2025". This section has a red warning banner that says "Not available unless: You belong to Access for BSBESB301". Below the banner are two PDF links: "BSBESB301 - Presentation PDF" and "BSBESB301 - Learner Guide PDF". At the bottom of the page, there is a "Theory" section with the title "BSBESB301 : Investigate Business Opportunities" and a video thumbnail showing a person wearing a yellow hard hat and safety glasses, with the text "BSBESB301 - Investigate business" overlaid on the image.



Step 4.2

Select "Add session"

The screenshot shows the 'Attendance' management page in the ReguLearn system. The top navigation bar includes 'Home', 'Dashboard', 'My courses', 'Student Manager', and 'Site administration'. Below this is a dark navigation menu with 'Course', 'Attendance', 'Settings', 'Attendance Report', 'Import', 'Export', and 'More'. The left sidebar contains a tree view of course content, with 'Attendance' selected under the 'General' section. The main content area is titled 'Attendance' and features a 'Sessions' dropdown menu set to 'All', a date range selector for 'Nov 17 - Nov 23', and a prominent blue 'Add session' button. Below these controls is a table with columns for 'Date', 'Time', 'Type', and 'Description'. At the bottom, there is a 'Previous activity' section with a 'Jump to...' dropdown menu.



Step 4.3

Select date and time of your class session

Attendance

Add session

Date: 21 November 2025

Time: from: 00:00 to: 00:00

Status set: Status set 1 (PELA)

Unit Code: Select

Type: C3SP_Active Batch

Create calendar event for session

Multiple sessions

Student recording

[Show more...](#)

Add **Cancel**

Step 4.4

For unit code, select “**Current Unit according to timetable**”. *This is the unit that students will get access after trainer marked the attendance*



Step 4.5

Select "Add"

Attendance

Add session

Date: 21 November 2025

Time: from 00:00 to 00:00

Status set: Status set 1 (P E L A)

Unit Code: Select

Type: C3SP_Active Batch

Create calendar event for session

Multiple sessions

Student recording

[Show more...](#)

Add **Cancel**



Marking attendance

The access to each unit is given based on attendance, for a student to get access to the unit, they must attend the class. Marking attendance will give students the access for the unit assigned for the date.

If a student needs access to a previous unit, assessors must grant it manually. (see Section 6) below.

The system will send automatic attendance reports to training department at the end of each week.

If a student misses two consecutive classes in a week, the system sends automated warning emails to student, Training Department, and any other email address specified in settings (eg: Manager)

Step 5.1

From the dashboard, click on a “Course”

The screenshot shows the ReguLearn dashboard interface. At the top, there is a navigation bar with links for Home, Dashboard, My courses, Student Information, and Site administration. A red arrow points from the text 'From the dashboard, click on a “Course”' to the 'My Courses' section. The 'My Courses' section displays a grid of course cards. Each card includes a course code (e.g., CPC30620, CPC31020, CPC31020, CPC31320, CPC30620), a title (e.g., 'THEORY Certificate III in Painting and Decorating'), and a subtitle (e.g., '(CPC30620_ST)'). The 'Ungraded Assessments' sidebar on the right lists various assessment units with their respective counts, such as 'CPCCOM1013 - Assessment' (1) and 'BSBESB301 - Assessment' (1).



Step 5.2

Click on "Attendance"

The screenshot shows the course management interface for 'Certificate III in Solid Plastering CPC31020_MF'. The left sidebar contains a 'General' section with 'Attendance' highlighted. A red arrow points from the text 'Click on "Attendance"' to the 'Attendance' menu item. The main content area shows the course details and a list of items including 'Announcements', 'Attendance', 'Timetable C3SP PDF', and 'Identifying Tools PDF'. The top navigation bar includes 'Home', 'Dashboard', 'My courses', 'Student Information', and 'More'. The right sidebar shows 'Online users' with one user listed: 'Suda Udaya'.

Step 5.3

Click on "Take attendance" in front of the correct date

The screenshot shows the 'Attendance' page for the course. The top navigation bar includes 'Home', 'Dashboard', 'My courses', and 'Attendance'. The left sidebar shows the 'Attendance' menu item highlighted. The main content area displays a table of sessions with columns for 'Date', 'Time', 'Type', 'Description', and 'Actions'. A red arrow points from the text 'Click on "Take attendance" in front of the correct date' to the 'TAKE ATTENDANCE' button for the session on 'Mon 4 Aug 2025'. The table contains the following data:

Date	Time	Type	Description	Actions
Mon 4 Aug 2025	2PM - 8PM	All students	CPCCOM2001 - Read and interpret plans and specifications	TAKE ATTENDANCE EDIT SESSION
Fri 8 Aug 2025	2PM - 8PM	All students	CPCCOM2001 - Read and interpret plans and specifications	TAKE ATTENDANCE EDIT SESSION



Step 5.4

Mark attendance

P = Present | L = Late | E = Excused | A = Absent

Home Dashboard My courses

Course Attendance Settings Report Import Export More

Upload attendance by CSV

4 August 2025 2PM - 8PM

CPCCOM2001 - Read and interpret plans and specifications View mode Sorted list 0

First name / Last name	Email address	P	L	E	A	Remarks
Set status for unselected						
MA Muhammad AHMAD		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MA Muhammad AWAIS		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AB ARSLAN BASHIR		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
NC Nupur Chaturvedi		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AD Ali Dawood		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MH Md Egbal HOSSEN		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MI Muhammad Mazhar Iqbal		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
NI Narmal Islam Manna		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SK Sukdeep KAUR		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
RK RAM KUMAR		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Save and show next page

Present = 3
Excused = 0
Late = 0
Absent = 0

Step 5.5

Scroll down and click “Save and show next page” after marking attendance

AM Asad Ullah Munir	op38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
SM Sultan Munir	op39	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
GN GURUPJIT SING NAGRA	op38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AR ABDUL RAHMAN	op39	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
NR NIDA E RABBANI RAO	op38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
AR Ali Raza	op37	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
US Usama Shahid	op38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
KS Kiran SHARMA	op38	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
HS Hasanpreet Singh	op3939	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MT Muhammad Hussain TAHIR	op3834	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
RY RAO NUMAN YOUSAF	op3966	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MZ Malik Muhammad Safullah Zia	op3924	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Save and show next page

Present = 3
Excused = 0
Late = 0
Absent = 0



Giving access to courses manually

Once the “Training department” approved for re-enrolment of missed units, you can give access to each unit by following workflow

Step 6.1

From the dashboard, click on the “Course” the student has enrolled to.

The screenshot shows the ReguLearn dashboard interface. At the top, there is a navigation bar with links for Home, Dashboard, My courses, Student information, and Site administration. A user profile dropdown shows 'SU' and an 'Edit mode' toggle. The main content area is titled 'Dashboard' and features a 'My Courses' section. This section includes a search bar, a sort dropdown set to 'Sort by course name', and a card view selector. Below this are six course cards arranged in a 2x3 grid. The middle card in the top row is highlighted with a red arrow pointing to its title: 'Certificate III in Solid Plastering (CPC31020_MF)'. The right sidebar contains 'Ungraded Assessments' with a 'Collapse / Expand All' button. It lists two categories: 'C3SP' and 'C3WFT'. Under 'C3SP', there are five assessment items with counts: CPCCOM1013 - Assessment (1), BSBESB301 - Assessment (1), CPCCOM1012 - Assessment (1), CPCCOM2001 - Assessment (1), and CPCCWHS2001 - Assessment (1). Under 'C3WFT', there is one assessment item: BSBESB301 - (1).



Step 6.2

Click on "Access to Unit"

Home Dashboard My courses Student Information More ▾

Course Settings Participants Grades Reports **Access to Units** More ▾

Certificate III in Solid Plastering CPC31020_MF Course CPC31020

General Collapse all

- Announcements
- Attendance
- Timetable C3SP PDF
- Identifying Tools PDF

Online users

1 online user (last 5 minutes)

su Suda Udaya

Step 6.3

You can search the student by their ID or Name

Home Dashboard My courses Student Information More ▾

Course Settings Participants Grades Reports **Access to Units** More ▾

Certificate III in Solid Plastering CPC31020_MF

Group Access Manager

Search by Student ID or Name

STUDENT NAME	STUDENT ID	ACCESS FOR BSBESB301	ACCESS FOR BSBESB407	ACCESS FOR CPCCOM1012	ACCESS FOR CPCCOM1012
Muhammad AHMAD	op3814	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muhammad Naqash ALI	op3897	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ehtesham ASIF	op3899	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Usama Aslam	op3965	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Step 6.4

Tick the checkbox for the unit that you want to give access to. (Use horizontal scrolling to view additional units.)

The screenshot shows the 'Group Access Manager' interface for the course 'Certificate III in Solid Plastering CPC31020_MF'. A search bar contains the student ID 'op3899'. Below the search bar is a table with the following columns: STUDENT NAME, STUDENT ID, ACCESS FOR BSBESB301, ACCESS FOR BSBESB407, ACCESS FOR CPCCOM1012, and ACCESS FOR CPCCOM1013. The row for student 'Ehtesham ASIF' (ID: op3899) shows checked boxes for BSBESB301, CPCCOM1012, and CPCCOM1013, but an unchecked checkbox for BSBESB407. A red box highlights the unchecked checkbox, and a red arrow points from the text above to it.

STUDENT NAME	STUDENT ID	ACCESS FOR BSBESB301	ACCESS FOR BSBESB407	ACCESS FOR CPCCOM1012	ACCESS FOR CPCCOM1013
Ehtesham ASIF	op3899	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Note: Selecting “Active Batch” will add the student to the attendance sheet and activate automated absence emails and reports.



Finding assessment answers submitted by students

Step 7.1

Open the course and click on the **assessment** you wish to grade.

The screenshot displays the course management interface. At the top, there are navigation links: Home, Dashboard, and My courses. Below this is a course navigation menu with options: Course, Settings, Participants, Grades, Reports, and More. The left sidebar shows a list of course sections, with the section '(04) CPCCOM1014 - Conduct workplace communication' highlighted in blue and enclosed in a red box. A red arrow points from this section to the main content area. The main content area shows two assessment sections: (04) CPCCOM1014 - Conduct workplace communication and (05) CPCCOM2001 - Read and interpret plans and specifications. Each section lists various resources like Presentations, Learner Guides, and Assessments. The assessment for CPCCOM1014 is marked as 'Opened' and 'Due' with specific dates and times. The assessment for CPCCOM2001 is marked as 'Not available unless: You belong to Attended students of 4th Aug 2025'.



Step 7.2

Select "Grade"

Home Dashboard My courses Student Information Site administration

Course Assignment Settings Submissions Advanced grading More

(05) CPCCOM2001 - Read and Interpret Plans and Specifications

CPCCOM2001 - Presentation

CPCCOM2001 - Learner Guid...

Practical Activity - Section 1

VIDEO - CPCCOM2001- Theo...

VIDEO - CPCCOM2001 - Ass...

CPCCOM2001 - Multiple Cho...

CPCCOM2001 - MCQ Answers

Assignment CPCCOM2001 - Read and Interpret Plans and Specifications

Plans/Drawings for the Asse...

CPCCOM2001 - Assessor Gui...

(06) BSBESB407 - Mandatory Assessment

BSBESB407 - Presentation

Practical Activity - Section 2

Assignment CPCCOM2001 - Read and Interpret Plans and Specifications

(05) CPCCOM2001 - Read and Interpret Plans and Specifications - 31/10/2025

Assignment CPCCOM2001 - Read and Interpret Plans and Specifications

Due: Friday, 31 October 2025, 3:07 PM

This is the assessment document that you are required to complete.

Step 01 : Download the provided assessment document.

Step 02 : Complete the assessment.

Step 03 : Convert the assessment into PDF format

Step 04 : Submit the assessment

IMPORTANT : You must convert the assessment into PDF format before submitting

C3SP_CPCCOM2001_Assessment.docx 8 August 2025, 1:14 AM

Grade

Grading summary



Step 7.3

You can view all the submissions from students for the assessment

Course: Certificate III In Solid Plastering CPCC31020_MF
 Assignment: Assignment CPCCOM2001 - Read and Interpret Plans and Specifications ...
 View all submissions

Muhammad Mazhar Iqbal
 Due date: 31 October 2025, 3:07 PM

Change user
 3 of 27 Reset table preferences

ASSESSMENT SUMMARY / COVERSHEET

This form is to be completed by the assessor and used as a final record of student competency. All student submissions, including any associated checklists (outlined below), are to be attached to this coversheet before placing in the student's file. Student results are not to be entered into the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:					
Student ID No:					
Final Completion Date:	25/09/2025				
Course Title:	CPCC31020 - Certificate III in Solid Plastering				
Unit Code:	CPCCOM2001				
Unit Title:	Read And Interpret Plans And Specifications				
Marking Criteria	Result S = Satisfactory NS = Not Satisfactory				
Assessment #01	Written Task Activity 1	✓	S		NS
Assessment #02	Activity 2 Activity 3	✓	S		NS
Final Assessment Result for this unit		✓	C		CNA

Assessor Feedback
 Assessment #01
 Assessment #02

Student Declaration: I declare that I have been assessed in this unit, and I have been advised of my results. I also am aware of my appeal rights.
 Assessor Declaration: I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback.

Student Name: Muhammad Mazhar Iqbal
 Assessor Name: Suda Udaya
 Student Signature: Mazhar
 Assessor Signature: Suda
 Date: 25/09/2025
 Date: 28/Oct/2025

Administrative use only
 Entered into student management database
 Date: | Initials: |

CPCCOM 2001 Read And Interpret Plans And Specifications
 Version Control - 2025 SU 01
 Page 1 of 42

Submission

Submitted for grading
 Graded
 Assignment was submitted 34 days 8 hours early
 Student cannot edit this submission

C3SP_CPCCOM2001_Assessment.pdf 27 September 2025, 5:57 AM

Comments (0)

Grade
 Grade:
 C

Current grade in gradebook
 C

Feedback comments

Edit View Insert Format Tools Table Help
 0 words Build with tinyMCE

Download feedback PDF
 Muhammad Mazhar Iqbal_139_0.pdf 28 September 2025, 3:04 PM

Feedback files



Marking Assessments Competent

Step 8.1

Follow above Steps 7.1 to 7.2

Step 8.2

Select the filter icon top right corner and select "Requires grading"

Course: Trainer : Dinkar - Certificate III in Solid Plastering
 Assignment: Assignment CPCCOM2001 - Read and Interpret Plans and Specifications...
 View all submissions

Daksh GAUR

Change user
 30 of 6 reset table preferences

Filter: All
 All
 Not graded
 Student cannot
 Not submitted
 Draft
 Submitted
 Requires grading
 Granted extension

Grade
 Grade:
 No grade
 Current grade in gradebook
 CNA

Feedback comments
 Edit View Insert Format Tools Table Help
 0 words Build with tinyMCE

Feedback files
 Maximum size for new files: Unlimited

ASSESSMENT SUMMARY / COVERSHEET

This form is to be completed by the assessor and used as a final record of student competency. All student submissions, including any associated checklists (outlined below), are to be attached to this coversheet before placing in the student's file. Student results are not to be entered into the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:			
Student ID No:			
Final Completion Date:	24/10/2025		
Course Title:	CPC31020 - Certificate III in Solid Plastering		
Unit Code:	CPCCOM2001		
Unit Title:	Read And Interpret Plans And Specifications		
	Marking Criteria	Result S = Satisfactory NS = Not Satisfactory	
Assessment 01	Written Task	S	NS
Assessment 02	Activity 1	S	NS
	Activity 2	S	NS
	Activity 3	S	NS
Final Assessment Result for this unit		C	CNA
Assessor Feedback			
Assessment 01			
Assessment 02			
Student Declaration : I declare that I have been assessed in this unit, and I have been advised of my results. I also am aware of my appeal rights.	Assessor Declaration : I declare that I have conducted a fair, valid, reliable and flexible assessment with this student, and I have provided appropriate feedback		
Student Name	DAKSH GAUR	Assessor Name	
Student Signature	DAKSH.	Assessor Signature	
Date	24/10/2025	Date	



Step 8.3

You can select the preferred student from “Change User” Right Top corner.

Course: Certificate III in Solid Plastering CPC31020_MF
 Assignment: Assignment CPCCOM2001 - Read and Int...
 View all submissions

Muhammad Mazhar Iqbal

Due date: 31 October 2025, 3:07 PM

3 of 27 Reset table preferences

Page 1 of 42

ASSESSMENT SUMMARY / COVERSHEET

This form is to be completed by the assessor and used as a final record of student competency. All student submissions, including any associated checklists (outlined below), are to be attached to this coversheet before placing in the student's file. Student results are not to be entered into the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:			
Student ID No:			
Final Completion Date:	25/09/2025		
Course Title:	CPC31020 - Certificate III in Solid Plastering		
Unit Code:	CPCCOM2001		
Unit Title:	Read And Interpret Plans And Specifications		
	Marking Criteria	Result S = Satisfactory NS = Not Satisfactory	
Assessment 01	Written Task	<input checked="" type="checkbox"/>	NS
Assessment 02	Activity 1	<input checked="" type="checkbox"/>	NS
	Activity 2	<input checked="" type="checkbox"/>	NS
	Activity 3	<input checked="" type="checkbox"/>	NS
Final Assessment Result for this unit		<input checked="" type="checkbox"/>	CNA

Submission

Submitted for grading
 Graded
 Assignment was submitted 34 days 8 hours early
 Student cannot edit this submission

C3SP_CPCCOM2001_Assessment.pdf
 27 September 2025, 5:57 AM

Comments (0)

Grade

Grade:
 C

Current grade in gradebook
 C

Feedback comments

Edit View Insert Format Tools Table Help

Step 8.4

Select the student you want to grade.

Step 8.5

You can assess the answers using the tools in LMS system



Course: Certificate III in Solid Plastering CPC31020_MF
Assignment: Assignment CPCCOM2001 - Read and Int...
View all submissions

Muhammad Mazhar Iqbal

Due date: 31 October 2025, 3:07 PM

ASSESSMENT SUMMARY / COVERSHEET

This form is to be completed by the assessor and used as a final record of student competency. All student submissions, including any associated checklists (outlined below), are to be attached to this coversheet before placing in the student's file. Student results are not to be entered into the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:	Muhammad Mazhar Iqbal		
Student ID No:	OP3851		
Final Completion Date:	25/09/2025		
Course Title:	CPC31020 - Certificate III in Solid Plastering		
Unit Code:	CPCCOM2001		
Unit Title:	Read And Interpret Plans And Specifications		
	Marking Criteria	Result S = Satisfactory NS = Not Satisfactory	
Assessment 01	Written Task	S	NS
	Activity 1	S	NS
Assessment 02	Activity 2	S	NS
	Activity 3	S	NS
	Final Assessment Result for this unit	C	CNA

Submission
Submitted for grading
Graded
Assignment was submitted 34 days 8 hours early
Student cannot edit this submission
C3SP_CPCCOM2001_Assessment.pdf
27 September 2025, 5:57 AM

Comments (0)

Grade
Grade:
C

Current grade in gradebook
C

Feedback comments

Step 8.6

Once you have reviewed the assessment, select the **grade** from grade dropdown

Course: Certificate III in Solid Plastering CPC31020_MF
Assignment: Assignment CPCCOM2001 - Read and Int...
View all submissions

Muhammad Mazhar Iqbal

Due date: 31 October 2025, 3:07 PM

ASSESSMENT SUMMARY / COVERSHEET

This form is to be completed by the assessor and used as a final record of student competency. All student submissions, including any associated checklists (outlined below), are to be attached to this coversheet before placing in the student's file. Student results are not to be entered into the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:	Muhammad Mazhar Iqbal		
Student ID No:	OP3851		
Final Completion Date:	25/09/2025		
Course Title:	CPC31020 - Certificate III in Solid Plastering		
Unit Code:	CPCCOM2001		
Unit Title:	Read And Interpret Plans And Specifications		
	Marking Criteria	Result S = Satisfactory NS = Not Satisfactory	
Assessment 01	Written Task	S	NS
	Activity 1	S	NS
Assessment 02	Activity 2	S	NS
	Acth	S	NS
	Final Assessment Result for this unit	C	CNA

Grade
Grade:
C
No grade in gradebook
C
CNA

Feedback comments

Notify student Save changes Save and show next Reset

Step 8.7

Click save changes



Marking assessments CNA

Step 9.1

Follow the above Step 8.1 to 8.4

Step 9.2

Select the "CNA" grade

Course: Certificate III in Solid Plastering CPC31020_MF
Assignment: Assignment CPCCOM2001 - Read and Int...
View all submissions

Muhammad Mazhar Iqbal

3 of 27 Reset table preferences

Submission
Submitted for grading
Graded
Assignment was submitted 34 days 8 hours early
Student cannot edit this submission
C3SP_CPCCOM2001_Assessment.pdf
27 September 2025, 5:57 AM

Comments (0)

Grade
Grade:
C
No grade in gradebook
C
CNA
Feedback comments

ASSESSMENT SUMMARY / COVERSHEET

This form is to be completed by the assessor and used as a final record of student competency. All student submissions, including any associated checklists (outlined below), are to be attached to this coversheet before placing in the student's file. Student results are not to be entered into the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:				
Student ID No:				
Final Completion Date:				
Course Title:	CPC31020 - Certificate III in Solid Plastering			
Unit Code:	CPCCOM2001			
Unit Title:	Read And Interpret Plans And Specifications			
Marking Criteria	Result S = Satisfactory NS = Not Satisfactory			
Assessment 01	Written Task	S		NS
	Activity 1	S		NS

Step 9.3

Scroll down and select "Yes" for allow another attempt (this will allow student to submit again.)

Course: Certificate III in Solid Plastering CPC31020_MF
Assignment: Assignment CPCCOM2001 - Read and Int...
View all submissions

Muhammad Mazhar Iqbal

Due date: 31 October 2025, 3:07 PM

3 of 27 Reset table preferences

Feedback files
Maximum size:
Files
attach document

Attempt settings
Grant attempts
Manually
Allowed attempts
3
Attempt number
1
Allow another attempt
No
No
Yes

ASSESSMENT SUMMARY / COVERSHEET

This form is to be completed by the assessor and used as a final record of student competency. All student submissions, including any associated checklists (outlined below), are to be attached to this coversheet before placing in the student's file. Student results are not to be entered into the Student Database unless all relevant paperwork is completed and attached to this form.

Student Name:				
Student ID No:				
Final Completion Date:				
Course Title:	CPC31020 - Certificate III in Solid Plastering			
Unit Code:	CPCCOM2001			
Unit Title:	Read And Interpret Plans And Specifications			
Marking Criteria	Result S = Satisfactory NS = Not Satisfactory			
Assessment 01	Written Task	S		NS
	Activity 1	S		NS

Notify student Save changes Save and show next Reset



Student Course Progress Report

The course progress report allows students and trainers to view the progress of assessments in each unit. The report shows if the student has submitted, are they graded, and the results received.

Step 10.1

Select your course from “My courses”.

The screenshot shows the 'My courses' page in the ReguLearn system. The page has a navigation bar at the top with 'Home', 'Dashboard', 'My courses', 'Student Manager', and 'Site administration'. There are also icons for notifications, a user profile, and an 'Edit mode' toggle. The main content area displays a grid of course cards. Each card includes a course image, the course name, code, and trainer. The courses shown are:

- Certificate III in Painting and Decorating (CPC30620_ST) - Trainer: ...
- Certificate III in Solid Plastering (CPC31020_ST) - Trainer: ...
- PRACTICALS - Certificate III in Painting and ...
- PRACTICALS - Certificate III in Wall and Floor ... (CPC31320) - Trainer: Dinkar
- THEORY - Certificate III in Solid Plastering (CPC31020) - Trainer: Dinkar
- THEORY - Certificate III in Wall and Floor Tiling (CPC31320) - Trainer: Dinkar
- THEORY - Certificate III in Wall and Floor Tiling (CPC31320) - Trainer: Sarvesh
- THEORY - Certificate III in Solid Plastering (CPC31020) - Trainer: Sarvesh
- Certificate IV in Building and Construction (CPC40120) - Trainer: Suda Udaya
- Diploma in Building and Construction (CPC60220) - Trainer: Suda Udaya



Step 10.2

Select “Course progress report”.

Home Dashboard My courses Student Manager Site administration Access to Units

Course Settings Participants Grades Reports Access to Units **Course Progress Report** More

Trainer : Suda - CPC40120 - Certificate IV in Building and Constriction [Course](#) > [Suda](#) > [Suda - CPC40120](#)

Ungraded Assessments

Collapse / Expand All

- Suda - CPC40120
 - Assignment CPCCBC4014 Prepare simple building sketches and drawings

General

Collapse all

- Announcements
- Attendance
- Timetable PDF

01. CPCCBC4012 Read And Interpret Plans and Specifications

Not available unless: You belong to **Access for CPCCBC4012**

Learner Guide - CPCCBC4012 PDF

Theory

CPCCBC4012 Read And Interpret Plans and Specifications



Step 10.3

Select “View report” or “Search student” to check the progress reports.

Trainer : Suda - CPC40120 - Certificate IV in Building and Constriction

Course Progress Report

SEARCH

ALL STUDENTS (27 ENROLLED)

STUDENT NAME	STUDENT ID	EMAIL	ACTION
Fakhar Abbas	op35		VIEW REPORT
Rohan Bati	op38		VIEW REPORT
Shahzaib Farooq	op38		VIEW REPORT
Jianyí GUO	op33		VIEW REPORT
Ali Hamza	op35		VIEW REPORT
Shahid HASSAN	op34E		VIEW REPORT
Sabbir HOSSEN	op27!		VIEW REPORT
Gurdeep Kaur	op39		VIEW REPORT
Ramanjot Kaur	op34		VIEW REPORT
Simranjit Kaur	op33		VIEW REPORT
Sukhveer KAUR	op35		VIEW REPORT



Step 10.4

You can see a report of student's assessment progress

Trainer : Suda - CPC40120 - Certificate IV in Building and Constriction

Course Progress Report

SEARCH STUDENTS

Course Name: Trainer : Suda - CPC40120 - Certificate IV in Building and Constriction

Student Name:

Student ID:

Email address:

LEGEND

C - Competent

CNA - Competency Not Achieved

NS - Not Submitted

Not Graded - Submitted, awaiting grading

CT - Credit Transfer (Excluded)

ASSESSMENT	OUTCOME	FEEDBACK
CPCBC4012 - Read and Interpret Plans and Specifications	C	View Feedback
CPCBC4014 Prepare simple building sketches and drawings	CNA	View Feedback
CPCBC4010 Apply structural principles to residential and commercial constructions	NS	-
CPCBC4021 - Minimise waste on the building and construction site	C	View Feedback
CPCBC4053 -Apply building codes and standards to the construction process for Class 2 to 9 Type C buildings	Not Graded	-
CPCSUS4002 - Use building science principles to construct energy efficient buildings	NS	-
BSBLDR413 - Lead effective workplace relationships	NS	-



ReguLearn

Integrated RTO Management System

Made in Australia for Australian RTOS

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www.regulearn.com.au

Attendance report

Step 11.1

Go to your course

Home Dashboard **My courses** Student Manager Site administration

My Courses

All Search Sort by course name Card

Course

Support Videos - Certificate III in Wall and ...

Rubyat - CPC50220

Diploma in Building and Construction

Trainer - Rubyat - CPC50220 - Diploma of ...

Suda - CPC40120

Certificate in Building and Construction
Trainer - Suda

Trainer - Suda - CPC40120 - Certificate IV in ...

Suda - CPC50220

Diploma in Building and Construction
Trainer - Suda - Diploma in Building and ...

Trainer - Suda - Diploma in Building and ...

Show 12



Step 11.2

Go to attendance

Home Dashboard My courses Student Manager Site administration Access to Units

Course Settings Participants Grades Reports Access to Units Course Progress Report More v

Trainer : Suda – Diploma in Building and Construction

Ungraded Assessments

Collapse / Expand All

- CPC50220
 - Assignment CPC5005 – Select and manage building and construction contractors
 - Assignment BSBPMG538 – Manage project stakeholder engagement

General

- Announcements
- Attendance**
- Timetable PDF

01. CPC5018 – Apply structural principles to the construction of buildings up to three storeys

Not available unless: You belong to **Access for CPC5018**

Step 11.3

Select “Attendance report”

Home Dashboard My courses Student Manager Site administration

Course Attendance Settings **Attendance Report** Import Export More v

Attendance

Add session Feb 2 – Feb 8

<input type="checkbox"/>	Date	Time	Type	Description
<input type="checkbox"/>	Fri 6 Feb 2026	12PM - 8PM	Group: CPC50220_Active Batch	[UNIT:CPC5003]
<input type="checkbox"/>	Sun 8 Feb 2026	9:30AM - 5:30PM	Group: CPC50220_Active Batch	[UNIT:CPC5003]



Step 11.4

Find student's attendance

Home Dashboard My courses Student Manager Site administration Access to Units

Course Settings Participants Grades Reports Access to Units Course Progress Report More

Trainer : Suda - Diploma in Building and Construction

From: 01/24/2026 To: 02/07/2026 [Generate Report](#)

Trainer : Suda - Diploma in Building and Construction

Trainer: Suda Udaya (suda@opie.vic.edu.au)

Report period: 24/01/2026 - 07/02/2026

Generated on: Saturday, 07 February 2026, 08:21 PM

Student ID	First Name	Last Name	Email	25 Jan 2026	30 Jan 2026
op2839	DEEPAK	CHUGH		-	-
op2685	Priyanshu	Sharma		-	-
op2669	Sakibul	ALAM		-	P
op3575	Tristan	Cabueno		-	-
op3631	Subhojeet Pradip	Das		-	-
op2764	Mubashir	Ejaz		-	P
op2898	Muhammad	IBRAHIM		P	-
op2970	Jorge	Ignacio Cabello Perez		-	-
op2791	Rafiqui	Islam MONDOL		-	P



Log report

Step 12.1

Go to “Student Manager”

Home Dashboard My courses **Student Manager** Site administration

Students

Course List

[View All Students](#) [Enroll New User](#)

Search Students

Search by Student ID or Name... [Search](#)

Certificate III in Painting & Decorating – Support Group

Teachers: Suda Udaya

14 students enrolled

[View Students](#) [Go to Course](#)

Certificate III in Solid Plastering CPC31020_ST

Teachers: Suda Udaya

Step 12.2

Search and click on the “Student ID”

Home Dashboard My courses **Student Manager** Site administration

Students

[← Back to Course List](#)

ALL Students

2791 [Search](#) [Clear Filter](#)

Found 1 student(s)


Student ID	First Name	Last Name	Email
op2791	Rafiqui	Islam MONDOL	



Step 12.3

Under reports, select "All logs"

Home Dashboard My courses Student Manager Site administration



Rafiqul Islam MONDOL

Send message Add contact

Edit profile

User details

Email address

Timezone
Australia/Melbourne

Course details

Course profiles

Trainer : Suda - Diploma in Building and Construction

Miscellaneous

View all blog entries

Notes

Forum posts

Forum discussions

Learning plans

Reports

- Today's logs
- All logs
- Outline report
- Complete report
- Grades overview
- Grades

Administration

- Preferences
- Log in as

Login activity

First access to site
Friday, 5 December 2025, 4:32 PM (64 days 4 hou

Last access to site
Friday, 6 February 2026, 3:37 PM (1 day 5 hours)

Last IP address
120.21.33.31

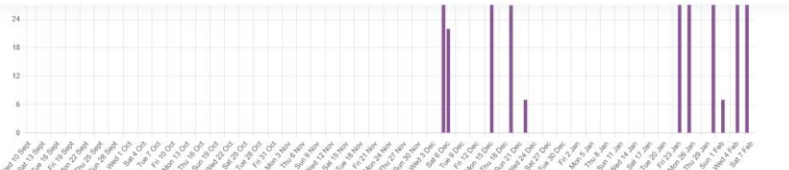
Mobile app

This site has mobile app access enabled.
Download the mobile app.

Step 12.4

You can view the entire log report of the student

OCEANIA POLYTECHNIC INSTITUTE OF EDUCATION Home Dashboard My courses Student Manager Site administration



Show chart data

Time	User full name	Affected user	Event context	Component	Event name	Description	Origin IP address
6 February 2026, 3:37:53 PM	Rafiqul Islam MONDOL	-	System	System	My courses viewed	The user with id 172 has viewed their my courses page	web 120.21.33.31
6 February 2026, 3:37:47 PM	Rafiqul Islam MONDOL	-	Site home	System	Course viewed	The user with id 172 viewed the course with id T.	web 120.21.33.31
6 February 2026, 3:37:39 PM	Rafiqul Islam MONDOL	-	Site home	System	Course viewed	The user with id 172 viewed the course with id T.	web 120.21.33.31
6 February 2026, 3:37:04 PM	Rafiqul Islam MONDOL	-	Site home	System	Course viewed	The user with id 172 viewed the course with id T.	web 120.21.33.31
6 February 2026, 3:36:56 PM	Rafiqul Islam MONDOL	Rafiqul Islam MONDOL	User: Rafiqul Islam MONDOL	System	Dashboard viewed	The user with id 172 has viewed their dashboard	web 120.21.33.31
6 February 2026, 3:36:49 PM	Rafiqul Islam MONDOL	-	System	System	My courses viewed	The user with id 172 has viewed their my courses page	web 120.21.33.31
6 February 2026, 3:36:28 PM	Rafiqul Islam MONDOL	-	Assignment: Assignment CPCBC5003 - Supervise the planning of on-site building or construction work	Assignment	The status of the submission has been viewed.	The user with id 172 has viewed the submission status page for the assignment with course module id 865.	web 120.21.33.31
6 February 2026, 3:36:28 PM	Rafiqul Islam MONDOL	-	Assignment: Assignment CPCBC5003 - Supervise the planning of on-site building or construction work	Assignment	Course module viewed	The user with id 172 viewed the 'assign' activity with course module id 865.	web 120.21.33.31
6 February 2026, 3:36:27 PM	Rafiqul Islam MONDOL	-	System	System	User has logged in	The user with id 172 has logged in.	web 120.21.33.31
6 February 2026, 3:20:37 PM	Rafiqul Islam MONDOL	-	Assignment: Assignment CPCBC5003 - Supervise the planning of on-site building or construction work	Assignment	The status of the submission has been viewed.	The user with id 172 has viewed the submission status page for the assignment with course module id 865.	web 120.21.33.31
6 February 2026, 3:20:37 PM	Rafiqul Islam MONDOL	-	Assignment: Assignment CPCBC5003 - Supervise the planning of on-site building or construction work	Assignment	Course module viewed	The user with id 172 viewed the 'assign' activity with course module id 865.	web 120.21.33.31



Reports sent to students

Satisfactory assessment email

Congratulations! You Have Achieved Competency in Assignment BSBPMG538 – Manage project stakeholder engagement - c

External OPIE LMS/Graded Assessments x

OPIE LMS System

6:53 PM (0 minutes ago) ☆ ↶ ⋮

Competency Achievement – Assignment BSBPMG538 – Manage project stakeholder engagement - [redacted]

Dear [redacted]

We are pleased to inform you that you have successfully demonstrated competency in **Assignment BSBPMG538 – Manage project stakeholder engagement** and have been awarded a **Competent (C)** result. Well done on your achievement!

This marks an important step in your learning journey, and we commend your hard work and dedication.

If you have any questions about your results or next steps, feel free to reach out to your trainer via [redacted] your training department at [redacted]

Congratulations once again on your outstanding effort and success!

This is an auto-generated email from OPIE LMS. You may contact your trainer or training department for any enquiries

Not yet Satisfactory email

Important: Assessment Result Update- NYC – Assignment CPCBC5018 - Apply structural principles to the construction of buildings up to three storeys [redacted]

External OPIE LMS/Graded Assessments x

OPIE LMS System

4:39 PM (2 hours ago) ☆ ↶ ⋮

Assessment Result – Not Yet Competent – Assignment CPCBC5018 - Apply structural principles to the construction of buildings up to three storeys - op2900 - Amandeep Singh

Dear [redacted]

We regret to inform you that your recent assessment for **Assignment CPCBC5018 - Apply structural principles to the construction of buildings up to three storeys** has been graded as **Not Yet Competent (NYC/CNA)**.

Next Steps:

- Please contact me or the **OPIE Training Department** immediately to schedule your re-assessment.
- Good news: No re-assessment fees will be charged if you:
 - ✓ Attended the required classes
 - ✓ Submitted your original assessment by the due date

Time is critical – the sooner we hear from you, the faster we can help you get back on track. Our team is ready to provide any support you may need during this process.

Don't hesitate to reach out if you have any questions or need clarification about your result or the reassessment process.

We're confident you can demonstrate competency in your next attempt!

For questions about your results or next steps, please contact your trainer at [redacted].au or email the training department at [redacted].au.



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Notification of Absence

OPIE LMS System

to Peeyush, training, gills ▾

Sun 25 Jan, 10:03 (13 days ago)



[Redacted] – Trainer : Sarvesh - Certificate III in Painting & Decorating

Dear Peeyush,

We noticed your **absence** from this week's classes **Absent Session Dates:**

- Monday, 12 January 2026
- Sunday, 18 January 2026
- Sunday, 18 January 2026

for **Trainer : Sarvesh - Certificate III in Painting & Decorating**

To stay on track, please ensure you:

- Attend all scheduled sessions.
- Complete and submit the required work by the due date.

If these requirements are not met, you may need to re-enrol in the unit, which would incur a re-enrolment fee of **\$350**.

Note: In certain circumstances, your course duration (COE) may be extended if needed — please contact the **OPIE Training Department** to discuss your situation.

If you have any questions or need support, contact your trainer **Suda Udaya** at [Redacted] your training department at [Redacted]

This is an auto-generated email from OPIE LMS. Please do not reply to this message.



Monthly Course Progress Report

OPIE LMS System
to

Thu, Feb 5, 7:22 AM (2 days ago) ☆ ↶ ⋮

Monthly Course Progress Report

Student Name	
Student ID	
Course Name	Trainer : Suda - CPC40120 - Certificate IV in Building and Construction
Report Date	05 February 2026

Legend: C Competent CNA Not Achieved NS Not Submitted Not Graded Awaiting Grade CT Credit Transfer

Assessment Details

Assessment	Outcome
CPCCBBC4012 - Read and Interpret Plans and Specifications	C
CPCCBBC4014 Prepare simple building sketches and drawings	CNA
CPCCBBC4010 Apply structural principles to residential and commercial constructions	NS
CPCCBBC4021 - Minimise waste on the building and construction site	CNA
- CPCCBBC4053 -Apply building codes and standards to the construction process for Class 2 to 9 Type C buildings	Not Graded
- CPCSSUS4002 - Use building science principles to construct energy efficient buildings	NS



Pricing

4. Where ReguLearn Fits in the Market

Based on what you described previously, **ReguLearn is not just an LMS**. It includes:

- LMS
- SMS
- AVETMISS compliance
- AI teaching assistant
- CRM integration
- Student recruitment platform
- Compliance dashboards
- AI voice agents
- automation for RTO operations

That makes it **closer to a full RTO operating system**, not just an LMS.

This means you **should not price it like Moodle hosting**.

5. Pricing Strategy for ReguLearn

Tier 1 – Professional RTO

Small colleges (under 300 students)

Price:

\$6,000 per year

Includes

- LMS
- SMS basic
- enrolments
- assessments
- AVETMISS export



Tier 2 – Advanced RTO

Medium providers (300–1500 students)

Price:

\$12,000 per year

Includes

- LMS
- SMS
- compliance dashboards
- course builder
- CRM
- Automation

Tier 3 – Enterprise RTO / College

Large institutions

Price:

\$15,000 per year

Includes

- AI teaching assistant
- recruitment portal
- integrations
- custom reporting
- advanced compliance tools

6. Setup / Implementation Fees (Important)

Most LMS companies charge **setup fees**.

Typical market:

- **\$1,000 – \$5,000 setup fee** depending on configuration.

For ReguLearn,

Typical one-time implementation fee: **\$3000 to \$5000** (300 students to 500 students)



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7. Strategic Advice for ReguLearn Pricing

Do **not** price too cheap.

If you price it cheap:

- RTOs will think it is **another Moodle clone**
- You will lose **enterprise credibility**

Position it as:

“AI-Powered RTO Operating System”

Not an LMS.



How aXcelerate, Wisenet, and Cloud Assess price their systems

Below are **realistic pricing structures used by major Australian RTO systems** based on publicly available pricing tiers, vendor documentation, and reported contract ranges.

These are the **closest available real numbers** from the market.

1. aXcelerate – Typical RTO Contract Pricing

aXcelerate

Pricing Model

- **Per learner / delivery volume**
- Optional modules and integrations
- Usually **custom contract pricing**

The platform scales licence fees based on **maximum learner numbers or course delivery volume**, with unlimited staff users.

Typical Real Contract Pricing (Industry estimates)

RTO Size	Annual Cost
Small RTO (100–300 students)	\$8,000 – \$15,000 / year
Medium RTO (300–1000 students)	\$18,000 – \$40,000 / year
Large RTO (1000+ students)	\$50,000 – \$120,000+ / year

Extra Costs

Common add-ons:

- Work-based learning module
- Assessment authoring
- integrations
- reporting tools



Typical add-ons:

- \$2,000 – \$10,000 / year
-

2. WiseNet – Real Pricing

WiseNet

WiseNet publishes some pricing publicly.

Base Pricing

Plan	Price
Starter	\$290/month
Standard	~\$500/month
Premium	~\$700/month

Pricing includes the **first 50 learners**, with extra learners billed separately.

Annual Cost

System Size	Typical Annual Price
Small RTO	\$3,500 – \$6,000
Medium RTO	\$7,000 – \$15,000
Large RTO	\$20,000 – \$40,000+

Additional Modules

Typical add-ons:

- Sales CRM
- LMS hosting
- integrations
- automation

Extra cost range:



\$2,000 – \$10,000 / year

3. Cloud Assess – Real Market Pricing

Cloud Assess

Cloud Assess uses **per learner pricing**.

Typical pricing ranges:

Plan	Price
Basic	~\$105/month
Mid-tier	~\$159/month
Enterprise	~\$275/month

These base plans usually **exclude large-scale enterprise usage**, where custom pricing is negotiated.

Real Contract Pricing

RTO Size	Annual Price
Small RTO	\$2,000 – \$5,000
Medium RTO	\$6,000 – \$12,000
Large RTO	\$15,000 – \$30,000

4. Real Market Comparison (Australia)

System	Small RTO	Medium RTO	Large RTO
WiseNet	\$3k–6k	\$7k–15k	\$20k–40k
Cloud Assess	\$2k–5k	\$6k–12k	\$15k–30k
aXcelerate	\$8k–15k	\$18k–40k	\$50k–120k



5. Important Market Insight

There is a **huge gap in the Australian RTO software market.**

Two categories exist:

Cheap Systems

- Moodle
- TalentLMS
- CloudAssess

Price:

\$2k – \$10k per year

But they lack:

- compliance automation
- CRM
- recruitment systems
- AI tools

Enterprise Systems

- aXcelerate
- WiseNet Enterprise
- VETtrak

Price:

\$25k – \$120k per year



6. Where ReguLearn Can Dominate

Based on everything you described about ReguLearn:

- LMS
- SMS
- CRM
- AVETMISS
- AI teaching assistant
- recruitment portal
- automation
- compliance dashboards

This places it **above most RTO systems**.



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ReguLearn Pricing Structure

Pricing Overview

ReguLearn is an integrated RTO management platform combining Student Management, Learning Management, Compliance Reporting, and Operational Automation.

Implementation

Typical one-time implementation fee: \$3000 to 5000 (300 students to 500 students)

Annual Licensing

- **Professional Plan – \$6000 per year (Small to medium RTOs)**
- **Advanced Plan – \$12000 per year (Growing training organisations)**
- **Enterprise Plan – \$15,000 per year (Large or multi-campus providers)**

Included in Licensing

- System updates and maintenance
- Cloud hosting and infrastructure
- Security monitoring
- Technical support
- Compliance updates

Why Choose ReguLearn

- Integrated SMS + LMS platform
- Automation of administrative workflows
- Compliance-ready reporting and documentation
- Scalable infrastructure for future growth



Pricing Justification

1. Current LMS / SMS Systems Used by Australian RTOs

Common systems used in Australia include:

- **aXcelerate**
- **WiseNet**
- **Cloud Assess**
- **Totara Learn**
- **Moodle Workplace**
- **Canvas LMS**
- **TalentLMS / LearnWorlds**
- **Absorb LMS**

Many of these combine **LMS + Student Management System (SMS)** specifically for RTO compliance (AVETMISS, enrolments, training plans).

These platforms target **training providers, colleges, universities, and corporate training organisations.**

2. Typical LMS Pricing Models in the Market

Per-User Pricing Model

Most LMS systems charge based on **active learners.**

Typical range:

- **\$2 – \$5 per user per month** for mid-tier systems.
- Premium enterprise systems **\$7 – \$10 per user per month.**
- Advanced enterprise LMS can reach **\$40 per user/month** with full features.

Example:

- iSpring LMS: about **\$3.70 per user/month.**



Flat Annual License Model

Many RTO systems charge **annual licensing** instead of per-user pricing.

Examples:

- Totara Learn: **~USD 4,250 per year starting price.**
- Managed Moodle systems: typically, **\$5,000 – \$20,000 per year** depending on scale.

Hosting-Only Moodle Systems

Cheap option if someone hosts Moodle themselves:

- Basic Moodle hosting **\$50/month VPS.**
- Managed hosting packages **~\$2,500/year.**

But these **do not include RTO features** like AVETMISS, enrolments, compliance dashboards, etc.

3. Real Market Price for Australian RTO Systems

Approximate annual cost ranges in Australia:

System Type	Typical Price
Basic Moodle hosting	\$600 – \$3,000 / year
Small LMS SaaS	\$2,000 – \$8,000 / year
RTO LMS + SMS system	\$8,000 – \$25,000 / year
Enterprise LMS	\$25,000 – \$150,000+ / year



ReguLearn – A Modern Platform for the Future of Training Organisations

1. Executive Summary

This proposal outlines the implementation of **ReguLearn**, an integrated digital platform designed to support the operational, administrative, and compliance requirements of Australian Registered Training Organisations (RTOs).

ReguLearn combines the functionality of a **Student Management System (SMS)** and **Learning Management System (LMS)** into a single cloud-based platform. The system enables training organisations to manage the full student lifecycle, automate administrative processes, and maintain compliance with regulatory reporting requirements.

The objective of this proposal is to provide [Client Organisation Name] with a modern and scalable system that supports efficient training delivery, improves operational visibility, and reduces administrative workload.

2. About ReguLearn

ReguLearn is a purpose-built RTO management ecosystem developed to address the operational challenges faced by training organisations.

The platform integrates:

- Student enrolment management
- Course and training plan management
- Learning delivery and assessment tracking
- Compliance documentation management
- AVETMISS-ready reporting
- Operational reporting and analytics

By consolidating these functions into one system, ReguLearn enables organisations to operate more efficiently and maintain structured, audit-ready records.



3. Key System Capabilities

The ReguLearn platform provides the following core capabilities:

Student Management System (SMS)

- Student enrolment and lifecycle management
- Course scheduling and class management
- Attendance tracking
- Student communication management
- Reporting and analytics

Learning Management System (LMS)

- Online learning content delivery
- Assessment submission and tracking
- Learner progress monitoring
- Trainer feedback and grading

Compliance and Reporting

- Structured learner record management
- Training evidence tracking
- AVETMISS data preparation
- Compliance documentation storage

Automation and Operational Efficiency

- Automated enrolment workflows
- System notifications and communications
- Automated reporting processes
- Dashboard-based performance monitoring



4. Benefits for Your Organisation

Implementing ReguLearn can provide several operational advantages

- Improved Operational Efficiency
- Automation reduces administrative workload and minimises manual data entry.
- Enhanced Compliance Management
- Structured documentation and reporting support regulatory compliance and audit readiness.
- Improved Visibility and Reporting
- Management dashboards provide real-time insights into enrolments, course delivery, and learner progress.
- Scalable Infrastructure

The platform can scale as your organisation expands course offerings or increases student numbers.

5. Implementation Approach

ReguLearn implementation follows a structured process designed to minimise disruption to training operations.

Phase 1 – System Configuration

- User role configuration
- Course structure setup
- Training plan configuration

Phase 2 – Data Migration

- Migration of student records
- Course and qualification structure setup
- System testing and verification

Phase 3 – Staff Onboarding

- Trainer and administrator training
- System usage guidance
- Operational workflow setup



aXcelerate vs ReguLearn

A Modern Alternative for Australian RTO Management

Australian Registered Training Organisations require robust systems to manage **student administration, learning delivery, compliance reporting, and operational workflows.**

While platforms such as aXcelerate have supported the sector for many years, newer systems such as **ReguLearn** are designed to provide a more integrated and scalable digital infrastructure for modern training organisations.

The following comparison highlights the key differences.

Platform Overview

Feature Category	aXcelerate	ReguLearn
Core system type	SMS with LMS integrations	Fully integrated SMS + LMS ecosystem
Architecture	Modular system with add-ons	Unified platform designed for full lifecycle management
Deployment	Cloud-based	Cloud-based modern infrastructure
Target users	RTOs and training providers	RTOs, colleges, and enterprise training organisations



System Capabilities

Capability	aXcelerate	ReguLearn
Student management	Yes	Yes
Course scheduling	Yes	Yes
Training plan management	Yes	Yes
LMS learning delivery	Via modules/integration	Fully integrated
Assessment evidence management	Yes	Yes
AVETMISS reporting	Yes	Yes
Compliance record tracking	Yes	Yes
Operational dashboards	Limited	Advanced analytics dashboards
Automation workflows	Limited	Extensive automation capabilities
CRM / student recruitment	Limited	Integrated CRM capability
Multi-system integration	Often required	Designed as a single ecosystem

Operational Efficiency

Operational Factor	aXcelerate	ReguLearn
Number of systems typically required	Multiple modules and integrations	Single unified platform
Administrative automation	Moderate	Extensive workflow automation
Data duplication risk	Possible across systems	Minimal due to unified architecture
Operational visibility	Reporting based	Real-time operational dashboards



Technology Architecture

System Design	aXcelerate	ReguLearn
Platform design	Legacy platform evolving over time	Designed as a modern integrated system
Workflow flexibility	Structured but limited	Highly configurable workflows
Scalability	Good for established RTOs	Designed for scalable growth
System adaptability	Module-based expansion	Integrated architecture

Why RTOs Consider ReguLearn

Training organisations exploring modern platforms typically seek:

- Reduced reliance on multiple disconnected systems
- Greater automation of administrative processes
- Stronger operational reporting and analytics
- Scalable digital infrastructure for future growth
- Improved student lifecycle management

ReguLearn has been designed to address these requirements through a **fully integrated platform architecture**.

Strategic Value of ReguLearn

ReguLearn is positioned as a **next-generation RTO operating platform** rather than simply an LMS or SMS.

Key value areas include:

- Integrated student lifecycle management
- automation of administrative workflows
- compliance-ready data structures
- improved operational insights
- scalable cloud infrastructure


This approach enables training organisations to manage growth while maintaining operational efficiency.



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When ReguLearn Is a Strong Alternative

ReguLearn is particularly suitable for organisations that:

- want to consolidate multiple training systems into one platform
- are seeking stronger automation capabilities
- require greater operational visibility
- plan to expand training delivery in the future
- want a modern digital infrastructure for their RTO

Conclusion

Both systems serve the Australian vocational education sector.

However, ReguLearn has been designed as a **modern integrated ecosystem** that supports the evolving operational needs of training organisations.

For RTOs seeking a scalable platform that combines **administration, learning delivery, automation, and compliance management**, ReguLearn provides a forward-looking alternative.



ReguLearn ROI Calculator

Demonstrating Administrative Cost Savings for RTOs

The purpose of this calculator is to estimate how automation and system integration through **ReguLearn** can reduce administrative workload and operational costs within a Registered Training Organisation.

Many RTOs currently operate with multiple systems and manual administrative processes. By consolidating operations into a single integrated platform, ReguLearn can significantly reduce time spent on routine tasks.

Step 1 – Current Administrative Structure

Example typical RTO administrative staffing:

Role	Number of Staff	Average Annual Cost
Administration officers	3	\$70,000 each
Student support staff	1	\$75,000
Compliance assistant	1	\$80,000

Total annual administrative cost

\$365,000 per year

Step 2 – Administrative Tasks Typically Performed

Administrative teams commonly spend time on the following tasks:

- processing student enrolments
- updating training plans
- managing attendance records
- collecting assessment evidence
- preparing compliance documentation
- generating reports for management and regulators
- sending student communications
- managing learner progress tracking


Many of these processes involve **manual data entry across multiple systems.**



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Step 3 – Automation Impact with ReguLearn

ReguLearn automates several routine processes:

- enrolment workflows
- training plan generation
- automated communications
- assessment tracking
- reporting preparation
- dashboard reporting

Typical administrative time reduction:

20% – 35%

Step 4 – Estimated Annual Savings

Example calculation:

Administrative workforce cost

\$365,000 per year

Estimated efficiency improvement

25%

Estimated administrative cost reduction

\$91,250 per year



Step 5 – Software Investment

Typical ReguLearn annual licensing

\$15,000 per year

Step 6 – Net Financial Benefit

Category	Amount
Administrative cost savings	\$91,250
ReguLearn annual licence	\$15,000
Net annual operational benefit	\$76,250

Step 7 – ROI Percentage

Return on Investment calculation

ROI = (Net benefit ÷ System cost) × 100

ROI = (76,250 ÷ 15,000) × 100

ROI = **508% return**

Step 8 – Additional Non-Financial Benefits

Beyond administrative savings, ReguLearn provides additional strategic advantages:

- improved compliance record management
- reduced risk during regulatory audits
- faster enrolment processing
- improved visibility of student progress
- better operational reporting for management decisions
- scalable infrastructure for organisational growth



Example Scenario – Growing RTO

Metric	Value
Students enrolled	800
Administrative staff	5
Admin cost	\$365,000
Efficiency improvement	25%
Annual savings	\$91,250

Annual ReguLearn licence

\$15,000

Estimated net benefit

\$76,250 per year

Summary

ReguLearn is not simply a software expense. It is an operational infrastructure investment that can:

- reduce administrative workload
- improve compliance management
- increase operational efficiency
- support organisational growth

For many RTOs, the efficiency gains achieved through automation significantly exceed the annual software investment.



The Hidden Cost of RTO Administration

Why Operational Inefficiencies Are Costing Training Organisations Thousands Each Year

Prepared by
ReguLearn – Digital Infrastructure Platform for RTOs

1. Introduction

Australian Registered Training Organisations operate within one of the most regulated education environments in the world. Institutions must manage:

- student enrolments
- course scheduling
- training delivery
- assessment evidence
- regulatory reporting
- compliance documentation

These responsibilities often rely on multiple administrative processes and software systems. While these tasks are necessary, they create **hidden operational costs** that many organisations underestimate.

This report highlights the most common sources of administrative inefficiency within RTOs and explains how modern digital infrastructure can significantly reduce these costs.

2. The Administrative Burden in the VET Sector

Typical RTO administration involves managing a wide range of operational tasks, including:

- processing student enrolments
- generating training plans
- maintaining attendance records
- managing assessment submissions
- preparing AVETMISS reporting data
- communicating with students and trainers
- maintaining compliance documentation



In many organisations, these tasks require extensive **manual data entry across multiple systems**, resulting in significant administrative workload.

3. Hidden Operational Costs

While administrative staffing costs are visible in financial reports, several **hidden inefficiencies** significantly increase operational expenses.

3.1 Manual Data Entry Across Multiple Systems

Many RTOs operate separate platforms for:

- Student Management
- Learning Management
- Compliance documentation
- Reporting and analytics

This requires staff to repeatedly enter the same information across different systems, increasing both labour time and the risk of errors.

3.2 Compliance Documentation Preparation

Regulatory audits require structured records of:

- training delivery
- assessment evidence
- student progress
- reporting accuracy

Preparing documentation manually can consume a substantial amount of staff time, particularly during audit preparation periods.



3.3 Administrative Workflow Bottlenecks

Common operational delays occur in processes such as:

- enrolment approvals
- assessment submission tracking
- communication with students and trainers
- generating management reports

When these processes rely on manual coordination, they increase workload and slow down organisational responsiveness.

3.4 Data Inconsistencies and Errors

Manual administrative processes increase the likelihood of:

- incomplete student records
- inconsistent reporting data
- duplicated information across systems

These issues can create additional workload when staff must correct errors before reporting deadlines or audits.

4. Operational Risks Associated with Inefficient Systems

Beyond financial impact, administrative inefficiencies can create additional operational risks.

These include:

- increased pressure during compliance audits
- delays in regulatory reporting
- difficulty tracking student progress
- limited visibility of operational performance

Such risks can affect both operational stability and organisational reputation.



5. The Role of Integrated Digital Infrastructure

Modern training organisations are increasingly adopting **integrated management platforms** that combine:

- student management
- learning management
- compliance documentation
- reporting and analytics

These systems help reduce administrative workload by automating many routine processes and providing centralised data management.

6. Operational Benefits of Automation

Integrated platforms can provide improvements in several areas:

Administrative Efficiency

Automation reduces the time required for routine tasks such as enrolment processing and reporting.

Compliance Management

Structured data and automated workflows support audit readiness.

Operational Visibility

Real-time dashboards provide insight into student progress, course delivery, and organisational performance.

Scalability

Modern systems allow organisations to increase student numbers without proportionally increasing administrative staff.



7. Strategic Considerations for RTO Leaders

When evaluating technology infrastructure, organisations should consider not only the cost of software but also the broader operational impact.

Key questions include:

- How much staff time is spent on repetitive administrative tasks?
- Are multiple systems being used for related processes?
- Is reporting preparation labour-intensive?
- Is the organisation able to scale efficiently as student numbers increase?

Addressing these questions can reveal opportunities to significantly improve operational efficiency.

8. Conclusion

Administrative inefficiencies represent a significant but often overlooked cost within training organisations.

By modernising digital infrastructure and automating routine processes, RTOs can:

- reduce administrative workload
- strengthen compliance readiness
- improve operational visibility
- support organisational growth

Forward-thinking organisations increasingly recognise that investing in modern management systems is not simply a technology upgrade—it is a strategic decision that can improve both operational efficiency and long-term sustainability.



The RTO Digital Transformation Roadmap

A Strategic Framework for Modernising Training Organisations

Prepared by
ReguLearn – Digital Infrastructure Platform for RTOs

1. Introduction

The Australian vocational education and training sector is undergoing rapid transformation. Training organisations must operate within an increasingly complex environment that requires:

- strict regulatory compliance
- high-quality learner experiences
- operational efficiency
- scalable training delivery
- digital engagement with students

Traditional administrative processes and disconnected software systems are no longer sufficient to support these demands.

Forward-looking training organisations are therefore adopting **digital transformation strategies** to modernise their operational infrastructure.

This roadmap outlines a structured approach for Registered Training Organisations (RTOs) seeking to modernise their operations and build a sustainable digital foundation.

2. What Digital Transformation Means for RTOs

Digital transformation is not simply the adoption of new software. It involves redesigning organisational processes to leverage modern technology to improve:

- operational efficiency
- compliance management
- learner engagement
- data visibility
- organisational scalability



For RTOs, this transformation typically focuses on integrating key operational functions into a unified digital platform.

3. The Traditional RTO Technology Environment

Many training organisations currently operate using a fragmented technology environment.

Common systems include:

- Student Management System
- Learning Management System
- assessment tools
- reporting software
- communication platforms
- document management systems

These systems often operate independently, requiring administrative staff to manage multiple interfaces and manually transfer information between platforms.

This approach creates operational inefficiencies and increases administrative workload.

4. Challenges in the Traditional Model

Organisations operating with disconnected systems frequently experience several challenges:

- Administrative Inefficiency
- Manual data entry across multiple platforms increases workload and reduces productivity.
- Limited Operational Visibility
- Management often lacks real-time insights into enrolments, learner progress, and training delivery.
- Compliance Complexity
- Preparing documentation and reports for regulatory requirements can become labour-intensive.
- Scalability Limitations
- Growth in student numbers often requires additional administrative staff to manage operational processes.



5. The Digital Transformation Framework

A successful digital transformation strategy for RTOs typically involves four stages.

Stage 1 – Operational Digitisation

The first stage focuses on digitising core administrative processes.

This includes:

- digital enrolment management
- electronic training plans
- digital attendance tracking
- online assessment submissions
- digital document storage

The objective is to reduce reliance on paper-based or manual administrative processes.

Stage 2 – System Integration

The next stage involves consolidating multiple systems into an integrated platform.

An integrated environment allows organisations to manage:

- student lifecycle management
- course delivery
- assessment evidence
- reporting and analytics

within a single operational ecosystem.

This significantly reduces duplication of work and improves data accuracy.



Stage 3 – Process Automation

Once systems are integrated, organisations can automate routine administrative tasks.

Examples include:

- automated enrolment workflows
- automated student communications
- automated reporting preparation
- automated progress tracking

Automation reduces administrative workload and improves operational efficiency.

Stage 4 – Data-Driven Decision Making

The final stage of digital transformation enables organisations to utilise operational data for strategic decision-making.

This includes:

- enrolment trend analysis
- course performance insights
- learner engagement monitoring
- operational efficiency metrics

Management can use these insights to improve organisational performance and strategic planning.

6. The Role of Integrated RTO Platforms

Modern RTO platforms are designed to support the entire digital transformation process.

An integrated platform typically includes:

- Student Management System
- Managing enrolments, student records, and course scheduling.
- Learning Management System
- Delivering learning content and tracking learner progress.
- Compliance Management Tools
- Supporting regulatory reporting and maintaining audit-ready records.



- Operational Analytics
- Providing management dashboards and reporting insights.
- These systems provide the digital infrastructure required for modern training operations.

7. Benefits of Digital Transformation for RTOs

Training organisations that successfully implement digital transformation strategies typically achieve improvements in several areas.

- Operational Efficiency
- Automation reduces administrative workload and allows staff to focus on higher-value activities.
- Improved Compliance Readiness
- Structured digital records simplify regulatory reporting and audit preparation.
- Enhanced Student Experience
- Digital learning environments provide more accessible and engaging learning experiences.
- Scalable Growth
- Organisations can expand enrolments without proportionally increasing administrative staffing.

8. Strategic Considerations for RTO Leaders

When planning digital transformation, organisational leaders should consider the following factors:

- Technology Infrastructure
- Selecting systems capable of supporting long-term organisational growth.
- Process Optimisation
- Redesigning workflows to leverage automation and integration.
- Staff Capability
- Ensuring administrative and training staff are equipped to operate within digital environments.
- Data Governance
- Maintaining accurate, structured data to support compliance and operational insights.



9. Implementing a Transformation Roadmap

Digital transformation should be approached as a phased initiative rather than a single system upgrade.

Typical implementation stages include:

1. Assessment of current operational processes
2. Identification of inefficiencies and duplication
3. Selection of integrated digital infrastructure
4. phased implementation and staff training
5. ongoing optimisation and system enhancement

This structured approach minimises disruption and ensures successful adoption across the organisation.

10. The Future of RTO Operations

The training sector is evolving toward more integrated, data-driven, and technology-enabled environments.

Organisations that invest in modern digital infrastructure will be better positioned to:

- adapt to regulatory changes
- improve operational efficiency
- enhance learner engagement
- scale training delivery

Digital transformation is therefore not simply a technology decision; it is a strategic investment in the future capability of the organisation.

Conclusion

The Australian VET sector continues to evolve as technology reshapes the way training organisations operate.

By adopting a structured digital transformation roadmap and implementing integrated management systems, RTOs can modernise their operations, improve efficiency, and strengthen their ability to deliver high-quality training outcomes.