



AUSTRALIAN  
SALESMASTERS  
TRAINING CO  
don't blame them...TRAIN THEM!

CHC33015

Certificate III in Individual Support



# Learner Handbook And Course Information

**...don't blame them...TRAIN THEM!**

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## WELCOME NOTE FROM THE CEO

Thank you for choosing the Australian Salesmasters Training Co (ASTC) to assist you in achieving your personal development goals.

Your decision to participate in a training course is a wise one, whether it will be employment-based or at your own leisure via correspondence or online. We look forward to assisting you in receiving formal recognition that is nationally recognised for the competencies you are studying or those that you already possess.

This Learner Handbook sets out a range of processes, procedures, and information for you on how best to enjoy the learning process with us.

***It is important that you read this Learner Handbook and complete the Declaration at the end of this handbook and return it to us via post, fax, or email.***

On behalf of our team at the Australian Salesmasters Training Co, I wish you an enjoyable and valuable learning experience.

**Ashraf Hanna**  
CEO

# ABOUT AUSTRALIAN SALESMASTERS TRAINING CO

Welcome to the Australian Salesmasters Training Co (ASTC).

ASTC is an innovative Registered Training Organisation (RTO) specialising in providing quality training and assessment in Health Services, Business, Sales, Financial Management, Warehousing, Project Management, Real Estate (Property Services) and a wide range of other qualifications.

ASTC's trainers have a long history in industry and are committed to providing quality training and assessment services. All hold the necessary training and assessment competencies as determined by the National Skills Council or its successor's accreditation.

Our trainers and assessors are highly qualified and have extensive vocational experience. We are here to support our Learners through our training programs and to ensure they have an enjoyable learning experience.

## CONTACT DETAILS

Address:

Level 3 Suit 317  
30-40 Harcourt Parade  
Rosebery NSW 2018

Post Address:

PO Box 638  
Rosebery NSW 1445

Phone:

138 300  
(02) 9700 9333  
National: 1800 180 480 (free call)  
Fax: (02) 9700 8988

Email:

Contact Learner Support  
info@astc.edu.au

IT support:

afifi@astc.edu.au



## Our commitment to you

Australian Salesmasters is committed to bringing to you the most relevant and current training courses and materials available.

We commit to assisting you complete the training and assessments in your enrolled course. We also commit to support you, throughout your learning experience.

Where help or assistance is required, please call our team on 1300 008 880.

# YOUR TRAINING EXPERIENCE

## The Australian Quality Framework Standards (AQF STANDARDS)

You are about to become a Learner in the process that can result in achieving a nationally accredited qualification. These qualifications can only be delivered by a Registered Training Organisation (RTO).

To be an RTO, ASTC must ensure that it complies with the conditions of its registration throughout the period of its registration. These conditions are described within the National Vocational Education and Training Regulator Act 2011.

As an RTO ASTC must comply with the VET Quality Framework, which includes:

- the Standards for Registered Training Organisations 2015
- the Australian Qualifications Framework (AQF)

ASTC is audited by the Australian Skills Quality Authority (ASQA) to ensure compliance to the above.

These standards and the auditing process are intended to provide the basis for a nationally consistent, high quality vocational education and training system.

These standards are described in more detail in the National Vocational Education and Training Regulator Act 2011, which basically confirms the right of ASQA to audit ASTC, apply penalties for non-compliance, define the requirements to retain records and other administration and operational requirements of a functioning RTO, etc.

Australian Salesmasters is RTO #6854.

Please refer to <https://www.asqa.gov.au/> for more information.

## What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. There are ten qualifications in the AQF. Six of these are relevant to the Vocational Education and Training (VET) sector. The ten qualifications are:

Schools Sector	Vocational Education and Training Sector	Higher Education Sector (Tertiary)
Senior Secondary Certificate of Education	Vocational Graduate Diploma Vocational Graduate Certificate Advanced Diploma Diploma Certificate IV Certificate III Certificate II Certificate I	Doctoral Degree Masters Degree Graduate Diploma Graduate Certificate Bachelor Degree Associate Degree Advanced Diploma Diploma

Information on the Characteristics of competencies and the Distinguishing Features of Learning Outcomes for qualifications under the AQF may be obtained at: [www.aqf.edu.au](http://www.aqf.edu.au).

# ENROLMENT

## LEARNER SELECTION REGARDING PRE-REQUISITES

There are pre-requisites to enrolling in some of our training programs.

Specific details of these pre-requisites are contained in individual course information documentation on our website.

If you have any questions, please discuss the course with your trainer or the Student Support Officer.

## FEE PAYING LEARNER

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd on 138 300.

You will be provided electronically via email, or we will post to you:

- a Learner Handbook
- an Enrolment form
- training Learner Acceptance Agreement
- training Plan
- any available literature on the courses being considered and any other relevant documentation.

If fee paying, please complete the enrolment form.

## TRAINEESHIP

To enrol in one of ASTC's Government Funded courses you will need to obtain the permission of your employer to allow ASTC to enrol you in the training program.

If fee paying, just complete the enrolment form.

Enrolment will consist of you contacting Australian Salesmasters Training Co Pty Ltd on 138 300.

Our Customer Service Officer accompanied by an officer from an Australian Apprenticeship Centre will attend upon you and supply you with:

- a Learner Training Folder
- an Enrolment form
- training Plan
- traineeship documentation (as required by law from time to time refer to <http://www.australianapprenticeships.gov.au>) any available literature on the courses being considered and any other relevant documentation



## NSW – SMART AND SKILLED

Smart and Skilled is a reform of the NSW vocational education and training system. It's helping people get the skills they need to find a job and advance their careers.

Smart and Skilled provides eligible students who are resident in New South Wales with:

- an entitlement to government-subsidised training up to and including Certificate III
- government funding for higher-level courses (Certificate IV and above) in targeted priority areas.

Please refer to our website for detailed information:

[\[https://www.thesalesmasters.com.au/funding/smart-skilled/\]](https://www.thesalesmasters.com.au/funding/smart-skilled/).

### Eligibility

To be eligible for Smart and Skilled fee-free programs, you must, at the time of enrolment, be:

- an Australian citizen, permanent resident, or New Zealand passport holder resident for more than 6 months, or
- an eligible humanitarian visa holder, and
- living or working in NSW, and
- at least 15 years of age, and
- not enrolled in or attending secondary school

Alternatively, please refer to the Smart and Skilled website for up-to-date information [\[https://education.nsw.gov.au/skills-nsw/students-and-job-seekers/low-cost-and-free-training-options/smart-and-skilled-training#Am0\]](https://education.nsw.gov.au/skills-nsw/students-and-job-seekers/low-cost-and-free-training-options/smart-and-skilled-training#Am0)

Before or at the time of enrolment a Smart and Skilled Learner must be given a copy of the current version of the Smart and Skilled Fee Administration Policy (<https://www.training.nsw.gov.au/smartandskilled/index.html>).

Be aware of the ASTC'S policies and processes on:

- evidence required for eligibility for Smart and Skilled programs and fee exemptions and concessions where relevant
- withdrawal without penalty
- repeat attempts to complete a unit of competency
- fee refunds
- recovery of outstanding fees
- levying of participant fees

The current information related to ASTC's obligations under Smart and Skilled is located on ASTC's website: <https://www.thesalesmasters.com.au/funding/smart-skilled/>

For assistance to enrol into a Smart and Skilled program, please contact one of our Smart and Skilled enrolment officers on 138 300.



## Student Rights and Obligations Under Smart and Skilled

As a Learner receiving government-subsidised training under Smart and Skilled, you have certain rights and obligations.

You have the right to:

- expect that the quality of your training meets the standards, regulations and requirements set down by the Australian Skills Quality Authority (ASQA) and Smart and Skilled
- be informed about the collection of your personal information and be able to review and correct that information
- access your training provider's consumer protection complaints process.

Your obligations include:

- providing accurate information to the training provider
- behaving in a responsible and ethical manner.

## **MODE OF LEARNING**

ASTC offer the following learning mode:

- Blended

Blended mode combines the flexibility of online learning with the support of face-to-face training.

## **THE TRAINING PLAN**

### **What is a Training Plan?**

The training plan will outline who will deliver the training, and when and where you need to go to receive the structured component of the training. Treat the training plan as a working document. It should be flexible enough to meet all your needs. Remember that you can talk about this to your ASTC trainer or ASTC Administration at any stage during the training.

### **What is the purpose of a Training Plan?**

The Training Plan provides detailed information on training and assessment agreed to by you, your trainer, your employer (where applicable) and ASTC. This information ensures that all parties are making informed decisions about the services required and the respective obligations in the delivery of these services. It is an important document that you, your employer (where applicable) and ASTC must sign and provides a record of intent and progress during the learning process.

### **What are the requirements for monitoring a Training Plan?**

The details of the Training Plan should be monitored and amended where required. For example, changes to time frames or to the person responsible for training or assessment should be amended on the Training Plan. The Training Plan should also provide evidence that training and assessment is progressing satisfactorily, and regular visits have taken place (if applicable).

### **What is to be included in the Training Plan**

The training plan must specify the following:

- the competencies to be obtained
- the timeframe for achieving the competencies
- the training to be undertaken
- the delivery mode(s) to be employed
- the details (when, how and how much) of the time allocated outside routine work duties is for off-the-job training
- who is responsible for the delivery and/or assessment of each competency
- assessment details and arrangements
- a record of any recognised prior learning (RPL) for qualifications and cross-credit hours granted prior to commencing the training. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process can reduce the length or the duration of your training
- the name of the qualification to be issued
- any other specific requirements to be met in accordance with the particular training contract in question

## Who signs the Training Plan?

The following individuals sign the training plan as confirmation that they contributed to the development of the plan and are aware of their responsibility to ensure that it is implemented and monitored.

- ASTC
- Learner/Apprentice/Trainee
- Employer (where applicable)

## INDUCTION

Once all Learners have completed the enrolment session, they must complete an induction program which will cover:

- introduction to the ASTC training team
- confirmation of the course to be delivered
- the training and assessment procedures, including method, format and purpose of assessment
- learner behaviour
- qualifications to be issued
- assistance with RPL process
- assessment guidelines
- payment for course
- assessment completion
- support services
- complaints procedures
- appeals procedures
- feedback
- confirmation that all the above information was provided via face to face, DVD or other methods and handouts distributed are required to be acknowledged by the training learner.

## LANGUAGE, LITERACY AND NUMERACY (LLN) ASSISTANCE

Our course standard material contains written documentation and limited numerical calculations.

We recognise that not all people are able to read, write and perform calculations to the same standards.

We aim at all times to provide a positive and rewarding learning experience for all of our learners. Our enrolment form asks learners to provide information regarding their LL&N requirements or any other special learning needs. In the event of LL&N becoming an issue, the Student Support Officer will contact the learners to discuss their requirements.

Learners must ensure that they have discussed with the Student Support Officer any concerns they may have about their capacity to participate because of any Language, Literacy or Numeracy difficulties. Based on that, we will offer to any learner at enrolment a reading and comprehension exercise to ascertain suitability for enrolment into a course.

Where language, literacy and numeracy competency is essential for course learners, we will make every effort to ensure that learners are adequately supported to enable them to complete their training. Some examples of the type of support that we are able to offer include:

### Language

- Present information in small chunks
- Speak clearly, concisely and not too quickly
- Give clear instructions in a logical sequence
- Give lots of practical examples
- Encourage learners to ask questions
- Ask all questions to ensure learners understand

### Literacy

- Provide learners only essential writing tasks
- Consider the use of group exercises so that the responsibility for writing rests with more than one person
- Provide examples and models of completed tasks
- Ensure that documents and forms are written and formatted in plain English
- Use clear headings, highlight certain key words or phrases and provide explanations of all technical terms used

### Numeracy

- Ask learners to identify in words, what the exact problem is and how they might solve it
- Show learners how to do the calculations through step by step instructions and through examples of completed calculations
- Help learners to work out what math's/calculations/measurements are required to complete the task
- Encourage the use of calculators and demonstrate how to use them

We will endeavour to help you where we can to accommodate anyone with difficulties with Language, Literacy or Numeracy.

In the event that a Learner's needs exceed our skill, we will refer the Learner to an external support provider.

Australian Council for Adult Literacy

[info@acal.edu.au](mailto:info@acal.edu.au)

Reading and Writing Hotline

P: 1300 655 506

## LEARNER SUPPORT, WELFARE AND GUIDANCE

We will assist all Learners in their efforts to complete the training programmes.

In the event that you are experiencing any difficulties with your studies, we would recommend that you see or contact your trainer, or another member of ASTC's team.

We will ensure that the full resources of our RTO are made available to ensure that you achieve the required level of competency in all nationally recognised qualifications.

Should you be experiencing any personal difficulties you should make contact directly with the ASTC's Student Support Officer who will assist you to the full extent of our capacity.

If your needs exceed ASTC's support capacity, we will refer you onto an appropriate external agency.

You can seek support immediate by contacting:

<b>Police/Fire/Ambulance</b> Ring 000	<b>Interpreting Services (TIS):</b> P: 13 14 50
<b>Poisons Information Centre</b> 24hr advice on all exposures to poisons, medicines, plants, bites/stings P: 13 11 26	<b>National Alcohol and Other Drug</b> (24-hour counselling and information) 1800 250 015
<b>Abortion Grief Counselling</b> 1300 363 550	<b>DV Hotline (Domestic Violence support and referral)</b> P: 1800 737 732
<b>Family Drug Support</b> Information, help and support for families affected by drugs P: 1300 368 186	<b>Literacy and Numeracy Support:</b> P: 1300 363 079
<b>Lifeline</b> Crisis support and suicide prevention services P: 131 114	<b>MensLine Australia</b> for men with family and relationship concerns P: 1300 789 978
<b>Pregnancy Counselling Australia</b> Pregnancy termination alternatives and post termination counselling P: 1300 737 732	<b>Pregnancy Help Line</b> 24-hour counselling and information for pregnant women and their families P: 1300 139 313
<b>Salvation Army Salvos</b> P: 137 258	<b>Sexual Abuse and Redress Support Service</b> P: 1800 211 028

## **FLEXIBLE DELIVERY AND ASSESSMENT PROCEDURES**

ASTC recognises that not all Learners learn in the same manner, and that with an amount of “reasonable adjustments” Learners who may not study best with traditional learning and assessment methods will still achieve good results.

ASTC will make any necessary adjustments to meet the needs of a variety of Learners. The ability to complete a written assessment is not to be interpreted as a barrier to competency, provided that the Learner can verbally demonstrate competency.

These adjustments may include having someone read assessment materials to Learners or they may include having someone record the Learner’s spoken responses to assessment questions.

ASTC undertakes to assist Learners achieve the required competency standards where it is within our ability.

Where we cannot assist a Learner, we will refer them, where possible, to an agency that can assist.

Any further questions can be referred to your trainer or ASTC’s Student Support Officer.

## **DISCIPLINARY ACTIONS AND OBLIGATIONS**

ASTC attempts to provide training and assessment services in a spirit of co-operation and mutual respect.

If a trainer or team member is unhappy or dissatisfied with the behaviour or performance of a Learner, the trainer has the authority to:

- warn the Learner that their behaviour is unsuitable, or
- ask the Learner to leave the class, or
- immediately cancel the class.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

Examples of when disciplinary action may be required to be taken include when a Learner:

- fails to attend the required minimum number of classes for any course without reasonable explanation
- brings onto, or consumes on our premises, any drug of addiction or dependence (except drugs prescribed by a qualified medical practitioner)
- brings onto or consumes on our premises any alcohol
- exhibits any form of behaviour that is adversely affected by the influence of drugs or alcohol
- damages or removes any property or resource of or any training venue hired by ASTC
- assaults (physically or verbally) any person or persons on the premises of or any training venue hired by ASTC
- fails to comply with any instructions given by a member of team relating to the safety of any person or persons on the premises
- exhibits any form of conduct within our premises that is considered to be aggressive, disorderly, disruptive, harassing or interferes with the comfort, safety or convenience of any person who is acting lawfully and entitled to be present

- colludes, plagiarises or cheats in assignments, assessments or examinations which may be detected from non-referencing of source materials, collusion with other Learners in the submission of assessment materials or by reference to the resources detailed on the ASQA Guideline Frequently asked question document
- breaches assessment guidelines
- enters any part of our premises or any other place to which Learners have access for the purpose of tuition, when not entitled to do so, or having entered, refuses to leave said premises

### **Fee Paying Learner**

When disciplinary action is taken, the Chief Executive Officer will notify the Learner of the reason for the action.

- A verbal warning will be given to the Learner and documented on the Learner's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work.
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing and a noted copy will be placed on the Learner's individual file.

### **Traineeship**

When disciplinary action is taken, the Chief Executive Officer will notify the Employer and the Learner of the reason for the action.

- A verbal warning will be given to the Learner and documented on the Learner's individual file.
- Where the behaviour continues after the verbal warning, the Chief Executive Officer will counsel the Learner and a written warning will be provided to the Learner and a copy provided to the Employer. A copy of this written warning will be kept on the Learner's file.
- Where disciplinary action is the result of collusion, plagiarism, cheating or a breach of assessment guidelines, in addition to the above, the Learner will be requested to resubmit their work.
- In the event that the behaviour continues beyond the written warning, the Learner will be removed from the training program. Notification of the Learner's removal will be made in writing to the Learner and a copy provided to the Employer and a noted copy will be placed on the Learner's individual file.

If a Learner wishes to express a complaint in relation to the disciplinary action taken, they have the opportunity to follow our complaints procedure.

We expect that our team will maintain a professional and ethical working relationship with all other staff, management, and Learners. Any breach of our disciplinary standards will be discussed with the trainer, ASTC's Student Support Officer and CEO and the appropriate action will be taken.



## RECOGNITION OF OTHER QUALIFICATIONS/ PRIOR LEARNING

### NATIONAL RECOGNITION

We accept and recognise the outcomes of training from any other RTO or body in partnership with an RTO throughout Australia, thereby ensuring acceptance of the qualifications and statements of attainment awarded by all RTOs.

National Recognition requires ASTC to recognise and accept Australian Qualifications Framework (AQF) qualifications conferred by other registered training organisations.

Your previous study will be recognised and automatically credited towards their course where the same or equivalent units of competence have been successfully completed.

#### Procedure:

- Complete a separate application form for National Recognition available upon request
- Submit the application form AND a certified copy of an appropriate statement of attainment from another RTO.

### RECOGNITION OF PRIOR LEARNING (RPL) POLICY

All of our potential or enrolled Learners are provided with full recognition of their current skills and knowledge. We promote acknowledgement of 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process.

The recognition of prior learning [RPL] process conducted by us is an assessment process, which provides acknowledgement of all skills and knowledge gained through life experiences, work experience, previous training, and formal education.

Our RPL process examines the evidence within the following key principles:

- Adopting a focus on the competencies held, rather than on how, when or where the learning occurred.
- Demonstrated commitment to recognising the prior learning of adults.
- Providing access to the RPL process for all potential Learners of course.
- Undertaking RPL processes which are fair to all those involved.
- Providing adequate support for all potential RPL applicants.

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for course Learners.

All Learners are offered RPL at time of the pre-enrolment contact and can elect to be considered for RPL by selecting the option available on the enrolment form. The special needs of RPL applicants are recognised by us and we will make all the necessary and reasonable adjustments [taking into account such areas as LL&N] during the RPL assessment process, where appropriate.

A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved standard in the relevant national training program. All assessment mechanisms used are valid, reliable, flexible, and fair and conducted in an ethical manner.

The key objectives of our RPL assessment process are to:

- minimise duplication of learning, training or skill acquisition
- allow the completion of studies in the shortest possible time
- provide clear RPL outcomes and access to further learning/training and career development
- provide quality advice and support to potential and current applicants
- conduct the RPL process only in respect to courses that we are registered to assess
- ensure that only fully qualified consultants are involved in the RPL process
- provide adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held regardless of how, when or where they were learned
- recognise competencies and modules gained through an RPL process conducted at another registered training organisation via the requirements of recognition of other qualifications
- ensure the RPL applicants of their right of appeal through the formal process
- ensure fees and charges are fair, competitive with the industry standard and are structured to minimise the time and cost to applicants.

***Learners can make an application for Recognition of Prior Learning at any time during the training program.***

**Procedure:**

1. The applicant fills in the application for recognition of prior learning (exemption), as detailed in the RPL application kit.
2. Attached to the application should be:
  - a. Certified copies of the relevant qualifications, transcripts, course outlines and other academic records including the title of the module, duration (hours) of learning, results (marks and grades).
  - b. Evidence of clinical practice, as mentioned above, if exemption is sought.

Applications without presenting the relevant qualifications will not be recognised.

3. ASTC reserves the right to check and identify the original qualifications and academic records. Usually, ASTC’s Student Support Officer will interview the applicant and verify the authenticity of original documents.
4. The module(s) exemption application is finally approved by the CEO and/or the ASTC Board. The following fees apply:

Under a Traineeship:	Nil
Under Smart & Skilled:	Refer to Smart & Skilled Fee Administration Policy
Fee for Service: Payment of administrative application fee charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Academic Committee and a fee per module approved will apply	\$100
Certificate II, III, IV	\$150
Diploma, Advanced Diploma	\$250

5. The Applicant will be required to “sign off” on the approval of recognition of prior learning or disapproval from the original form will be placed on the applicant’s file and a copy given to the applicant.

An RPL application kit is available upon application and from our website.

Reference: [RPL Information Kit](#)

## **CREDIT TRANSFER POLICY**

Credit Transfer is available to all Learners enrolling in any of our training programs on our scope of registration.

Credit Transfer – means credit towards a qualification granted to the Learners on the basis of outcomes gained by a Learner through participation in courses or nationally training package qualifications with another Registered Training Provider.

Credit transfer applies when credit can be given for formal learning equivalent to the competency outcomes. This may include credit transfer based on formal learning that is outside the AQF.

We recognise the AQF qualifications and statements of attainment issued by any other RTOs.

Credit Transfer will only be granted for an entire unit of competency, not for individual elements of competency.

The procedure to make a Credit transfer application is as follows:

- Learner completes a separate application form
- Learner submits the application form AND supporting documentary evidence
- the Application and supporting documentation will then be determined by the Training Manager (or delegated assessor)
- the Training Manager (or delegated assessor) compares the evidence against the unit of competency (may ask for interview to clarify some points)
- the Training Manager (or delegated assessor) makes a judgement and records it on the application
- the Training Manager returns application to RTO administration with result
- RTO administration records result against Learner’s name
- RTO administration notifies Learner of result either by email or post to their recorded home address
- Learner may appeal within 30 days of notification. Please refer to Complaints and Appeals Procedure

### **Supporting Documentation**

If your previous study was a program at ASTC, you do not need to submit any supporting documentation. If your previous study was undertaken with another institution, you must submit documentation to support your application. This documentation may include:

- a certified copy of a **Statement of Attainment** for any completed VET studies
- course outlines showing content, learning outcomes and assessment requirements
- an explanation of the grading structure used.

## **Assessment Process**

ASTC will assess all applications for credit transfer for relevance towards the ASTC program and the currency of the learning outcomes:

- **Relevance**

To receive credit for a previously completed course that course must be equivalent in content, learning outcomes and assessment requirements to the course you wish to receive credit for.

- **Currency**

ASTC will assess your previous study for its currency to determine if the body of knowledge and practice has changed significantly. If the course content has changed significantly and the learner has not maintained sustained practice in the field of study, your application may be rejected.

## **The Training Manager**

- compares the evidence against the unit of competency (may ask for interview to clarify some points)
- makes a judgement and records it on the application
- returns application to RTO administration with result

## **RTO Administration**

- records result against your name
- notifies you of the result either by email or post to your recorded home address You may appeal within 30 days of notification.

Please refer to Assessment Appeals a Credit Transfer Application template is available upon request.

## **Fees**

No fees are applied to Credit Transfer



# POLICIES AND PROCEDURES

## PLAGIARISM AND CHEATING POLICY

### How do I ensure my own Academic Integrity?

You can achieve Academic Integrity by honestly submitting work that is your own. Presenting work that fails to acknowledge other people's work within yours can compromise Academic Integrity.

This includes:

- plagiarism
- cheating in an assessment
- copying or submitting whole or parts of computer files as if they are your own (e.g. web pages).

Collusion, plagiarism or cheating in assignments will not be tolerated. Your trainer will advise all Learners of the many different ways to avoid plagiarism.

It is a form of cheating, known as plagiarism, to use another's work without appropriate acknowledgment.

All work produced must acknowledge the sources of ideas presented and cite the original written work which informed it.

Plagiarism may occur in oral, written, or visual presentations. It is the presentation of the work, idea, or creation of another person, without appropriate referencing, as though it is your own.

It is also a disciplinary offence for you to allow your work to be plagiarised by another learner. You are responsible for keeping your work in a secure place.

### Plagiarism covers a variety of inappropriate behaviours, including:

- failure to properly document a source
- copying material from the internet or databases
- collusion between training learners
- purchasing pre-written or on-demand papers from the numerous paper mills and cheat sites

### You must reference the following types of information:

- thoughts, ideas, definitions, or theories
- research and other studies
- statistics
- information from the Internet, including images and media
- designs or works of art
- facts that are not common knowledge

### If you don't reference information in your work, it is assumed that:

- it's your own idea
- it's common knowledge, e.g. you wouldn't need to reference that Bendigo is in Victoria
- it's common knowledge in your field of work, e.g. you must have a forklift licence to drive a forklift.

### **To maintain Academic Integrity:**

- Make sure you understand how to reference your sources.
- Don't leave your assignments around for others to read.
- Make sure you take your discs out of the computers.
- When photocopying or making notes from texts, make sure you record all bibliographic information.
- Make sure your work clearly distinguishes between the ideas of others and your own ideas. If you're not sure how to do this, check with your Trainer about requirements for referencing.

### **Learners must not:**

- submit an assessment completed by another person as their own work
- present as their own work information, text, artwork, graphics or other material taken from any source without referencing
- quote or paraphrase material from a source without referencing

### **Detection of Plagiarism**

The following may be utilised to detect plagiarism:

- Unusual phrasings, noticeable unevenness of style (some very sophisticated sentences followed by some amateurish ones), concepts that seem too sophisticated for the level of the class, unclear or incorrect sources listed in the bibliography, a writing style or diction choice in a particular paper that seems inconsistent with that found in other samples of the Learner's writing
- Enter an unusual phrase or sentence into a standard search engine (e.g., Google, Yahoo) and to locate a match
- Holding a conference with the Learner writer and discuss the paper to determine the Learner's familiarity with his/her own paper and its concepts

### **Disciplinary Action**

Refer Discipline section of this manual.

### **Copyright**

All ASTC team members and learners must observe the following copyright regulations, a copy of which is on display near the photocopier in our Head Office.

A copyright owner is entitled to take legal action against a person who infringes his/her copyright. Unless otherwise permitted by the Copyright Act 1968, unauthorised copying of a work in which copyright subsides may infringe the copyright in that work.

Where making a copy of a work is classed as fair dealing under section 40 of the Copyright Act 1968, making that copy is not an infringement of the copyright in that work.

It is classed as fair dealing to make a copy, for the purpose of research or study, of one or more articles on the same subject matter in a periodical publication or, in the case of any other work, of a reasonable portion of a work.

In the case of a published work that is of not less than 10 pages and is not an artistic work, 10% of the total number of pages, or one chapter, is a reasonable portion.

More extensive copying may constitute fair dealing for the purpose of research or study. To determine whether it does, it is necessary to have regard to the criteria set out in sub-section 40 (2) of the Copyright Act 1968.

A copy of the Copyright Act 1968 is available for viewing upon request to the Student Support Officer.



# COMPLAINTS AND APPEALS POLICY AND PROCEDURES

## Definitions

For the purposes of this document, the following applies:

**Learner(s)** refers to all persons enrolled or seeking to enrol in a course with the Australian Salesmasters Training Co Pty Ltd.

**Complainant** refers to Learners (as defined above) who have lodged a grievance with the Australian Salesmasters Training Co Pty Ltd.

## 1. Overview

Australian Salesmasters Training Co Pty Ltd (ASTC) is committed to providing an effective, efficient, timely, fair and confidential grievance-handling procedure for all Learners. This policy covers both academic and non-academic grievances and appeals.

Academic matters include those matters which relate to learner progress, assessment, course content or awards in a VET course of study.

Non-academic matters include those matters which do not relate to learner progress, assessment, course content or awards in a course and include grievances in relation to personal information that the provider holds in relation to a Learner.

Complainants are entitled to access the grievance procedures regardless of the location of the course at which the grievance has arisen, the Complainant's place of residence or mode of study.

This policy does not replace or modify policies or any other responsibilities that may arise under other policies, statutes, or any other law. Also, the dispute resolution procedures outlined below in this document do not circumscribe an individual's rights to pursue other legal remedies.

The ASTC complaints policy and appeals policy will:

- ensure the principles of natural justice and procedural fairness are adopted at every stage of the complaint and appeal process
- be publicly available
- set out the procedure for making a complaint or requesting an appeal
- ensure complaints and requests for an appeal are acknowledged in writing and finalised as soon as practicable, and
- provide for review by an appropriate party independent of ASTC and the Complainant or Appellant, at the request of the individual making the complaint or appeal, if the processes fail to resolve the complaint or appeal.

## 2. Responsibility

The Compliance Officer is responsible for the implementation of this policy and procedure and ensuring that all staff are fully trained in its operation and Learners and Complainants are made aware of its availability.

### 3. General principles

These principles, which will be adhered to by ASTC, apply to all stages of this grievance procedure:

- The Complainant and any respondent will have the opportunity to present their case at each stage of the procedure.
- The Complainant and any respondent have the option of being accompanied/assisted by a third person (such as a family member, friend or counsellor) if they so desire.
- The Complainant and any respondent will not be discriminated against or victimised.
- At all stages of the process, discussions relating to grievances and appeals will be recorded in writing. Reasons and a full explanation in writing for decisions and actions taken as part of this procedure will be provided to the Complainant and/or any respondent if requested.
- Records of all grievances will be kept for a period of five years to allow parties to the grievance appropriate access to these records. These records will be kept strictly confidential and stored at ASTC, Level 3, 30-40 Harcourt Parade, Rosebery, NSW 2018. Access to these records may be requested by writing to the Office Manager at the aforementioned address.
- A Complainant shall have access to the internal stages of this grievance procedure at no cost. Costs for an external appeal will be shared equally by ASTC and the Complainant.

### 4. Informal Grievance Procedure

Learners are encouraged initially to attempt to resolve a grievance informally by talking directly with the person concerned to resolve the problem. This step is not mandatory, and a Learner may proceed directly to the Formal Grievance Procedure.

### 5. Formal Grievance Procedure

#### 5.1 Stage One

Formal grievances should be submitted in writing on the Formal Grievance Form to the Learner Support Officer at ASTC, PO Box 638, Rosebery, NSW 1445 or by email to [info@astc.edu.au](mailto:info@astc.edu.au). The Complaints Form is located on the ASTC site at <https://www.thesalesmasters.com.au/support/learner-faq/>.

The Complainant is invited to include suggestions about how the grievance might be resolved. The Learner Support Officer will notify the Complainant of receipt of the grievance within 5 working days.

The Learner Support Officer will then investigate the grievance. This may include consultations or a possible meeting with the Complainant and any other relevant party to clarify the issues. After the investigation, the Learner Support Officer will determine the outcome and advise the Complainant in writing of their decision within 10 working days. The Complainant will be advised of their right to access Stage Two of this procedure if they are not satisfied with the outcome of Stage One.

#### 5.2 Stage Two

If the Complainant is not satisfied with the outcome of Stage One, they may lodge an appeal in writing within 20 working days of receiving the written response to the CEO at ASTC, PO Box 638, Rosebery, NSW 1445.

The CEO will notify the Complainant of receipt of the appeal within 5 working days.

The Complainant's appeal will be determined by the CEO, who will conduct all necessary consultations with the Complainant and other relevant persons and make a determination of the appeal. The

Complainant will be advised in writing of the outcome of their appeal, including the reasons for the decision, within 10 working days. The Complainant will be advised of their right to progress to Stage Three of the grievance procedure if they consider the matter unresolved.

### **5.3 Stage Three**

If the Complainant is not satisfied with the outcome of their appeal, then an independent mediator will be sourced by ASTC through the Resolution Institute. Complainants may request that their grievance is referred to the independent mediator by writing to the CEO at ASTC, PO Box 638, Rosebery, NSW 1445.

Costs of such mediation will be shared equally by ASTC and the Complainant. As a guide, the mediator's costs would be \$385 for the first four hours (or part thereof). Subsequent hours would be \$137.50 per hour. It is common for most disputes to be resolved within the initial four-hour allocation.

If the Complainant remains unsatisfied with the outcome of the mediator's decision, then they may contact the Australian Skills Quality Authority (ASQA). For contact details and information, please see <https://www.asqa.gov.au/about/complaints/complaints-about-training-providers>.

ASTC will give due consideration to any recommendations arising from the external review of the grievance within 30 days of receipt of the recommendations.

## **6. Publication**

This Learner Grievance Policy and Procedure (Academic and Non-academic) will be made available to Learners and those seeking to enrol with ASTC through publication on the website (<https://www.thesalesmasters.com.au/>).

## **7. Continuous Improvement**

Any improvement arising from a learner's academic grievance or appeal will be recorded in the Continuous Improvement Register. This register will be revised by the CEO and the Program Co-ordinator (or delegated nominee) at least four times per year and will provide a report to the Board of Directors.

## **8. Record keeping and confidentiality**

Records of all academic grievances handled under this procedure and their outcomes shall be maintained for a period of at least 5 years to allow all parties to the grievance appropriate access to these records upon written request to the Program Co-ordinator (or delegated nominee).

All records relating to complaints will be treated as confidential and will be covered by the Privacy Policy and Procedure.

## **9. Assessment Appeals**

An application for appeal will be considered where a Learner disagrees with an assessment outcome or claims they have been unfairly treated during the assessment process.

Where appropriate, the Learner should first approach the assessor concerned within 30 days of receiving the assessment result, where practicable.

Where the outcome is not satisfactory to the Learner, the Training Learner Support Officer should be contacted in writing (mail/email) by the Learner, setting out:

- the circumstances surrounding the issue
- who was involved
- why an appeal is being lodged

- any evidence, including dates and documentation
- the name of any witnesses who could support the appeal

An Appeal Form is available from ASTC Administration upon request and may be downloaded from our website.

The Training Learner Support Officer will refer the appeal to the Board of Directors, who will further investigate and consider the appeal. This may involve consultations with the appellant, relevant staff and/or subject matter experts. The Learner will be notified in writing of the outcome and the reason for the decision.

If the Learner is not satisfied with the outcome, the appeal will be referred to an independent person, who is agreed to by both parties, and the Learner will have an opportunity to formally present their case.

#### **10. Appeal Third Party Referral**

In the event that the Learner is still unsatisfied with the outcome, they will be informed that they can contact and/or refer the matter to the Australian Skills Quality Authority (ASQA). Please refer to the following website [Complaints about training providers | Australian Skills Quality Authority \(ASQA\)](#) or call ASQA’s enquiry line on 13 38 73.

#### **11. Recording and Documentation of Complaints and Appeals**

Any complaints or appeals, whether formal or informal, and their outcomes must be recorded in the Complaints Register or Appeals Register, respectively. This will allow ASTC to investigate and identify potential primary/root causes of complaints and appeals and take appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence. Information gathered from complaints and appeals will be utilised to review and improve ASTC’s processes and practices to prevent recurrence or mitigate the likelihood of similar issues arising. The outcomes handling process of complaints and Appeals must be documented using the Complaints Form and Appeals Form, respectively.

Any changes made to systems and actions taken as a result of reviewing complaints and appeals to eliminate or mitigate the likelihood of reoccurrence and address the primary/root cause of the complaints or appeals must be recorded and documented in the “For Office Use Only” section of the Complaints or Appeals Register.

Evidence demonstrating how complaints and appeals were dealt with, including any correspondence exchanged and the outcomes (including timeframes), will be retained for reference.

Complaints and appeals will be monitored and reviewed periodically to ensure timeliness, identify systemic issues, and improve ASTC’s operations and services. Feedback from complainants will be actively sought and considered as part of ASTC’s continuous improvement process.

**Reference:** Appeals Form  
 Appeals Register  
 Complaints Form  
 Complaints Register

**Location:** QMS

## **Complaint Smart and Skilled**

A Learner enrolled under a Smart and Skilled funded program may contact the Smart and Skilled customer support centre to seek assistance, ask for advice, make a complaint, or provide feedback.

Learner can lodge the complaint to Smart and Skilled customer support centre or Training Services NSW by calling 1300 772 104, or if you are calling from overseas +61 2 8267 7770. Learner can also lodge a complaint to Smart and Skilled by sending a detail description of the complaint to the following email address [smartandskilled.enquiries@det.nsw.edu.au](mailto:smartandskilled.enquiries@det.nsw.edu.au) or visit one of [Training Services NSW](#) offices.

The Smart and Skilled customer support centre can provide:

- information and advice on your rights
- support with your complaint or dispute, including:
  - a process for progressing any unresolved complaint
  - referrals to other agencies that can help with specific complaints within their scope
  - a mediation service to help you resolve your complaint with the training provider.

### **Who to Contact**

- Issues to do with quality of training, contact the Australian Skills Quality Authority (ASQA)  
Website: <https://www.asqa.gov.au/>
- Smart and Skilled enquiries/complaints  
Phone: 1300 772 104  
Email: [smartandskilled.enquiries@det.nsw.edu.au](mailto:smartandskilled.enquiries@det.nsw.edu.au)
- Consumers specifically asking for a refund or similar should contact NSW Fair Trading  
Phone: 13 32 20, Monday-Friday, 8:30am to 5pm  
Website: <https://www.fairtrading.nsw.gov.au/>

### **Smart and Skilled Complaints and Disputes Handling Process**

Where Training Services NSW receives a complaint, the Learner is asked whether they have raised their concerns with their training provider and whether the provider has responded. If the Learner asks for further assistance, the Training Services NSW officer initially tries to resolve the issue through information and mediation.

The officer contacts the training provider and you to help you to resolve the issue. This is done by mediation – trying to get each party to understand and respect each other's points of view, negotiating over differences and discussing possible solutions.

These discussions may take place through letters, emails, telephone conferences, video conferences or face-to-face meetings. The officer then advises on the most effective solutions to resolve the complaint.

While the officer handling the complaint will do all they can to help resolve the complaint, they cannot guarantee a successful solution for you or the training provider. The officer will inform both you and the training provider when they have done all they can to assist. It's then up to you or the training provider to look for another, more formal process to resolve the dispute. View list of all [Consumer Protection contacts](#).

For more information about complaints procedure please visit [Smart and Skilled - Information for students \(nsw.gov.au\)](https://www.nsw.gov.au), [Training Services NSW](https://www.training.nsw.gov.au) website and [Students | Australian Skills Quality Authority \(ASQA\)](https://www.asqa.gov.au).

## LEGISLATIVE REQUIRMENTS

We are subject to a variety of legislation related to training and assessment as well as general business practice.

This legislation governs our obligations as a Registered Training Organisation, our obligations to you as our clients, and relates to the industry that we are conducting training for.

This legislation is continually being updated and all our team are made aware of any changes.

Current legislation is available online at <http://www.austlii.edu.au/> and

Commonwealth	<a href="http://www.comlaw.gov.au">http://www.comlaw.gov.au</a>
Queensland	<a href="http://www.legislation.qld.gov.au/OQPChome.htm">http://www.legislation.qld.gov.au/OQPChome.htm</a>
New South Wales	<a href="http://www.legislation.nsw.gov.au">http://www.legislation.nsw.gov.au</a>
Australian Capital Territory	<a href="http://www.legislation.act.gov.au">http://www.legislation.act.gov.au</a>
South Australia	<a href="http://www.legislation.sa.gov.au">http://www.legislation.sa.gov.au</a>
Western Australia	<a href="https://legislation.wa.gov.au/">https://legislation.wa.gov.au/</a>
Tasmania	<a href="http://www.thelaw.tas.gov.au">http://www.thelaw.tas.gov.au</a>
Northern Territory	<a href="https://legislation.nt.gov.au/">https://legislation.nt.gov.au/</a>

The legislation that particularly effects your participation in Vocational Education and Training includes:

### Commonwealth Legislation:

- Copyright Act 1968
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Standards for Education 2005
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Privacy Act 1988
- National Vocational Education and Training Regulator Act 2011

### State Based Legislation:

- Education Act 1990
- Workers' Compensation Act 1987
- Children and Young Persons (Care and Protection) Act 1998 (the Care Act)
- Child Protection (Working with Children) Act 2012

Information on relevant information can also be found on the following websites:

Work Health & Safety	<a href="https://www.nsw.gov.au/nsw-government/projects-and-initiatives/agencies-replaced-workcover-nsw">https://www.nsw.gov.au/nsw-government/projects-and-initiatives/agencies-replaced-workcover-nsw</a>
The Australian Human Rights Commission	<a href="https://humanrights.gov.au/">https://humanrights.gov.au/</a>
NSW Department of Education and Communities	<a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a>
Privacy Commissioner	<a href="https://www.ipc.nsw.gov.au/">https://www.ipc.nsw.gov.au/</a>

Legislation that which impacts upon and/ or regulates the Community Services industry includes:

### General

#### Commonwealth Legislation:

- Competition and Consumer Act 2010
- Copyright Act 1968
- Privacy Act 1988
- Sex Discrimination Act 1984
- Fair Work Act 2009
- Fair Work (Registered Organisations) Act 2009
- Work Health and Safety Act 2011

### Health

#### Acts

- Age Care Act 1997
- Mental Health Act 2007
- Private Health Facilities Act 2007
- Government Information (Public Access) Act 2009
- Health Administration Act 1982
- Independent Commission Against Corruption Act 1988
- Private Health Facilities Act 2007
- Health Records and Information Privacy Act 2002
- Community Services (Complaints, Reviews and Monitoring) Act 1993

#### Regulations

- Health Administration Regulation 2020
- Health Care Liability Regulation 2007
- Health Records and Information Privacy Regulation 2022
- Health Services Regulation 2018
- Community Services Regulation 2008
- Mental Health (Criminal Procedure) Regulation 2017
- Mental Health Regulation 2019
- Poisons and Therapeutic Goods Regulation 2008
- Private Health Facilities Regulation 2017
- Public Health (General) Amendment Regulation 2008
- Smoke-free Environment Regulation 2016

#### Standards

- Age Care Quality Standards
- The food Safety Standards



## Health incident management, complaints, protected disclosures, disciplinary/grievance procedures

### Legislation

- Health Administration Act 1982
- Health Administration Regulation 2020
- Health Care Complaints Act 1993
- Health Care Liability Act 2001
- State Insurance and Care Governance Act 2015
- Public Interest Disclosures Act 2022

### Litigation and Legal Matters

#### Legislation

- Crimes Act 1900
- Civil Liability Act 2002
- Evidence Act 1995

### Health Policy Directives, Guidelines, and Information Bulletin

- PD 2016\_029 - Corrupt Conduct - Reporting to the Independent Commission Against Corruption (ICAC)
- IB 2020\_023 - Lobbying NSW Health Officials and the Lobbyists Code of Conduct
- PD 2014\_028 - Open Disclosure Policy
- PD 2018\_032 - Managing Complaints and Concerns about Clinicians
- GL 2020\_008 - Complaint Management Guidelines
- PD 2020\_047 - Incident Management Policy
- PD 2016\_027 - Public Interest Disclosures
- IB 2015\_066 - Advertising Legal Services
- PD 2018\_031 - Managing Misconduct
- PD2019\_023 - NSW Health Incident Coordination Framework



## WORKPLACE HEALTH AND SAFETY POLICY

Work Health and Safety (formerly Occupational Health and Safety) describes ASTC's duty of care to provide a safe and healthy working environment for all employees, and the employee's duty of care to take reasonable care for the health and safety of others within the workplace. This includes the provision of:

- a workplace that is safe to work in, with working procedures that are safe to use,
- adequate team training including topics such as safe work procedures,
- properly maintained facilities and equipment,
- a clean and suitably designed workplace with the safe storage of goods such as chemicals.

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Maintain a safe, clean, and efficient, working environment,
- Implement procedures and practices, in a variety of situation, in accordance with State and Local Government Health regulations,
- Store and dispose of waste according to health regulations,
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage,
- Check all equipment for maintenance requirements,
- Refer equipment for repair as required,
- Store equipment safely,
- Identify fire hazards and take precautions to prevent fire,
- Safe lifting and carrying techniques maintained,
- Ensure Learner safety at all times,
- Ensure procedures for operator safety are followed at all times,
- All unsafe situations recognised and reported,
- Display first aid and safety procedures for all team and Learners to see,
- Promote an environment that is drug and alcohol free,
- Report any identified Work Health and Safety hazard to the appropriate team member as required. Fact sheets may be obtained at: <https://www.safework.nsw.gov.au/>

## HARASSMENT AND ANTI-DISCRIMINATION POLICY

ASTC strictly adheres to the Anti-Discrimination and Equal Employment Opportunity, as set out in the Legislation. Copies of the Legislation are available on the Internet and from the Administration Office.

ASTC has a legal obligation to ensure that no member of its team or a Learner is discriminated upon on the grounds of race (colour, ethnic origin, or nationality), gender, age, disability, marital status or sexual orientation. Harassment on the grounds of race or sex will not be tolerated and may lead to disciplinary action.

At ASTC, everyone, regardless of whether they are a Learner, trainer, administration, or support team, is entitled to expect the same rights. These rights are listed below:

- The right to learn, teach or carry out their duties
- The right to be treated with respect and treated fairly
- The right to be safe in the workplace emotionally and physically
- The right to have all reports of harassment and discrimination to be treated seriously, impartially, and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcome, uninvited, and unacceptable behaviour that will not be tolerated.
- The right to inform management of any harassment or discrimination. Management has the responsibility to take immediate and appropriate action to address it.
- The right to when dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained.
- The right to whenever possible, all complaints should be resolved by a process of discussion, cooperation, and conciliation.
- Both the person making the complaint, and the person against whom the complaint has been made, has the right to receive information, support, and assistance in resolving the issue.

### Learners have the responsibility to:

- allow others to learn
- make ASTC safe by not threatening, bullying or hurting others in any way
- make the classroom safe by obeying instructions
- make ASTC safe by not bringing illegal substances or weapons into ASTC
- not steal, damage or destroy the goods of others

### Team and Learners should be aware of the following definitions:

**'Bullying'** - is an unwelcomed and offensive behaviour that intimidates, humiliates and/or undermines a person or group. Bullying involves a persistent pattern of behaviour over a period of time and may include verbal abuse, physical assault, unjustified criticism, sarcasm, insult, spreading false or malicious rumours about someone, isolating or ignoring a person, putting people under unnecessary pressure with overwork or impossible deadlines, and sabotaging someone's work or their ability to do their job by not providing them with vital information and resources.

**'Confidentiality'** - refers to information kept in trust and divulged only to those who need to know.

**'Discrimination'** - is treating someone unfairly or unequally simply because they belong to a group or category of people. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age, or sexual orientation. Victimisation is also treated as another ground of discrimination.

**'Harassment'** - is any unwelcomed and uninvited comment or action that results in a person being intimidated, offended, humiliated, or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

**'Personnel'** - refers to all employees of ASTC.

**'Racial Harassment'** - occurs when a person is threatened, abused, insulted, or taunted in relation to their race, descent or nationality, colour, language or ethnic origin, or a racial characteristic. It may include derogatory remarks, innuendo and slur, intolerance, mimicry, or mockery, displays of material prejudicial to a particular race, racial jokes, allocating least favourable jobs or singling out for unfair treatment.

**'Sexual Harassment'** - is any verbal or physical sexual conduct that is unwelcomed and uninvited. It may include kissing, embracing, patting, pinching, touching, leering or gestures, questions about a person's private or sexual life, requests for sexual favours, smutty jokes, phone calls, emails, facsimiles or messages, offensive noises or displays of sexually graphic or suggestive material.

**'Victimisation'** - includes any unfavourable treatment of a person as a result of their involvement in an equal opportunity complaint. Unfavourable treatment could include adverse changes to the work environment, denial of access to resources or work.

### **Specific principles**

- All team members and Learners have a right to work in an environment free of any form of harassment and discrimination,
- All reports of harassment and discrimination will be treated seriously, impartially, and sensitively. Harassment and discrimination, including victimisation and bullying, is unwelcomed, uninvited and unacceptable behaviour that will not be tolerated,
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it,
- In dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained,
- Whenever possible, all complaints should be resolved by a process of discussion, cooperation, and conciliation. The aim is to achieve an acceptable outcome while minimising any potential damage to our organisation,
- Both the person making the complaint, and the person against whom the complaint has been made, will receive information, support, and assistance in resolving the issue,
- Victimisation is unacceptable and will not be tolerated. No person making a complaint, or assisting in the investigation of a complaint, should be victimised,
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers,
- Team members and Learners should not make any frivolous or malicious complaints. All team and Learners are expected to participate in the complaint resolution process in good faith.

Further information may be gained by accessing the publications located on the Communities and Justice NSW website:

<https://www.justice.nsw.gov.au/publications-research>

## PRIVACY POLICY

ASTC takes the privacy of our Learners very seriously and will comply with all legislative requirements.

These include the Privacy Act 1988 and Australian Privacy Principles.

If your learning is a traineeship your enrolment form provides for Learners to give permission for us to discuss your progress with your employer

In some cases, we will be required by law or required by the AQF standards to make Learner information available to others. In all other cases we ensure that we will seek the written permission of the Learner.

### 13 Australian Privacy Principles

1. open and transparent management of personal information
2. anonymity and pseudonymity
3. collection of solicited personal information
4. dealing with unsolicited personal information
5. notification of the collection of personal information
6. use or disclosure of personal information
7. direct marketing
8. cross-border disclosure of personal information
9. adoption, use or disclosure of government related identifiers
10. quality of personal information
11. security of personal information
12. access to personal information
13. correction of personal information



More information about the Australian Privacy Principles can be found at:

<https://www.oaic.gov.au/privacy/australian-privacy-principles/>

## GOVERNMENT FUNDED TRAINING POLICY

ASTC delivers government funded training programs and we will ensure that we comply with the guidelines and policies issued by the relevant Commonwealth, State or Territory regulator and/or funder responsible for these programs.

These guidelines and policies define our obligations to comply with requirements for funding of the relevant nationally accredited funded programs, including our reporting and other obligations.

## WORKING WITH CHILDREN POLICY

As we accept people under the age of 18 in our training programs, we comply with all Federal and State Working with Children legislation such as the NSW Advocate for Children and Young People Act 2014. A list of all relevant legislation is available at <https://aifs.gov.au/>

Further information on the Working with Children's Check is available from our Compliance Manager.

This effectively means, that all staff who come in contact with people under the age of 18, such as trainers, must be cleared as not being a risk to the health and safety of minors.

This is done through a submission to the appropriate government agency such as <https://ocg.nsw.gov.au/>, and until the response is received, we cannot allow the person being reviewed to conduct or interact with the minors unsupervised.

## FEES AND REFUND POLICY

### Fee Paying Learners

ASTC may charge fees in advance of the commencement of training of up to \$1,500. Please refer below for information regarding fees and fee invoicing.

A pro rata refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR.

We will provide all Learners with a statement that explains how the refund amount has been calculated.

### **Traineeship... New Entrants**

ASTC does not charge any fees in advance of the commencement of training. A training employer will receive an invoice in the sixth month of commencement of training with regard to traineeship delivery.

If a Learner withdraws from a course at any time after the commencement date of the course, **No Refund** will be made.

### **Traineeship... Existing Workers**

A training employer will receive an invoice on completion of the course.

A refund will be paid if ASTC defaults on the occurrence:

- a course stops being provided after it starts and before it is completed, or
- if a course is not provided fully to the Learner because ASTC has had a sanction imposed by either ASQA or DEEWR under either and/or the AQF.

We will provide all training employers with a statement that explains how the refund amount has been calculated.

## **Smart and Skilled**

Smart and Skilled student fees are set for the whole qualification, rather than year-by-year, regardless of how long it takes to complete your qualification. Your student fee covers the cost of all training and assessment.

Under Smart and Skilled, students contribute towards the cost of their training through the payment of a student fee and the balance is paid as a subsidy from the government.

The Schedule of Fees for each qualification on the NSW Skills List can be accessed at [http://www.training.nsw.gov.au/smartandskilled/prices\\_fees.html](http://www.training.nsw.gov.au/smartandskilled/prices_fees.html)

ASTC must charge the student the relevant fee set by the NSW Government.

ASTC will confirm what the Student Fee is once we have entered your data into the Smart and Skilled Provider Calculator.

Should a Smart and Skilled learner wish to withdraw prior to course commencement (the 'cut-off date') they will receive a full refund for any payment they have already made.

Should a Smart and Skilled learner withdraw after the course has commenced the fees paid will be calculated pro rata and any refund owing will be refunded.

Further information may be accessed on our website:

<https://www.thesalesmasters.com.au/funding/smart-skilled/>

**OR**

From the NSW Smart and Skilled website: <https://smartandskilled.nsw.gov.au/for-students/how-much-will-your-course-cost>

## **Fee Base**

Training and assessment fees for both fee paying and government funded are calculated in accordance with the Commonwealth and/ or State Government incentives which may vary and change from time to time depending on government policy. Additional information can be found on:

- <https://www.training.com.au/>
- <https://www.aapathways.com.au/>
- <https://www.studyassist.gov.au/>
- [http://www.training.nsw.gov.au/smartandskilled/prices\\_fees.html](http://www.training.nsw.gov.au/smartandskilled/prices_fees.html)

Further information may be obtained by contacting the ASTC Administration team on 138 300 or the "CONTACT US" located in the top right tab on our web-homepage.

<https://www.thesalesmasters.com.au>



### **Issue of Testamur (Qualification)**

- a. Testamurs are system generated protected documents, produced to an authorised template including AQF certification documentation and is issued to a learner. Amendments or the addition or deletion of details from a testamur is not allowed except where demonstrably incorrect information is presented on the document.
- b. Testamurs will be produced and issued within **30 days** of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete, and providing all agreed fees the learner owes to the RTO have been paid.
- c. Multiple copies will not be provided. Replacements will only be made available where the original has been permanently lost, damaged, or destroyed. Any replacement testamur will be issued in the format current at the time of replacement or reissue and will state the current date of printing as well as the original date of conferral. As a consequence, signatories to the replacement testamur may be different from those on the original testamur.

If ASTC has closed, or you have lost your original copy, ASQA may be able to provide a replacement.

Before you apply for a copy of your student records, please be aware that:

- Since July 2011, all registered training organisations (RTOs) that close are required to provide ASQA with a record of all qualifications and statements of attainment issued to students
- Some state and territory regulators opening before July 2011 did not collect records from closed providers, so ASQA may not have these records
- If ASQA holds your provider's records-but not a record of your qualification or statement of attainment-ASQA can provide you with a letter, which includes a verified record of your assessment results. You may then use this record to apply to an RTO for an assessment of your eligibility to receive a statement of attainment or a qualification
- There is a **\$60** fee for the return of your records

### **ASQA-Issued Certificates and Statements of Attainment**

In exceptional circumstances, ASQA may issue a vocational education and training (VET) qualification or statement of attainment to a current or former VET student.

Exceptional circumstances may include when a former student has changed their identity because of witness protection or fleeing domestic violence. A statutory declaration regarding exceptional circumstances will be required.

ASQA will only issue a certificate or statement of attainment if satisfied you have successfully completed the qualification's requirements or units of competency. For more information, please visit: <https://www.asqa.gov.au/>

The following fees may be applied:

Training and assessment	Under a traineeship - up to \$4,000 (incl. GST)
	Fee for service – up to \$4,000 (incl. GST)
	#Fee per unit (traineeship/fee for service) \$165 (incl. GST)

# refer fee invoicing below

Cancelled Visit Fee	Under a traineeship	Nil
	Fee for service: Charged when a learner cancels or is not present at a scheduled visit and has not provided more than 24 hours notice of cancellation.	\$75.00
Learning Material Replacement Fee	Under a traineeship	Nil
	Fee for service: Charged when training learner requests replacement of learning material which has already been issued or provided.	Not Ascertainable*
Recognition of Prior Learning	Under a traineeship Smart & Skilled	Nil
	Fee for service: Payment of administrative application fee	\$100
	Charged when unit(s) exemption application is finally approved by the CEO and/or the ASTC Validation Panel and a fee per module approved will apply: <ul style="list-style-type: none"> <li>- Certificate II, III, IV</li> <li>- Diploma, Advanced Diploma</li> </ul>	\$150 \$250
Reassessment of a unit of competency	Under a traineeship	Nil
	Fee for service: Charged when a training learner submits a unit of competency for reassessment which has previously been assessed as Not yet Competent on 2 prior occasions.	\$125.00
Re-Issue of Qualification	Under a traineeship	Nil
	Fee for service: Charged when a training learner requests the reissue of a qualification which has already been issued or provided.  Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided	\$35.00 \$50.00
Re-Issue of Statement of Attainment	Under a traineeship	Nil
	Fee for service: Charged when a training learner requests the reissue of a Statement of Attainment which has already been issued or provided.  Charged for urgent (within 24 hours of request) reissue of a Statement of Attainment which has already been issued or provided.	\$35.00 \$50.00

\* Items marked as “Not Ascertainable” are regarded as such due to the significant variations in place for individual training learners and individual enrolments. For those items marked as “Not Ascertainable” the training learner may request a written quote prior to the provision of the services and will not be held liable for these services until they receive a written quote.

### **Fee Invoicing**

Fees will be invoiced at:

- i. the expiration of three (3) months from the date the training plan has been finalised for those units completed, and
- ii. the balance of fees upon the expiration of fourteen days from the date of completion or
- iii. fees for units completed prior to withdrawal, cancellation or transfer excluding (i) above

## LEARNER TRAINING RECORDS POLICY

We are committed to maintaining and safeguarding the accuracy, integrity, and currency of our records without jeopardising the confidentiality of the records or our Learner's privacy. Individual Learner training records will be stored in a locked secure office area. Our electronic records are stored in "VETtrak" and are protected by password access. We further protect our records by maintaining up to date virus, firewall and spyware protection software.

The Compliance Officer will undertake a validation of the training records of approximately 10% of registered trainees and report the accuracy to the CEO.

The ASTC Compliance Officer is responsible to conducting a weekly back up of our computer systems to a password protected external hard drive. This backup is then taken offsite.

Our software and hardcopy systems will retain Learner results for a period of not less than 30 years.

In the event that we cease to operate as an RTO we will transfer all records to ASQA in appropriate format and detail as specified by ASQA at the time of ceasing RTO operations.

All other records including, training records, taxation records, business and commercial records will be retained for a period of at least seven years.

Should we be required to submit statistical data on our Learners in the future (AVETMISS), we will use the features inside our VETtrak software program.

We will ensure that any confidential information acquired by us, individuals or committees or organisations acting upon our behalf is safeguarded.

Access to individual Learner training records will be limited to those required by the AQF such as:

- trainers and assessors to access and update the records of the Learners whom they are working with,
- management team as required to ensure the smooth and efficient operation of the business,
- Officers from a Commonwealth, State or Territory body responsible for regulating and/or funding of traineeships, ASQA, or their representatives for activities required under the Standards for Registered Training Organisations,
- Employer if the Learner is a trainee

Or those required by law such as:

- People as are permitted by law to access these records (e.g. subpoena/ search warrants/ social service benefits / evidence act). Or
- Learners authorising releases of specific information to third parties in writing,
- The Learner themselves, after making application in writing. For example, Learners seeking a replacement Qualification or Statement of Attainment.

*Reference:* Participants Record Request Form

At any time, you may access your records of participation and progress. This can be ascertained in the following ways:

- You are able to ring ASTC on Ph: 138 300 and receive a copy of completed competencies which will be emailed to you within 2 working days.
- Written request to ASTC
- Refer to your Training Plan

*Reference:* Testamur Reissue Application Form

## ACCESS AND EQUITY POLICY

We are committed to ensuring that we offer training opportunities to all people on an equal and fair basis, including women where under-represented, people with disabilities, people from non-English speaking backgrounds, Indigenous Australians, and rural and remote Learners.

All Learners have equal access to our training programs irrespective of their gender, culture, linguistic background, race, socioeconomic background, disability, age, marital status, pregnancy, sexual orientation or carer's responsibilities.

All Learners who met the entry requirements [if applicable] as prescribed by the appropriate National Training Package will be accepted into any program within our scope of registration.

Some examples of our support include:

- We are able to offer Language and Literacy support to Learners who have difficulty with written or spoken English
- Equally so, we are able to support Learners with numeracy issues.
- As the qualifications are largely self-paced, we are able to accommodate the unique needs of expectant or new parents or Learners with other carer's responsibilities
- The ability to modify learning and assessment tasks to accommodate the unique cultural or personal needs of Learners

The principles of Access and Equity are covered at our Learner induction and regularly reviewed to ensure the correct interpretation and application.

Where our training programs have a limited number of available places, these will be filled in order of completed enrolment applications.

Any issues or questions regarding access and equity can be directed to ASTC's Student Support Officer.

## TRAINING AND ASSESSMENT STANDARDS

All training and assessments conducted by us will be by trainers and assessors who:

- a. have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- b. have the relevant vocational competencies at least to the level being delivered or assessed, and
- c. can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- d. continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence

Assessment will meet all of the National Assessment Principles (including Recognition for Prior Learning and Credit Transfer). Adequate facilities, equipment and training materials will be utilised to ensure the training environment is conducive to the success of Learners.

All of our assessments within our RTO will lead to the issuing of a statement of attainment or to the issuing of a qualification under the AQF where a person is assessed as competent against the National Endorsed units of competency in the applicable training package.

All of our Assessments will be:

- **Valid** - Assessment methods will be valid, that is, they will assess what they claim to assess,
- **Reliable** - Assessment procedures must be reliable, that is, they must result in consistent interpretation of evidence from the Learner and from context to context,
- **Fair** - Assessment procedures will be fair, so as not disadvantage any Learners. Assessment procedures will:
  - be equitable, culturally, and linguistically appropriate,
  - involve procedures in which criteria for judging performance are made clear to all Learners,
  - employ a participatory approach,
  - provide for Learners to undertake assessments at appropriate times and where required in appropriate locations.
- **Flexible** - Assessment procedures will be flexible, that is, they should involve a variety of methods that depend on the circumstances surrounding the assessment,

We will achieve this through:

- careful design of the assessments,
- validation and moderation of the assessment materials conducted in our annual review,
- an understanding of the definition and practical application of the above definitions.

Assessments for qualifications are competency based, meaning you are assessed against the unit of competency & requirements.

## TRAINING PACKAGES

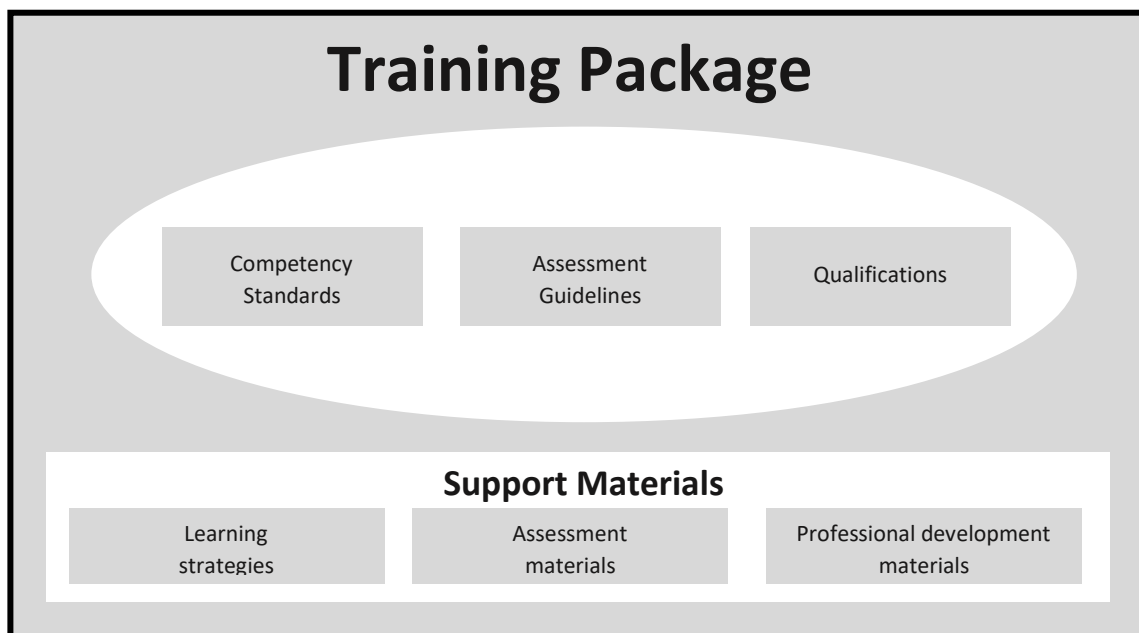
The term 'Training Package' may be confusing. Most people think of a Training Package as something they pick off a shelf and use in their training. It is not!

Under the Australian National Training System, a Training Package is something different and quite specific. The Community Services Training Package is one of many industries Training Packages to be nationally endorsed by the Australian National Training Authority (ANTA).

Standards for Training Packages ensure Training Packages are of high quality and meet the workforce development needs of industry, enterprises, and individuals. The Standards apply to the design and development of Training Packages by Industry Skills Councils (ISCs), which are then endorsed by the National Skills Standards Council (NSSC). The Standards are developed by the NSSC, for endorsement by Commonwealth and State/Territory Ministers.

A Training Packages consists of:

- endorsed components and
- support materials



### Endorsed Components

These are competency standards, assessment guidelines and packaging rules for national industry qualifications.

### **Competency Standards**

Competency standards are statements describing the skills or knowledge required to undertake the work involved in being a competent employee within your chosen industry. They are organised according to industry functions which are performed by, for example a salesperson selling products/ services.

Not only do they describe the skills and knowledge, but also the standard of performance required to be competent.

Industry practitioners, within input from industry relevant Institutes and regulators, decided what went into the competency standards.



## **Assessment guidelines**

Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Quality Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible, and fair. Assessments against the competency standards in the Training Package must be carried out in accordance with these endorsed guidelines.

## **Qualifications**

Qualifications on the NSW skills list are eligible for government subsidy under NSW Smart and Skilled.

The NSW Skills List includes a range of vocational qualifications to support the diverse skills needs of NSW employers.

Training Services NSW develops the NSW Skills list in consultation with industry, training providers and the community.

The Skills List covers all industry sectors in NSW and includes qualifications up to Advanced Diploma.

The Skills List enables people to make more informed choices about their training, so they can get the skills they need to get a job, advance their career, or continue onto further study.

## **Support Materials**

### **DELIVERY STRATEGY**

Trainings will be provided for delivery in a variety of modes, including:

- Self-paced delivery
- Classroom delivery
- Workplace experience
- Simulated workplace delivery

Delivery strategies should be selected to reflect the nature of the learning outcomes and to meet the needs of the Learner. The learning environment, activities, case studies, learning materials and assessment should simulate workplace situations.

The length of time required for delivery may vary depending on factors such as the knowledge and skills of the Learner on entry and whether the delivery of the unit has been integrated with other units.

Integration of learning outcomes for delivery may occur within units and between units. Learning outcomes may be integrated for the whole unit and / or for several units.

### **RESOURCE REQUIREMENTS**

ASTC will ensure the following is available where applicable:

- Learner's workbook
- Facilitator's Guide
- PowerPoint
- Whiteboard
- Whiteboard markers
- Computer/ projector
- Handouts

The Learner should have access to:

- An environment appropriate to the assessment task, that is either on job or simulated environment
- Relevant documentation, such as:
  - work policy and procedures manual
  - legislation and statutory requirements (if any)
  - a range of projects with different requirements
- Access to a range of projects with different requirements
- Access to a project management team

In order to be valid and reliable, a simulated work environment must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience. For an outline of factors that would indicate an appropriate simulated work environment, refer to the Assessment Guideline within the relevant Training Package.

### **PATHWAY TO COMPETENCE**

The most important thing to remember about a Training Package is that the competency standards act as the benchmarks.

In order to receive a qualification, you must demonstrate that they can do the things described in the competency standards and apply the knowledge listed in the competency standards.

Training may not always play a part. For example, if you can already do something competently, why be trained to do it again? If you can prove that you can do it, you can receive credit for that unit of competency.

Somebody else, however, might need to undergo training or practice in the workplace before they are able to demonstrate that they can do the same thing.



## OVERVIEW OF THE ASSESSMENT PROCESS

The competency-based assessment approach focuses on the development of competencies through workplace-based activities in addition to structured or unstructured training and learning. The assessment recognises the application of skills, knowledge, and attitudes under workplace conditions to achieve the outcome specified in the competency standards. This means that individuals can have their competencies assessed and recognised regardless of whether or not the competencies were achieved through recognised formal training or education.

Credentials can be granted on the basis of an assessment of the individual's competency against the endorsed Training Package industry competency standards.

## COMPETENCY-BASED ASSESSMENT

Competency-based assessment is the process of judging evidence of competence submitted by you to determine your current competency against the Training Package industry standards. Assessment decisions are judgments of whether or not the evidence presented is sufficient to demonstrate that you have met these standards.

The assessment process will focus upon how you apply skills, knowledge and attitudes in the workplace (or conditions as close as possible to workplace requirements) to achieve the outcomes described in the standards.

Effective competency standards and assessment provide many benefits to both employers and employees. These benefits include:

- clearer understanding of job roles and responsibilities
- greater consistency in work output
- increased productivity and quality of service
- improved team motivation
- information on current skill base and training needs to assist in developing individual and company training plans

## QUALITY ASSURANCE IN THE ASSESSMENT PROCESS

### Assessor's qualifications

To maintain quality of the assessment process, individual assessors, teams or panels of assessors must:

- have the necessary training and assessment competencies as determined by the National Skills Council or its successors, and
- have the relevant vocational competencies at least to the level being delivered or assessed, and
- can demonstrate current industry skills directly relevant to the training/assessment being undertaken and
- continue to develop their VET knowledge and skills as well as their industry currency and trainer/assessor competence
- be deemed competent in the program (Training Package) units they are assessing

In addition, the individual assessor, team or panel will be directly responsible to ASTC, which has employed them as an assessor. ASTC will itself have quality assurance mechanisms built into our registration processes with the ASQA to ensure the quality of the assessment services we provide.

**Assessment appeal – refer COMPLAINTS AND APPEALS POLICY AND PROCEDURES – Assessment appeals section of this manual.**

### **Evaluation and Audit of Assessment Process**

As part of the registered training provider process, ASTC will evaluate the assessment process to ensure validity, reliability, flexibility, and fairness. The process will be monitored, reviewed, and evaluated to ensure consistency in the interpretation of the evidence, that national competency standards are current, and that the assessment instruments keep pace with the relevant industry trends and requirements.

Feedback from the evaluation sheets of the Learner, assessor, and employer (where applicable) on the assessment process will be used in the evaluation process. It is expected that a full system audit will be conducted at least annually.

### **LEARNER’S GUIDELINES FOR ASSESSMENT PROCESS**

For the assessment to be satisfactory, it is essential that it is a collaborative process between the assessor, employer/supervisor (where applicable) and you.

### **EVIDENCE OF COMPETENCE GATHERED**

Evidence is proof provided by you that you can satisfy the requirements of the performance criteria to the level stipulated by the competency standard. Based on the proof you have provided, which satisfies the standard, the assessor is able to determine competence.

The evidence you provide to the assessor must cover the broad range of skills and knowledge required to satisfy the unit of competency. If you are a Learner, your employer/supervisor may assist you in gathering evidence of your performance to present to the assessor.

Providing evidence is not simply a matter of gathering as much evidence as possible and leaving it to the assessor to sort out. You must provide explanations to demonstrate how the evidence is relevant to the competency and why the specific examples have been included.

Evidence may be:

- direct
- indirect
- supplementary

### **Direct evidence**

Examples of direct evidence might include:

- an assessor attends a workplace and observes a learner interacting with a client
- an assessor attends a workplace and asks a case management learner why they chose particular resources and tools for assessing a client’s needs and to evaluate its effectiveness
- an assessor asks a learner how and why they referred a client to a specific organisation
- an assessor asks a learner to explain and show how they have documented observations and reported them to supervisors

## Indirect evidence

Examples of indirect evidence might include:

- a written assessment piece where the learner is responding to specific knowledge questions related to tasks.
- a portfolio of evidence collected during a work placement in which the learner was asked to keep notes of their own work activities, notes of observations, and a project relevant to the workplace.

## Supplementary evidence

Also referred to as third party evidence, supplementary evidence, provides another important means for assessors to make a judgment about the learner's competence. The 'third party' is someone who is not an assessor, but can comment on, or observe the learner's performance. Most commonly it is someone within the workplace.

## **EVIDENCE GATHERING**

Assessors will employ a range of assessment techniques and be wary of over reliance on documentation. Different forms of evidence will enable assessors to build a more complete picture of the learner's skills and knowledge. Forms of evidence that will typically be most suitable for assessment include:

**Direct Observation:** for example, watching how the learner communicates with clients, attends to their needs and deals with problems.

**Competency Conversation:** for example, asking the learner to explain their understanding of person-centred service delivery model and how this is evidenced in their work.

**Workplace Projects:** for example, reviewing examples of products that the learner has generated to assist with the implementation of a policy or procedure.

**Third Party Reports:** for example, reports from supervisors about how the learner has worked as part of a team, undertaken a particular task or project or handled a particular problem.

**Workplace Documents:** for example, rosters and timesheets, minutes of staff meetings, position descriptions.

**Video and Photos:** for example, live video streaming during facilitation of a team meeting or a video of a learner undertaking specific work.

## **ASSESSMENT CRITERIA**

All our assessments will provide for learners to be informed of the context and purpose of the assessment and the assessment process.

This will include information regarding assessment methods, alternative assessment methods if required to accommodate special needs or circumstances, information will also be included at the start of each unit or course as to the assessment processes, number of assessments, and types of assessment of each assessment.

## ASSESSMENT GUIDELINES

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency for programs delivered pursuant to a Training Package. The Guidelines are designed to ensure that assessment activities are consistent with *the Australian Quality Framework Standards for Registered Training Organisations* and that the assessment processes and outcomes are valid, reliable, flexible, and fair. Assessments against the competency standards in the Training Package must be carried out in accordance with these endorsed guidelines.

## ASSESSMENT METHODS

The following process describes ASTC's process for conducting assessments for training programs and can be customised based on the qualification's requirements and learners' needs.

### Assessment tools

The assessment tools are:

- Assessment activities in the workbook (AT1)
- Knowledge test: written/oral questions (AT2)
- Role Play/ Observation(s)/ Workplace projects (AT3)
- Supervisor/ third party or assessor demonstration report (AT4)

### **Assessment tool 1 (AT1): Assessment activities**

Assessment activities are designed to enable assessment against the performance criteria or a group of performance criteria within each element of a unit.

In general, the assessment activities might consist of:

- questions assessing knowledge
- demonstration of skills
- case studies
- practical activities - role plays
- workbook activities

Responses to the assessment activities might be drawn from:

- the theory/information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

The Learner should complete the assessment activities as directed by the assessor. This may involve recording responses in the workbook or providing responses in a different format, e.g. in a word-processed document.

## **Assessment tool 2 (AT2): Written/oral questions**

Written/ oral questions are designed to enable assessment of the required knowledge. Where appropriate they may also enable assessment of elements and performance criteria.

As with assessment activities responses might be drawn from:

- the theory/ information contained in this resource
- additional reading and research
- supplementary materials provided by the trainer/assessor
- practical experience

As with assessment activities, the Learner should present responses as directed by the assessor.

The trainer/ assessor will consider each activity in the context of the specific industry sector and/or organisation and make adjustments or contextualise as necessary. Access and equity issues are also to be considered.

## **Assessment tool 3 (AT3):**

### **Role Play(s)**

Role play is a form of experiential learning. Learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings.

Role plays function as learning tools for teams and groups or individuals as they "play" online or face to face. They alter the power ratios in teaching and learning relationships between students and educators, as students learn through their explorations and the viewpoints of the character or personality they are articulating in the environment. This student-centred space can enable learner-oriented assessment, where the design of the task is created for active student learning. Students are actively involved in both self and peer assessment and obtain sustainable formative feedback.

### **Workplace Observation(s)**

A workplace observation may be conducted by an assessor at the Learner's workplace or another suitable venue. Appropriate permission must be sought before entering workplaces. This is a further opportunity for candidate to demonstrate competence. It is expected the practical assessment will comprise only those competencies the candidate is still unable to demonstrate knowledge/experience in after documentary review and questioning have been applied.

Where the Learner is not in employment and where this resource is used in face-to-face delivery or distance mode, assessors may use this tool to record any simulated demonstrations they have observed that provide evidence the Learner can perform the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner.

### **Workplace Project(s)**

Workplace projects require the demonstration of knowledge, critical aspects for assessment and, in some cases, require skills – projects will be theoretical or practical.

Evidence collected in response to the project questions and activities will support the judgement of competence.

#### **Assessment tool 4 (AT4): Supervisor/ third party or assessor demonstration report**

Where the Learner is in employment this report should be completed by the Learner's supervisor, an appropriate third party or the assessor.

The trainer/ assessor will ensure that the supervisor/ third party/ assessor understands that they must confirm they have observed the Learner performing the tasks associated with the elements, performance criteria, critical aspects for assessment and required skills in an efficient manner consistently and over a period of time. The supervisor/ third party/ assessor also needs to record the context in which the Learner was observed and detailed any evidence that has been provided.

#### **Other assessment activities:**

Other assessment activities determined by an assessor could include any of the range of assessment activities listed as examples appropriate for the unit under method of assessment in the unit information section of this Learner guide eg provision of portfolio of evidence.

Staff are available, to discuss and provide limited professional advice as to the outcomes of the assessment process and guidance on future options.

All assessment tasks must consider any language and literacy issues, cultural issues or any other individual needs related to the assessment.

Re-assessment is available on appeal see further details in the appeal process section.

#### **FEEDBACK**

The assessment activities become part of a formative assessment. ASTC and its trainers/assessors have processes in place to provide feedback and reinforcement to Learners as they progress through the activities and assessment processes.

#### **RESULTS**

A Learner is deemed either SATISFACTORY OR NOT YET SATISFACTORY for a unit assessment:

##### **Satisfactory (s)**

After each assessment your Competency Record Book should be completed and signed by you and the assessor. In the case where the assessment occurs over time and on different occasions, you should receive constructive feedback after each occasion from the assessor and your Competency Record Book should be updated.

##### **Not Yet Satisfactory (NYS)**

If you have provided insufficient evidence for the unit of competency, the assessor should explain why the evidence provided does not show that you fully possess the competency against the standards and provide advice on further evidence to be provided. It is up to you to provide further evidence. Further evidence can be in the form of:

- providing additional documents or information
- attending further training or education programs
- further work experience

When you feel you are ready, you can be reassessed. You will not have to do the whole assessment again. You will only be re-assessed in those areas where the assessor requires more evidence. If, after the reassessment, you are deemed 'Satisfactory', the process already outlined above for deemed competent should be followed.



### **How Many Times Can I Apply for Assessment?**

There are no restrictions on the number of times you may seek reassessment. However, if competency is not indicated after the second attempt, you should seek advice from your assessor and employer/supervisor (where applicable) about how to improve your performance.

### **What If I Do Not Agree with The Result?**

There is a process available that allows for a review of your evidence. If you do not agree with the result, you should discuss this first with your assessor and contact should be made with ASTC. ASTC has appeal procedures instituted that you should follow. Please refer to Appeals & Complaints section on our website.

### **How Do I Turn My Assessed Competencies into A Credential?**

When you have been deemed competent in the prescribed set of units for a credential, your assessor will provide ASTC with your assessment results. ASTC will issue all AQF qualifications and statements of attainment within 14 days of the training program completion. The details of the prescribed units for a credential can be obtained from the assessor, ASTC, your training plan or the relevant Training Package (refer [training.gov.au](http://training.gov.au))

### **How Do I Know What Training I Have Completed or Have Yet to Complete?**

This can be ascertained in the following ways:

You are able to ring ASTC on Ph: 138 300 or the “Contact Us” located in the top right tab on our web home page ([www.thesalesmasters.com](http://www.thesalesmasters.com)) and receive a copy of completed competencies which will be emailed to you within 2 working days.

- Written request to ASTC
- Refer to your Training Plan

## **HANDING IN ASSESSMENTS**

At ASTC we appreciate and respect the amount of time and effort that goes into assessments. These documents are a critical part of gaining a qualification and as such we take extra care of all assessment materials. Be aware however that besides the best of intentions, accidents can and do happen and so Learners should always take extra care to keep copies of all assessments.

### **Face-to-face Learning**

In the case of face-to-face (classroom) delivery, an assessment completed on or before the date should be handed to the relevant Trainer in class, with the assessment cover sheet completed and the Learner Declaration signed.

Alternatively, assessments may be handed in at the Administration Office at Rosebery. They should be placed in an A4 envelope with the following written clearly on the outside:

- “Learner Assessment”.
- Qualification number and name, eg BSB51107 – Diploma of Management.
- Unit Number and Name, eg BSBMGT516C – Facilitate continuous improvement.
- Your name.
- The date.
- Your phone number.

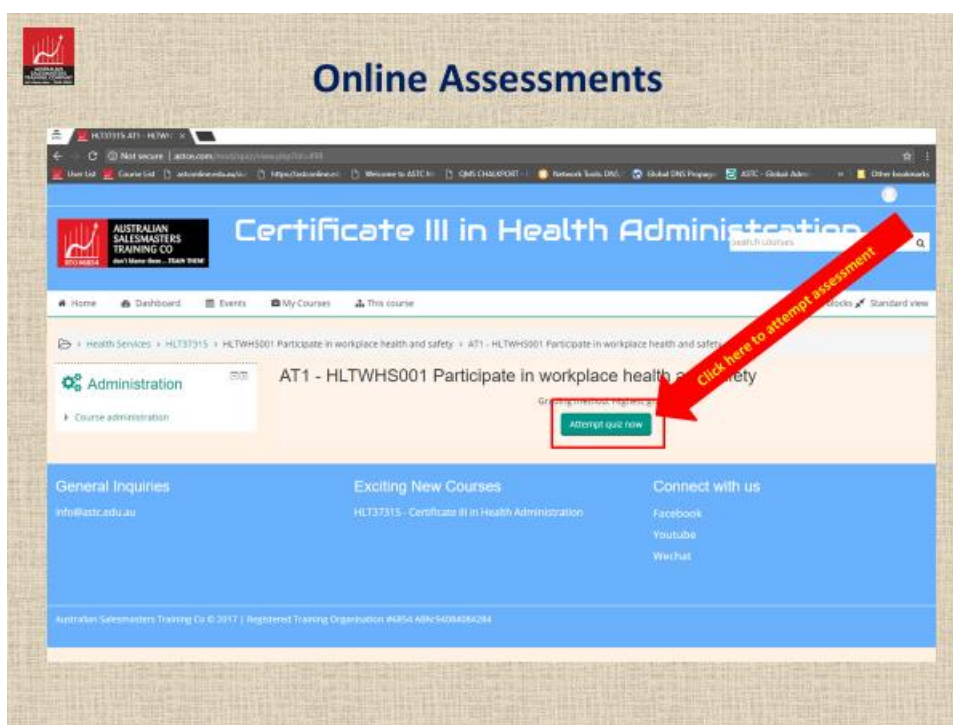
The Administration Office will pass it on to the Trainer/Assessor. Please note that ASTC assumes no responsibility for assessments that have not been personally handed directly either to the Trainer or an employee at the Administration Office – please do not leave envelopes at reception.

Whilst ASTC takes all due care, the Administration Office cannot take responsibility for the loss of assignments. Accordingly, Learners are to be advised to keep a photocopy of all work, and if using post as a medium of communication, Learners are recommended to send by Certified Mail or Express Post.

### **Elearning**

Elearning is undertaken via an Online learning portal using Moodle platform, where logging is recorded for every Participant including date of activity and IP Address.

Assessment submission vis our secure Online portal website (https) is as follows:



# Online Assessments

## Certificate III in Health Administration

Home Dashboard Events My Courses This course
Hide blocks Standard view

### Quiz navigation

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24				

Finish attempt ...

**Question 1**  
Not yet answered  
Marked out of 1.00  
Flag question

**Activity 1**  
1. What is occupational violence and how can or should it be prevented?

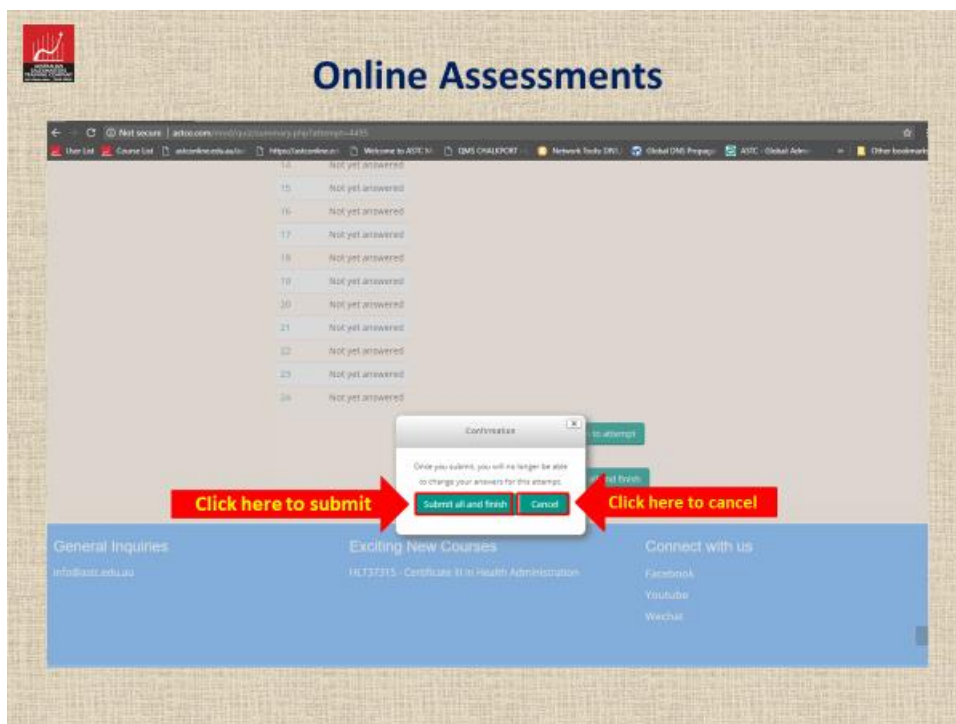
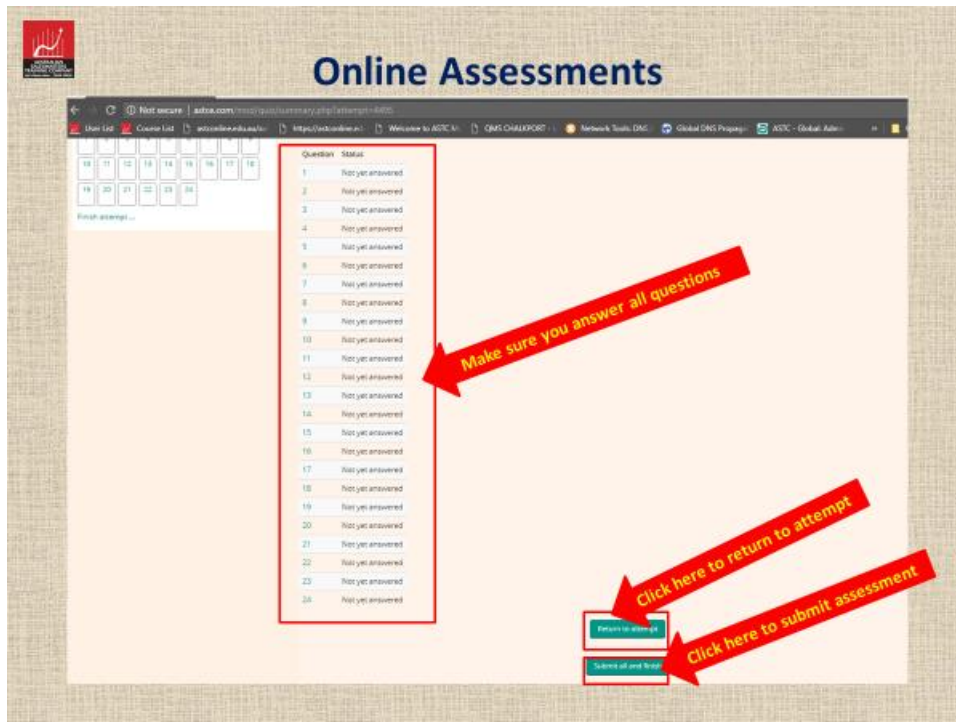
**Question 2**  
Not yet answered  
Marked out of 1.00  
Flag question

2. Explain the difference between health and safety incident and an accident.

Click on numbers to navigate OR Click "Next page" button below answer box

Enter your answer here

To submit your assessment, click "Finish attempt ..."







## Resume Assessments

you can save and resume assessments at any time. Your answers will be saved automatically. Simply click on assessment to resume.

Health Administration

Search forums

Go

Advanced search

Upcoming events

There are no upcoming events

Go to calendar...  
New event...

Recent activity

HLT37315 Certificate III in Health Administration

HLTWHS001 Participate in workplace health and safety

Learner's Guide - HLTWH5001 Participate in workplace health and safety (Online version)

Learner's Guide - HLTWH5001 Participate in workplace health and safety (Downloadable version)

AT1 - HLTWH5001 Participate in workplace health and safety

AT2 - HLTWH5001 Participate in workplace health and safety

AT3 - HLTWH5001 Participate in workplace health and safety

B5BCLV301 Deliver and Monitor a Service to Customers is not available

CHCCOM005 Communicate and work in health or community services is not available



## Assessment Progress

Certificate III in Health Adminis

Completed = the number of completed assessment

In progress = the number of assessment in progress

Not Attempted = the number of not yet attempted assessment

Waiting for grade = the number of waiting to be graded assessment

Home Dashboard Events

Health Services > HLT37315 (SCH)

Assessment Progress

0 Completed

1 In progress

1 Not Attempted

1 Waiting for grade

Search forums

Go

Advanced search

Upcoming events

Learner's Guide - HLTWH5001 Participate in workplace health and safety (Online version)

Learner's Guide - HLTWH5001 Participate in workplace health and safety (PDF version)

AT1 - HLTWH5001 Participate in workplace health and safety

AT2 - HLTWH5001 Participate in workplace health and safety

AT3 - HLTWH5001 Participate in workplace health and safety

## CONTACTS

List of contacts, training package/ assessment resources and national state bodies and sites

<b>Australian Qualifications Framework (AQF)</b>	<a href="https://www.aqf.edu.au/">https://www.aqf.edu.au/</a>
<b>Australian Training Products</b>	<a href="https://australiantrainingproducts.com.au/next/">https://australiantrainingproducts.com.au/next/</a>
<b>Education Services Australia</b>	<a href="https://www.esa.edu.au/">https://www.esa.edu.au/</a>
<b>Innovation &amp; Business Skills Australia</b>	<a href="https://www.ibsa.org.au/">https://www.ibsa.org.au/</a>
<b>Office of Fair Trading NSW</b>	<a href="https://www.fairtrading.nsw.gov.au/">https://www.fairtrading.nsw.gov.au/</a>
<b>Consumer Affairs Victoria</b>	<a href="https://www.consumer.vic.gov.au/">https://www.consumer.vic.gov.au/</a>
<b>Office of Fair Trading Qld</b>	<a href="https://www.qld.gov.au/law/fair-trading">https://www.qld.gov.au/law/fair-trading</a>
<b>Department of Mines, Industry Regulation and Safety WA</b>	<a href="https://www.commerce.wa.gov.au/consumer-protection">https://www.commerce.wa.gov.au/consumer-protection</a>
<b>Consumer and Business Services SA</b>	<a href="https://www.cbs.sa.gov.au/">https://www.cbs.sa.gov.au/</a>
<b>Australian Apprenticeships</b>	<a href="https://www.australianapprenticeships.gov.au/">https://www.australianapprenticeships.gov.au/</a>
<b>Training.gov.au (TGA)</b>	<a href="https://training.gov.au/">https://training.gov.au/</a>
<b>Access Canberra</b>	<a href="https://www.accesscanberra.act.gov.au/s/">https://www.accesscanberra.act.gov.au/s/</a>
<b>The Australian Skills Quality Authority (ASQA)</b>	<a href="https://www.asqa.gov.au/">https://www.asqa.gov.au/</a>



## DEFINITIONS

AAC	Australian apprenticeship centre
AQF	Australian Framework Qualification
ASQA	The national regulator for Australia's vocational education and training sector.
Assessment	A process to determine a student's level of acquired skill and knowledge against set criteria.
ASTC (Australian Salesmasters Training Co)	A registered training organisation (RTO) trading as Australian Salesmasters Training Co
Certificate	The award recognising the qualification you have successfully completed.
Commencement	The dispatch of course materials the start date of the course.
Competent	Satisfactory achievement in a unit of competency.
Correspondence	A course of study in which student and tutors communicate by post or electronic means.
Course Materials	Training and assessment materials provided by ASTC specific for the course you have enrolled in.
Credit Transfer	The application of a previously completed unit of competency to your course.
Deferral	The postponement of a course to a later date.
Distance learning	The undertaking of a course at a location other than ASTC by having downloaded or posted by mail
eLearning	Learning conducted via electronic media, typically on the Internet
Enrolment	The submission of enrolment forms to ASTC
Not yet satisfactory	Unsatisfactory achievement in an assessment.
Not yet competent	Unsatisfactory achievement in a unit of competency.
Online learning	The undertaking of a course via an eLearning online learning portal provided on behalf of ASTC.
Learner	You, the person whose name appears on the enrolment form
Reasonable adjustment	Adjustments made to training and assessment that does not compromise the quality or integrity of training and assessment.
Record of result	A transcript of the units of competency undertaken in a qualification.
Registered Training Organisation (RTO)	A training organisation that is registered with a state or national regulator and whose details appear on <a href="http://www.training.gov.au">www.training.gov.au</a>
Statement of Attainment	A certificate of the successfully completed units within a qualification.
Unit of competency	A component of training package which identifies a specific workplace requirement and includes the knowledge and skills that underpin competency
VET Fee Help	A government loan scheme program that provides training funds for a training course to the RTO. It is repaid conditionally via tax avenues.

## COURSE INFORMATION

### What is the Australian Qualifications Framework?

The Australian Qualifications Framework (AQF) establishes the quality of Australian qualifications. It is the national policy for regulated qualifications in the Australian education and training system and incorporates the quality assured qualifications from each education and training sector into a single comprehensive national qualifications framework.

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

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

- Level 1 – Certificate I
- Level 2 – Certificate II
- **Level 3 – Certificate III**
- Level 4 – Certificate IV
- Level 5 – Diploma
- Level 6 – Advanced Diploma, Associate Degree
- Level 7 – Bachelor Degree
- Level 8 – Bachelor Honours Degree, Graduate Certificate, Graduate Diploma
- Level 9 – Masters Degree
- Level 10 – Doctoral Degree

### Australian Qualifications Framework Level 3: Certificate III

<b>Summary</b>	Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning.
<b>Knowledge</b>	Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning.
<b>Skills</b>	Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials, and information to: <ul style="list-style-type: none"><li>• complete routine activities</li><li>• provide and transmit solutions to predictable and sometimes unpredictable problems</li></ul>
<b>Application of Knowledge and skills</b>	Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters



## CHC33015 – CERTIFICATE III IN INDIVIDUAL SUPPORT

### DESCRIPTION

This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to people who may require support due to ageing, disability, or some other reason. Work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical, and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

To achieve this qualification, the candidate must have completed at **least 120 hours** of work as detailed in the Assessment Requirements of the units of competency.

*No licensing, legislative, regulatory or certification requirements apply to this qualification at the time of publication.*

Occupational titles for these workers may include:

Accommodation Support Worker	Food Services Deliverer
Care assistant	Home Care Assistant
Care Service Employee	In Home Respite Worker
Care Worker	Nurse's Aide
Client Assistant	Planned Activity Assistant
Community Access Coordinator	Residential Care Worker
Community Care Worker	Residential Support Worker
Community House Worker	Senior Personal Care Assistant
Disability Service Officer	School Support Officer (Disability)
Family Support Worker	Transport Support Worker
Field Officer (Community Services)	

### ENTRY REQUIREMENTS

There are no entry requirements for this qualification.

## **PACKAGING RULES**

**Total number of units = 13**

**7 Core Units**

**6 Elective Units**, of which

- at least 4 units from the elective units listed in the CHC33015 packaging rules, at least 2 units must be from those units listed under Groups A, B or C
- up to 2 units from the electives listed below, any endorsed Training Package or accredited course – these units must be relevant to the work outcome

Any combination of electives that meets the rules above can be selected for the award of the Certificate III in Individual Support. Where appropriate, electives may be packaged to provide a qualification with a specialisation.

**Packaging for each specialisation:**

- All Group A electives must be selected for award of the *Certificate III in Individual Support (Ageing)* and all remaining electives must be selected from Group D.
- All Group B electives must be selected for award of the *Certificate III in Individual Support (Disability)*.
- At least four units from Group C electives must be selected for award of the *Certificate III in Individual Support (Home and Community)*.
- Where two specialisations are completed award of the qualification would read *Certificate III in Individual Support (Ageing, Home and Community)*.

All electives chosen must contribute to a valid, industry-supported vocational outcome.

The following course sequence has been developed by ASTC in consultation with industry:

**Duration:** 8 Months (excluding work placement)

**Delivery Modes:** Face to Face, Correspondence and Blended

Unit Type	Unit of Competency	Unit Description
Core	CHCCCS015	Provide individualised support
Core	CHCCCS023	Support independence and well being
Core	CHCCOM005	Communicate and work in health or community services
Core	CHCDIV001	Work with diverse people
Core	CHCLEG001	Work legally and ethically
Core	HLTAAP001	Recognise healthy body systems
Core	HLTWHS002	Follow safe work practices for direct client care

To be awarded the CHC33015 Certificate III in Individual Support, Learners must complete 6 electives units. Below are the general electives that ASTC offers.

Unit Type	Unit of Competency	Unit Description
Elective	CHCAGE005	Provide support to people living with dementia
Elective	CHCADV001	Facilitate the interests and rights of clients
Elective	CHCCCS011	Meet personal support needs
Elective	CHCHCS001	Provide home and community support services
Elective	CHCDIS003	Support community participation and social inclusion
Elective	HLTINF001	Comply with infection prevention and control policies and procedures

## **UNITS OF COMPETENCY**

Below is detailed each of the individual Units of Competency in this qualification.

# CHCCCS015 - Provide individualised support

## Application of the Unit

This unit describes the skills and knowledge required to organise, provide and monitor support services within the limits established by an individualised plan. The individualised plan refers to the support or service provision plan developed for the individual accessing the service and may have many different names in different organisations.

This unit applies to workers who provide support under direct or indirect supervision in any community services or health context.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks, and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- used individualised plans as the basis for the support of 3 individuals.

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- rationale and processes underpinning individualised support planning and delivery:
  - basic principles of person-centred practice, strengths-based practice and active support
  - documentation and reporting requirements
- roles and responsibilities of different people and the communication between them:
  - carers and family
  - person being supported
  - health professionals
  - individual workers
  - supervisors
- service delivery models in the relevant sector
- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
  - privacy, confidentiality and disclosure
  - duty of care
  - dignity of risk
  - human rights
  - discrimination
  - mandatory reporting
  - work role boundaries – responsibilities and limitations
- factors that affect people requiring support
- practices that support skill maintenance and development
- indicators of unmet needs and ways of responding
- risk management considerations and ways to respond to identified risks

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment, and resources, including:
  - individualised plans and equipment outlined in the plan
  - infection control policies and procedures
- modelling of standard industry operating conditions and contingencies, including involvement of real people when using relevant equipment

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCCCS015 - Provide individualised support](https://training.gov.au/units/CHCCCS015)

## CHCCCS023 - Support independence and wellbeing

### Application of the Unit

This unit describes the skills and knowledge required to provide individualised services in ways that support independence, as well as, physical and emotional wellbeing.

This unit applies to workers in a range of community services contexts who provide frontline support services within the context of an established individualised plan.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- safely supported at least 3 people to enhance independence and wellbeing
- performed the activities outlined in the performance criteria of this unit during a period of at least 120 hours of direct support work in at least one aged care, home and community, disability or community service organisation

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks, and manage contingencies in the context of the work role. This includes knowledge of:

- basic human needs:
  - physical
  - psychological
  - spiritual
  - cultural
  - sexual
- concept of self-actualisation
- human development across the lifespan
- wellbeing, including:
  - physical
  - psychological
  - social
  - spiritual
  - cultural
  - financial
  - career/occupation
- individual differences, how these may be interrelated and impact on support provided
- basic requirements for good health for the person, including:
  - mental health
  - nutrition and hydration

- exercise
- hygiene
- lifestyle
- oral health
- mental health issues and risk and protective factors
- indications of neglect or abuse:
  - physical
  - sexual
  - psychological
  - financial
- reporting requirements for suspected abuse situations
- service delivery models and standards
- relevant funding models
- issues that impact health and well being
- impacts of community values and attitudes, including myths and stereotypes
- issues surrounding sexuality and sexual expression
- indicators of emotional concerns and issues
- support strategies, resources and networks
- legal and ethical requirements and how these are applied in an organisation and individual practice, including:
  - duty of care
  - dignity of risk
  - human rights
  - discrimination
  - mandatory reporting
  - privacy, confidentiality, and disclosure
  - work role boundaries – responsibilities and limitations

### **Assessment Conditions**

Skills must have been demonstrated in a relevant workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. Where simulation is used it must reflect real working conditions and contingencies by modeling industry operating conditions and contingencies, as well as using suitable facilities, equipment, and resources, including:

- individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions including real interactions with the person and their carers

Overall, assessment must involve some real interactions with the person and their families/carers.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCCCS023 - Support independence and wellbeing](https://training.gov.au/units/CHCCCS023)

# CHCCOM005 - Communicate and work in health or community services

## Application of the Unit

This unit describes the skills and knowledge required to communicate effectively with clients, colleagues, management, and other industry providers.

This unit applies to a range of health and community service contexts where workers may communicate face-to-face, in writing or using digital media and work with limited responsibility under direct or indirect supervision.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- demonstrated effective communication skills in 3 different work situations
- clarified workplace instructions and negotiated timeframes with 2 colleagues
- responded appropriately to 3 different situations where communication constraints were present
- completed 2 written or electronic workplace documents to organisation standards

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations in relation to communication:
  - privacy, confidentiality and disclosure
  - discrimination
  - duty of care
  - mandatory reporting
  - translation
  - informed consent
  - work role boundaries – responsibilities and limitations
  - child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure
- sources of information and the application of legal and ethical aspects of health and community services work
- ethical decision making and conflicts of interest
- principles of effective communication, including models, modes and types
- communication techniques:
  - open ended questions, affirmations, reflections and summaries
  - difference between motivational interviewing and coercive approach
  - difference between collaboration and confrontation



- influences on communication:
  - language
  - culture
  - religion
  - emotional state
  - disability
  - health
  - age
- potential constraints to effective communication in health and community service contexts
- health and community services industry terminology relating to role and service provision
- importance of grammar, speed and pronunciation for verbal communication
- when and how to use and recognise non-verbal communication
- structure, function and interrelationships between different parts of the health and community service system
- organisation structure and different models to support optimum client service:
  - principles underpinning person-centred service delivery
  - principles of rights-based service delivery
  - different roles and responsibilities of team
  - characteristics of multi-disciplinary teams and how they are used
  - relationships between different members of the health and community services workforces
  - role of support services
  - links and interrelationships with other services
  - funding environment
- digital media and use in community services and health sector, including:
  - web
  - email
  - social media
  - podcast and videos
  - tablets and applications
  - newsletters and broadcasts
  - intranet

### Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCCOM005 - Communicate and work in health or community services](https://training.gov.au/units/CHCCOM005)

# CHCDIV001 - Work with diverse people

## Application of the Unit

This unit describes the skills and knowledge required to work respectfully with people from diverse social and cultural groups and situations, including Aboriginal and/or Torres Strait Islander people.

This unit applies to all workers.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks, and manage contingencies in the context of the job role.

There must be evidence that the candidate has:

- undertaken a structured process to reflect on own perspectives on diversity
- recognised and respected the needs of people from diverse social and cultural backgrounds in at least 3 different situations:
- selected and used appropriate verbal and non verbal communication
- recognised situations where misunderstandings may arise from diversity and formed appropriate responses

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- concepts of cultural awareness, cultural safety and cultural competence and how these impact different work roles
- concepts and definitions of diversity
- own culture and the community attitudes, language, policies and structures of that culture and how they impact on different people and groups
- features of diversity in Australia and how this impacts different areas of work and life:
  - political
  - social
  - economic
  - cultural
- legal and ethical considerations (international, national, state/territory, local) for working with diversity, how these impact individual workers, and the consequences of breaches:
  - discrimination:
    - age
    - disability
    - racial
    - sex

- human rights:
  - Universal declaration of human rights
  - relationship between human needs and human rights
  - frameworks, approaches and instruments used in the workplace
- rights and responsibilities of workers, employers and clients, including appropriate action when rights are being infringed or responsibilities not being carried out
- key areas of diversity and their characteristics, including:
  - culture, race, ethnicity
  - disability
  - religious or spiritual beliefs
  - gender, including transgender
  - intersex
  - generational
  - sexual orientation/sexual identity - lesbian, gay, bisexual, heterosexual
- key aspects, and the diversity, of Australia's Aboriginal and/or Torres Strait Islander cultures, including:
  - social, political and economic issues affecting Aboriginal and/or Torres Strait Islander people
  - own culture, western systems and structures and how these impact on Aboriginal and/or Torres Strait Islander people and their engagement with services
- potential needs of marginalised groups, including:
  - protective factors
  - physical, mental and emotional health issues/care needs
  - consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- resources that support individuals and organisations to embrace and respond to diversity
  - language and cultural interpreters
  - imagery
- influences and changing practices in Australia and their impact on the diverse communities that make up Australian society
- impact of diversity practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

### Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCDIV001 - Work with diverse people](https://training.gov.au - CHCDIV001 - Work with diverse people)

# CHCLEG001 - Work legally and ethically

## Application of the Unit

This unit describes the skills and knowledge required to identify and work within the legal and ethical frameworks that apply to an individual job role.

This unit applies to community services and health workers who play a proactive role in identifying and meeting their legal and ethical responsibilities.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks, and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- completed workplace activities in accordance with legal and ethical requirements in at least 3 different situations
- developed appropriate responses to at least 3 different legal or ethical issues relevant to the work role
- identified and communicated at least 2 potential work practice improvements designed to enhance workplace responsiveness to legal and ethical requirements

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task, and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations (international, national, state/territory, local) for people working in the community services and health context, how they are applied in organisations, how these impact individual workers, and the consequences of breaches:
  - children in the workplace
  - codes of conduct
  - codes of practice
  - complaints management
  - continuing professional education
  - discrimination
  - dignity of risk
  - duty of care
  - human rights
    - *Universal declaration of human rights*
    - relationship between human needs and human rights
    - frameworks, approaches and instruments used in the workplace
  - informed consent
  - mandatory reporting
  - practice standards

- practitioner/client boundaries
- privacy, confidentiality and disclosure
- policy frameworks
- records management
- rights and responsibilities of workers, employers and clients
- industrial relations legislation relevant to employment conditions of role
- specific legislation in the area of work – objectives and key components
- work role boundaries – responsibilities and limitations
- work health and safety
- interrelationships, similarities and differences that may exist between legal and ethical frameworks
- legal issues in the context of the work role:
  - type of legal issues that arise
  - ways to respond
- ethical practice in the context of the work role:
  - type of ethical issues that arise
  - ways to respond
- workplace policies, procedures and protocols:
  - how they are/should be developed
  - processes for review, including consultation and mechanisms for input

### **Assessment Conditions**

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including:
  - current legislation, regulations and codes of practice
  - organisation policies, procedures and protocols
- modelling of industry operating conditions, including presence of problem-solving activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCLEG001 - Work legally and ethically](https://training.gov.au/units/CHCLEG001)

# HLTAAP001 - Recognise healthy body systems

## Application of the Unit

This unit describes the skills and knowledge required to work with basic information about the human body and to recognise and promote ways to maintain healthy functioning of the body.

This unit applies to any worker who needs to use and interpret information that includes references to client anatomy and physiology.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks, and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- worked effectively with information about the human body and its healthy functioning in at least 3 different situations

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- basic structure and functions of the body systems and associated components, including:
  - cells, tissues and organs
  - cardiovascular system
  - respiratory system
  - musculo-skeletal system
  - endocrine system
  - digestive system
  - urinary system
  - reproductive system
  - integumentary system
  - lymphatic system
  - nervous system, including sensory systems – eye and ear
  - the special senses – smell, taste, vision, equilibrium and hearing
  - immune system
- processes, conditions and resources required by the body to support healthy functioning
  - body regulation including:
    - maintenance of body temperature
    - fluid and electrolyte (including PH) balance
    - elimination of wastes from the body
    - maintenance of blood pressure
  - protection from infection
  - physical activity – active and passive

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment, and resources, including client health information
- modelling of industry operating conditions, including integration of problem-solving activities

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - HLTAAP001 - Recognise healthy body systems](https://training.gov.au/units/HLTAAP001)



## HLTWHS002 - Follow safe work practices for direct client care

### Application of the Unit

This unit describes the skills and knowledge required for a worker to participate in safe work practices to ensure their own health and safety, and that of others in work environments that involve caring directly for clients. It has a focus on maintaining safety of the worker, the people being supported and other community members.

This unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, in both centre-based and home-based service provision.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be demonstrated evidence that the candidate has completed the following tasks at least once in line with state/territory WHS regulations, relevant codes of practice and workplace procedures:

- contributed to a workplace WHS meeting or inspection
- conducted a workplace risk assessment and recorded the results
- consistently applied workplace safety procedures in the day-to-day work activities required by the job role, including:
  - infection control
  - hazardous manual tasks
  - use of personal protective equipment
  - reporting incidents
- followed workplace procedures for at least one simulated emergency situation.

### Knowledge Evidence

The candidate must demonstrate knowledge of:

- state/territory legislation and how it impacts on workplace regulations, codes of practice and industry standards, including:
  - state/territory WHS authorities
  - rights and responsibilities of employers and workers, including duty of care
  - hazardous manual tasks
  - infection control
- safety symbols and their meanings, including signs for:
  - poisons
  - emergency equipment
  - personal protective equipment (PPE)
  - specific hazards such as sharps, radiation

- hazard identification, including:
  - definition of a hazard
  - common workplace hazards relevant to the industry setting including hazardous manual tasks, infection control risks and personal safety risks
  - workplace procedures for hazard identification
  - strategies minimising risk
- safety considerations when working in a home-based environment, including:
  - rights and responsibilities of workers and clients
  - basic home fire safety including high-risk groups, behaviour that contributes to fire injury and fatalities, and smoke alarm placement, installation and maintenance.
  - risks to personal safety
  - common sources of infection and means to minimise transfer of infectious diseases
  - fundamentals of the musculoskeletal system and practices to minimise injury to self and clients
- workplace emergency procedures
- workplace policies and procedures for WHS

### **Assessment Conditions**

Skills must be demonstrated:

- in the workplace

OR

- in an environment that provides realistic in-depth industry validated scenarios and simulations to assess candidates' skills and knowledge.

In addition, assessment must ensure use of:

- current workplace policies and procedures for WHS
- PPE relevant to the workplace and job role of the worker

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - HLTWH002 - Follow safe work practices for direct client care](https://training.gov.au/units/HLTWH002)

# CHCAGE005 - Provide support to people living with dementia

## Application of the Unit

This unit describes the skills and knowledge required to provide person-centred care and support to people living with dementia. It involves following and contributing to an established individual plan.

This unit applies to workers in a residential or community context, including family homes. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- provided support to 2 different people living with dementia:
  - using a person-centred approach to support
  - using appropriate communication strategies
  - assisting in implementing a range of suitable activities that meet the person's needs

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- up to date research on dementia and the different manifestations of dementia, including:
  - Alzheimer's disease
  - vascular dementia or multi-infarct dementia
  - Lewy bodies
  - excessive alcohol intake or Korsakov Syndrome
  - fronto temporal lobar degeneration (FTLD) including Pick's disease
  - Huntington's disease
  - Parkinson's disease
  - younger onset dementia
- dementia as a progressive neurological condition, including pathological features:
  - amyloid plaques
  - neurofibrillary tangles
  - loss of connection between cells and cell death
- common indicators and symptoms of dementia
- behaviours of concern, needs driven behaviour model and de-escalation procedures
- progression of dementia and potential impact on the person with dementia, their family and significant others, including:
  - depression
  - loss and grieving
  - anger

- despair
- social embarrassment a family member might feel
- isolation
- financial burden on the family
- social devaluation
- principles of person-centred approach to support
- relevant activities which enhance self-esteem and pleasure in the person's life, minimise boredom, and distract from or eliminate behavioural and psychological symptoms of dementia
- competency and image enhancement as a means of addressing devaluation
- verbal and non-verbal communication strategies including:
  - reality orientation
  - reminders of the day, the time, relationships, occasions
  - reassuring words, phrases and body language
  - validation
  - empathy
  - acceptance of the person's reality
  - acknowledgement
  - allowing expressions of distress
  - providing verbal and physical reassurance
  - frequent reminiscence to connect with person

### **Assessment Conditions**

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the older person.

The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources, including individualised plans and any relevant equipment outlined in the plan
- modelling of industry operating conditions, including scenarios that reflect a range of dementia support services involving a range of dementia symptoms and behaviours of concern

Overall, assessment must involve some real interactions with people with dementia, colleagues and families/carers.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCAGE005 - Provide support to people living with dementia](https://training.gov.au/units/CHCAGE005)

# CHCADV001 - Facilitate the interests and rights of clients

## Application of the Unit

This unit describes the skills and knowledge required to assist clients to identify their rights, voice their needs and concerns and realise their interests, rights, and needs.

This unit applies to workers of all levels in a range of health or community services settings who provide services using a human rights based approach and have direct interaction with clients.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks, and manage contingencies in the context of the job role. There must be demonstrated evidence that the candidate has:

- Worked in collaboration with 1 client to identify their interests, needs and rights
- Advocated on behalf of 1 client to achieve a specific outcome
- Supported 1 client throughout an organisational or legal complaints process

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the work role. This includes knowledge of:

- *Universal Declaration of Human Rights*
- relationship between human needs and human rights
- human rights frameworks, approaches, instruments
- legal and ethical considerations (international, national, state/territory, local) related to facilitation of client rights and interests and how these impact individual workers:
  - duty of care
  - human rights
  - mandatory reporting
  - discrimination
  - privacy, confidentiality and disclosure
  - informed consent
  - organisation and legal complaints processes
  - rights and responsibilities of clients, workers and organisations
- common risks to client safety and wellbeing
- relevance of child protection across all health and community services contexts, including duty of care when child is not the client, indicators of risk and adult disclosure
- actions that constitute discrimination and techniques for addressing it
- types of community resources, networks and referral options relevant to the nature of client service
- potential conflict between client needs and organisation requirements
- differences between negotiation, advocacy, mediation
- negotiation, advocacy, mediation techniques for the facilitation of client rights
- empowerment and disempowerment

## Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment, and resources.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCADV001 - Facilitate the interests and rights of clients](https://training.gov.au/units/CHCADV001)

# CHCCCS011 - Meet personal support needs

## Application of the Unit

This unit describes the skills and knowledge required to determine and respond to an individual's physical personal support needs and to support activities of daily living.

This unit applies to workers who provide support to people according to an established individualised plan in any community services context. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- safely supported at least 2 individuals by performing the activities outlined in the performance criteria of this unit. This includes following support requirements of an established individualised plan and supporting each of the following activities:
  - bed bathing
  - dressing, undressing and grooming
  - eating and drinking using appropriate feeding techniques
  - oral hygiene
  - shaving
  - showering
  - toileting and the use of continence aids
  - using aids and equipment including devices used by the person
- performed the following hazardous manual handling scenarios at least once:
  - transferring a person between bed and chair
  - transferring a person in and out of car
  - falls recovering

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- different contexts for provision of personal support and impacts on the way services are provided
- role and responsibilities of the personal support providers and workers
- concepts of enablement and re-ablement
- legal and ethical requirements related to the provision of personal support, and how these are applied in an organisation and individual practice:
  - privacy, confidentiality and disclosure
  - duty of care
  - work health and safety, including manual handling

- basics of:
  - body hygiene
  - grooming
  - oral hygiene
  - human body system
- personal safety and security risks associated with provision of personal support and strategies to minimise those risks
- features, functions and safe use of equipment and aids used in provision of personal support and devices used by the person including the importance of adjusting equipment and aids to the needs of the individual
- techniques for completing physical support routines
- infection control procedures
- organisational reporting technologies

### **Assessment Conditions**

Skills must have been demonstrated in a relevant workplace that provides personal support services to people, with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person. The following conditions must be met for the unit:

- use of suitable facilities and resources including:
  - individualised plans specifying different personal support needs
  - equipment outlined in individualised plans
- modelling of industry operating conditions including involvement of real people when simulating the provision of service and equipment use

Overall, assessment must involve some real interactions with people who require personal support.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCCCS011 - Meet personal support needs](https://training.gov.au/units/CHCCCS011)



# CHCHCS001 - Provide home and community support services

## Application of the Unit

This unit describes the skills and knowledge required to work in a home support environment and community settings with individuals, family members, staff, visitors, suppliers and others to meet established work requirements.

This unit applies to workers in a community services context. Work performed requires some discretion and judgement and is carried out under regular direct or indirect supervision.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- provided services to individual/s in at least 2 different home or community support settings
- used appropriate inter-personal skills:
  - establishing a positive relationship with the individual
  - seeking clarification of tasks
  - interpreting and following instructions

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- legal and ethical considerations for providing home and community services, including:
  - codes of practice
  - basic home fire safety and associated state/territory smoke alarm legislation
  - dignity of risk
  - duty of care
  - privacy, confidentiality and disclosure
  - practice standards
  - work role boundaries – responsibilities and limitations
  - work health and safety
- relevant organisation policies and procedures and how to access them, including risk management practices when the work environment is a person's home
- personal and property security procedures, including personal security protocols and equipment
- relevant policy and programs, including:
  - home and community care (HACC)
  - Department of Veterans' Affairs (DVA)
  - government community care directions

- implications for work in the sector including:
  - person-centred practice
  - consumer-directed care
  - empowerment and disempowerment
- indicators of abuse and/or neglect, including:
  - physical
  - sexual
  - psychological
  - emotional
  - financial

### **Assessment Conditions**

Skills must have been demonstrated in an ageing support workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace. These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threatens the dignity of the person. The following conditions must be met for this unit:

- use of suitable facilities, equipment, and resources, including:
  - individualised plans and any relevant equipment outlined in the plan
  - personal protective equipment
  - relevant organisation policies and procedures

Overall, assessment must involve workplace interactions with people in their home, colleagues, families/carers and working with the person's individualised plan.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCHCS001 - Provide home and community support services](https://training.gov.au/units/CHCHCS001)

# HLTINF001 - Comply with infection prevention and control policies and procedures

## Application of the Unit

This unit describes the skills and knowledge required to follow organisational infection prevention and control procedures, including implementing standard and transmission-based precautions and responding to infection risks.

This unit applies to individuals working in health and direct client care contexts.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.*

## Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks, and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- followed established organisation infection prevention and control procedures on at least 3 separate occasions
- followed established organisation infection prevention and control procedures at least once for each of the following:
  - hand hygiene and care of hand
  - use of personal protective equipment
  - handling of waste
  - enforcing clean and contaminated zones
  - limitation of contamination
  - surface cleaning

## Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- established guidelines for the prevention and control of infection, including those for:
  - personal and hand hygiene:
    - how to hand wash
    - how to hand rub
    - pre-surgical hand preparation
    - clinical moments when hand hygiene should be performed with soap and water rather than alcohol-based hand rub
    - non-clinical moments for hand hygiene hand care, including guidelines on maintaining intact skin, fingernails and jewellery/watches

- use and scope of personal protective equipment guidelines for:
  - glove use
  - wearing gowns and waterproof aprons
  - wearing masks
  - wearing protective glasses
- surface cleaning:
  - cleaning procedures and their specified times
  - routine surface cleaning
- managing a blood or body fluid spill
- sharps handling and disposal techniques
- reprocessing procedures for equipment
- types of additional precautions and their relevance to particular areas of work or client groups
- types of hazards in the work environment and associated risks and control measures
- chain of infection:
  - source of infectious agent
  - mode of transmission
  - susceptible host
- basis of infection, including:
  - bacteria and bacterial spores
  - difference between harmless microorganisms and pathogens
  - difference between colonisation, infection and disease
  - fungi
  - viruses
- key modes of disease transmission – contact, airborne and droplet:
  - paths of transmission including direct contact, aerosols and penetrating injuries
  - risk of acquisition
  - sources of infecting microorganisms including persons who are carriers, in the incubation phase of the disease or those who are acutely ill
- factors that increase the susceptibility to infection:
  - immune status
  - wounds or devices
  - medications and comorbidities
  - age

### **Assessment Conditions**

Skills must have been demonstrated in the workplace with the addition of simulations and scenarios where the full range of contexts and situations have not been provided in the workplace or may occur only rarely.

The following conditions must be met for this unit:

- use of suitable facilities, equipment, and resources, including:
  - organisational infection prevention and control guidelines
  - personal protective equipment
  - hand hygiene facilities and equipment
  - medical or client care equipment relevant to the workplace
  - clinical and other waste and waste disposal equipment
  - areas for cleaning
  - equipment for cleaning, including sterilised sharps if relevant to role
- modelling of industry operating conditions, including integration of problem-solving activities to which the candidate responds

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - HLTINF001 - Comply with infection prevention and control policies and procedures](https://training.gov.au/units/HLTINF001)

## CHCDIS003 - Support community participation and social inclusion

### Application of the Unit

This unit describes the skills and knowledge required to assist with supporting people with disability in community participation and social inclusion using a person-centred approach. This involves enabling people to make choices to maximise their participation in various community settings, functions and activities to enhance psychosocial well-being and lifestyle in accordance with the person's needs and preferences.

This unit applies to workers in varied disability services contexts. Work performed requires some discretion and judgement and may be carried out under regular direct or indirect supervision.

*The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian / New Zealand standards and industry codes of practice.*

### Performance Evidence

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role. There must be evidence that the candidate has:

- supported at least 1 person with disability, by working with them to identify skills and interests and find matching options within the broader community

### Knowledge Evidence

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

- rights and responsibilities of people with disability
- principles of:
  - strengths-based practice
  - person-centred practice
  - community inclusion and best practice examples
- strategies for strengthening options, networks and services for people with disability
- local agencies and services, and resources to obtain community information about sporting, cultural and specific-interest groups
- active citizenship and what this means for people with a disability
- role of carers and/or families and/or relevant others

### Assessment Conditions

Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. The following conditions must be met for this unit:

- use of suitable facilities, equipment and resources:
  - individualised plans and any relevant equipment outlined in the plan
  - access to details of appropriate and local resources, programs, agencies, transport services, aids and equipment

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCDIS003 - Support community participation and social inclusion](https://training.gov.au/units/CHCDIS003)

## **RESOURCES**

Training Learners will be supplied with all applicable training resources apart from any personal writing and note-taking materials they may need. eLearning Learners will be provided with all of their materials via soft-copy over the internet. Correspondence (distance) learning Learners will be mailed parcels containing their appropriate Unit workbook, all associated assessment materials and clear guidelines on how to complete their work and return it for assessment.

## **ASSESSMENT GUIDELINES**

### **Introduction**

These Assessment Guidelines provide the endorsed framework for assessment of the units of competency in the Community Services Training Package. The Guidelines are designed to ensure that assessment activities are consistent with the Australian Qualifications Framework Standards for Registered Training Organisations and that the assessment processes and outcomes are valid, reliable, flexible and fair. Assessments against the competency standards in this Training Package must be carried out in accordance with these endorsed guidelines.

### **ASSESSMENT IN THE COMMUNITY SERVICES INDUSTRY**

Assessment in the Community Services Industry is distinctive in the following:

- Development and assessment of the fundamental skills is essential for business employers. This means that careful attention must be paid to the language, literacy and numeracy requirements of the Units of Competency, the knowledge and skill requirements and the Key Competencies as they are expressed in the unit. The Key Competencies are required assessable components of units in the Community Services Training Package.
- In order for people to develop lifelong learning attributes, and to support effective assessment strategies, individuals need to be given opportunities for self-assessment and for the gathering of evidence to contribute to the overall assessment of their competency.
- Up-front assessment for the purposes of recognition, personal feedback and further learning, and efficient program planning is a feature of this Training Package. This is facilitated by the presence in the Community Services Training Package of units of competency designed expressly to assess skills against competency, plan learning programs and career development.

### **ASSESSMENT IN A SIMULATED ENVIRONMENT**

Units of Competency in the Community Services Training Package may be assessed in the workplace or in a simulated environment. Simulated environments are required for competency assessments in business because:

- suitable employment and/or work experience is not always available
- some workplaces or work situations do not use or allow the expression of the competency required
- conducting assessments may be disruptive to work requirements
- it is sometimes appropriate to practice skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

Given that simulations may be used and are often indicated, the Assessment Guidelines for the Community Services Training Package indicate the characteristics of a successful simulation.



## **ASSESSMENT TOOLS FOR CHC33015 - CERTIFICATE III IN INDIVIDUAL SUPPORT**

The assessment tools developed by ASTC for each course variation of the thirteen (13) units of competency are as follows:

Unit Type	Unit of Competency	Unit Description	AT1 Activities	AT2 Oral/ Written Questions	AT3 Role Play	AT3 Project	AT3 Scenarios	AT3 Case Studies	Workplace Observation / Supervisor Sign-off	Logbook
Core	CHCCCS015	Provide individualised support		✓	✓	✓		✓	✓	✓
Core	CHCCCS023	Support independence and well being		✓				✓	✓	✓
Core	CHCCOM005	Communicate and work in health or community services	✓	✓	✓	✓		✓		
Core	CHCDIV001	Work with diverse people	✓	✓	✓					
Core	CHCLEG001	Work legally and ethically	✓	✓	✓			✓		
Core	HLTAAP001	Recognise healthy body systems	✓	✓	✓					
Core	HLTWHS002	Follow safe work practices for direct client care	✓	✓	✓					
Elective	CHCAGE005	Provide support to people living with dementia	✓	✓	✓	✓		✓	✓	✓
Elective	CHCADV001	Facilitate the interests and rights of clients	✓	✓	✓		✓			
Elective	CHCCCS011	Meet personal support needs	✓	✓	✓	✓	✓		✓	
Elective	CHCHCS001	Provide home and community support services	✓	✓	✓	✓		✓	✓	✓
Elective	CHCDIS003	Support community participation and social inclusion	✓	✓	✓		✓			
Elective	HLTINF001	Comply with infection prevention and control policies and procedures	✓	✓	✓		✓	✓		✓

<b>Assessment Tool:</b>	<b>Type of assessment:</b>	<b>What is assessed:</b>
Activities AT1	<b>Formative assessment</b>	The <b>underpinning knowledge</b> required to undertake the tasks, as outlined in the elements and performance criteria.  Formative assessments will be completed progressively as participants work through their training.  Trainer / assessors will determine how and when these activities should be completed.
Questions AT2	<b>Summative assessment</b>	<b>Required knowledge</b> – evidence collected in response to the theory questions will support participants’ competence with regard to the required knowledge.
Role Play AT3	<b>Summative assessment 3</b>	<b>Required skills</b> to undertake the tasks outlined in the elements and performance criteria – evidence to support judgement of satisfactory performance should be collected as a result of practical demonstration.
AT3 Case Studies, scenarios and projects	<b>Summative assessment</b>	Case Studies, scenarios and projects to assess the application of knowledge and skills in a workplace context
Logbook	<b>Work placement</b>	<b>Required skills</b> to undertake 120 hours in a Community Service workplace to practically demonstrate the tasks outlined in the elements and performance criteria – evidence to support judgement of satisfactory performance should be collected as a result of practical demonstration.
AT4 Third party report	<b>Third-Party Report</b>	Third-Party Report to be completed by workplace supervisor verifying the learning has been observed to consistently and over a period of time perform the tasks associated with the respective unit in an efficient manner according to workplace policy, procedure and protocols.
AT4 Workplace Observations	<b>Workplace Observations</b>	A workplace observation may be conducted by an assessor at the Learner’s workplace. Appropriate permission must be sought before entering workplaces.

#### **Resources required to undertake this assessment**

Learners must have access to these resources:

- Copies of the activities, questions, projects nominated by the trainer / assessor (Learner Guide and Learner Workbook and Assessments)
- Relevant organisational policies, protocols and procedural documents to draw from
- An appropriate workplace, simulated workplace or prior experience in the workplace
- Resources normally used in the workplace

#### **Assessment instructions**

Learners should respond to the AT1 and AT2 assessments either verbally or in writing, as agreed with the facilitator/assessor. All written responses should be recorded in the spaces provided (if more space is required attach additional pages) or alternatively submitted in a word document. If learners answer verbally, the facilitator/assessor is to record their answers in detail.

Learners should also undertake observable tasks that provide evidence of performance AT3 & AT4. If workplace observation is to take place under the AT3 then the Assessor must provide instruction to learners on what is expected during observation, and arrange a suitable time and location for demonstration of these skills.

Learners must fully understand what they are required to do to for assessment, including being advised of the assessment criteria for each of the agreed assessment tasks to be completed then sign the declaration. A learner **is not to sign the declaration unless they have a clear understanding of what is expected from them.**

## ACKNOWLEDGEMENT DECLARATION

(Please Sign and Return this page to Australian Salesmasters Training Co)

I acknowledge that I,

\_\_\_\_\_ have  
read and fully understand the contents of this Learner Handbook, which outlines the conditions of  
my rights  
and responsibilities as a Learner of Australian Salesmasters Training Co Pty Ltd.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Witness

\_\_\_\_\_  
Signature of Witness

\_\_\_\_\_  
Date

Please send to any of the following:

Email: [admin@thesalesmasters.com.au](mailto:admin@thesalesmasters.com.au)

Post: Attn to Administrative Team  
Australian Salesmasters Training Co.

PO Box 638, Rosebery NSW 1445

Fax: 02 9700 8988 Attn to Administrative Team

What type of funding:

Smart and Skilled

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