

CHALLENGE

Positive learning through quality training

EDUCATION TRAINING SERVICES

Student Information Handbook

CERTIFICATE III/IV
in
DISABILITY

CHC40308

Dear Student

Welcome to Challenge Education & Training Services (**CETS**) and your course. The management at CETS is committed to providing you with quality training and support. Our nationally recognised qualifications will foster both your development and recognition as a competent and professional disability service worker.

Qualifications provided by CETS include:

- Certificate III in Disability
- Certificate IV in Disability

We hope this handbook answers any questions you may have about the services and courses offered by CETS. This handbook is intended to act as a guide only and you are encouraged to access our staff at any time to address any questions or issues you may have regarding your training and assessment in either qualification. Additionally, each unit of competency is supported by a Learning Resource manual which provides extensive information regarding the training delivery and assessment procedures for each unit.

We Wish You All the Very Best in Your Endeavours!

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1. Contact Details

Challenge Education Training Services (CETS) is a division of Challenge Disability Services (CDS). CDS provide support services to over 600 people with a disability and is one of the largest intellectual disability support services outside metropolitan Australia.

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Maitland 2320

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Mobile: 0417 239 105

Web: www.challserv.org.au

Staff Contact:

Operations Manager Training: Michelle Barnes

Email: training@challserv.org.au

2. CETS Code of Practice

Challenge Education Training Services (CETS) will ensure the highest standard of education and training services. CETS will abide by the following Code of Practice:

- 2.1 CETS shall carry out duties in a lawful manner and will conduct its business in accordance to AQTF Standards and in accordance with its memos and articles of association.
- 2.2 CETS shall act honestly and openly in good faith in the interest of students and staff at all times.
- 2.3 All training will be carried out in an impartial, skilful, diligent manner and at all times to the best of CETS and the trainers/assessors ability.
- 2.4 All training will be carried out in such a manner as to ensure fair and full participation of all students.
- 2.5 CETS will not engage in any practice that could affect the standards applicable under the Australian Quality Training Framework 2010.
- 2.6 CETS will adopt policies and management practices that maintain the highest professional standards in the delivery of education and training service.
- 2.7 CETS will market its services with integrity and professionalism and with due regard to training industry standards. No false or misleading information will be given in the course content or program outline.
- 2.8 CETS Complaints Policy ensures that any student in relation to the training services can make a complaint without retribution and will have the complaint settled within an agreed timeframe. At all times the process will be confidential and inline with CETS policies.
- 2.9 CETS will regularly review course information provided to students to ensure accuracy and relevance.
- 2.10 CETS will ensure all trainers and assessors comply with the policies and procedures of CETS and the relevant employer or organisation.

3. Student Code of Conduct

The Student Code of Conduct is to provide a clear statement of CETS expectations of students whilst undertaking the course. CETS requires all students to abide by the following code of conduct:

Student Responsibility:

- 3.1 Arrive punctually to each workshop and attend all training workshops as required.
- 3.2 Co-operate within the workplace and training venues, guidelines and rules.
- 3.3 Respect the rights of fellow students by not being disruptive or impact in anyway on their right to learn.
- 3.4 Seek any assistance and discuss any concerns with trainer and/or assessor when required.
- 3.5 Read and refer to the process for review or appeal of assessment decisions.
- 3.6 Complete and submit all assessment by the due date.
- 3.7 Participate in course evaluation and provide feedback to ensure continuous improvement.
- 3.8 Active and positive participation in the learning/assessment process.
- 3.9 All students act in an ethical and honest manner in regards to all assessments (formal/informal) undertaken in the course.
- 3.10 Retain evidence of your working notes and assessments and any other documents assisting with your portfolio.

4. Trainers/ Assessors Code of Conduct

The trainer/assessor Code of Conduct is to provide a clear statement of the standards that are expected to be maintained when dealing with students who are undertaking the course provided by CETS. All trainers and assessors are to abide by the following Code of Conduct:

Trainer/assessor responsibility:

- 4.1 Comply with the National Training Delivery Standards and have the relevant qualifications and industry experience to perform teaching duties.
- 4.2 Ensure a safe training environment for all students and comply with the relevant OH&S regulations.
- 4.3 Provide accurate information and promote a professional & productive learning environment.
- 4.4 Train in a manner that respects the dignity and rights of all students regardless of race, sex, gender, age or nationality.
- 4.5 Understand the requirements of the Competency Standards for the qualification and assessment requirements.
- 4.6 Understand and comply with the principles of Assessment under the standards of the AQTF.
- 4.7 Understand the requirements of the performance criteria of the Competencies being assessed.
- 4.8 Understand and comply with procedures for assessment appeal or review.
- 4.9 Consult with workplace supervisor regarding on the job assessment tasks.
- 4.10 Assess skills and knowledge through observation and questioning using the assessment tools developed for the purpose.
- 4.11 Provide a training and assessment schedule for the course.
- 4.12 Provide students access to their student records if requested.
- 4.13 Provide accurate and detailed feedback on the result of the assessments to the student and remind them of the appeals process and options if not satisfied with results.

5. General Policies

5.1 Access & Equity

Challenge Education & Training Services (CETS) is committed to providing our students and potential participants with accurate, timely and accessible information relating to all our training and assessment services. All informational material developed by CETS will use appropriate language to promote equitable access to the relevant information. CETS will also ensure;

- Everyone is entitled to a high quality of education and training programs that provide recognised credentials and clear pathways to employment and lifelong learning.
- CETS will not limit or judge entry into any of its courses on the basis of:- disability, gender, marital status, race, age, nationality, disability or socio-economic background
- CETS will provide accurate and current information to participants on all relevant matters including course, programs, fees and conditions of enrolment.

5.2 Fees, Cancellations & Refunds

Depending on each course structure, fees may be required to be paid in full prior to commencing the course. Alternatively, the payment could be made in 3 stages at the discretion of management if payment up front is not possible.

CETS will provide you with all your workbooks, record books etc. necessary for training and assessment in the relevant qualification.

If a student wishes to cancel from the course prior to commencement an administration fee of 20% will apply, with the remaining money to be refunded. If the cancellation occurs **after** 14 days of commencement no refund will apply to the monies already paid. No refund will be given to individuals who leave before finalising program requirements. For more information please refer to CETS Refund Policy.

Should a student be dissatisfied with the refund decision they shall be encouraged to submit a complaint should an immediate solution not be agreed to by both parties.

5.3 Assessment Appeals

Challenge Education and Training Services (CETS) is committed to providing a fair and equitable assessment system in accordance with the requirements of the AQTF standards.

An appeals policy is established for applicants who wish to challenge the results of an assessment event. Any complaint about the assessment process will be treated seriously and dealt with promptly and fairly.

The student must inform the trainer/assessor or Operations Manager Training within 14 days of receiving assessment results. The Student Compliant/Appeal Form CET018 will need to be completed when submitting the appeal.

The trainer/assessor will re-examine the evidence in consultation with an independent trainer/assessor or the appellant may request reassessment by another assessor. The trainer/assessor or Operations Manager Training will provide a written statement of the process and outcome of the appeal within 14 days of receiving the complaint.

All trainers and assessors will be overseen by the Challenge Disability Services Governance & Compliance Manager.

5.4 Complaints

CETS Complaints Policy ensures that any student in relation to the training services can make a complaint without retribution and will have the complaint settled within an agreed timeframe. At all times the process will be confidential and inline with Challenge Education Training Services Grievance Policy & Procedure.

In the event that a participant/student has a grievance concerning any matter in relation to the training or services of CETS, they are required to:

- Speak directly with the person concerned or a Manager of CETS within 7 days.
- Speak with an independent person or panel if the complaint is unresolved.
- Be directed to the relevant tribunal or government department if they are still not satisfied with the outcome of the complaint process.
- The CETS Operations Manager Training will provide the student with information and/or documentation to enable the student to effectively lodge a compliant and where to further forward their complaint if unresolved.

All stages of the complaint process will be documented and kept on file by the Operations Manager Training on the CETS Complaint database. This will be sighted and signed by the Operations Manager Training and Operations Manager Governance and Compliance to ensure adherence to the requirements of the AQTF standard/s.

5.6 Drugs, Alcohol & Inappropriate Behaviour

CETS enforces a zero tolerance policy towards the use of illegal drugs and alcohol whilst attending training and/or undertaking assessment. The use of prohibited drugs and alcohol is strictly prohibited at all times. Any student who becomes affected by the use of substances whilst attending training or undertaking assessment will be subject to disciplinary action in accordance with our Student Discipline and Dismissal Policy and Procedure.

6. Legislation

As a Registered Training Organisation, CETS operates under the Australian Quality Training Framework (AQTF) standards. The standards have been developed with the aim of making sure that all RTO's provide consistent and high quality service across the nation. RTO's are assessed on an annual basis to make sure they comply with relevant Federal and State training guidelines.

As part of the AQTF, CETS must comply with Commonwealth and State legislation and regulatory requirements. CETS ensures that all training and assessment undertaken in the course complies with all relevant Commonwealth and State legislation in particular laws governing:

- Vocational Education and Training
- Occupational Health and Safety
- Workplace Harassment and Bullying
- Anti Discrimination
- Equal opportunity
- Privacy

CETS is committed to providing a quality service for all students and is focused on continuous improvement in order to make sure quality service is always being maintained.

CETS ensures that training facilities, equipment and other resource material are adequate for the course being delivered and maintained in good order and repair.

CETS also meet legislative requirements by ensuring a safe training environment is provided to staff and students.

7. Student Support

CETS is committed to organising and monitoring all training and assessment activities so each student is able to participate and gain successful outcomes.

If students are having any issues that prevent them from completing the units, CETS offer a range of formal and informal support services for all participants. Informal assistance may include:

- One to one mentor sessions to explain parts of the course/unit.
- Negotiated extra time for workplace written assessment tasks.
- Guidance on assessing specific training resources available.
- If any student needs further assistance including literacy, numeracy, disability services support, CETS will assess each situation and either arrange additional support internally or refer students to external services.

8. Recognised Prior Learning/Credit Transfer

Recognition of Prior Learning (RPL) acknowledges that people can achieve competence in a variety of ways including formal training, previous life and work experience.

RPL is the process where prior work history, life experience and informal learning are measured against the qualification. If the previous learning is relevant to the course, you may not need to complete certain units of competency. To know your RPL eligibility you will be required to provide evidence of the prior learning.

Credit Transfer: If you have statements of attainment from other nationally registered training organisations relating to the course, you maybe eligible for credits for certain vocations in the qualification.

If you apply for RPL/credit transfer and your application is successful you will:

- Reduce or eliminate the need for training in skills and knowledge you already have
- Save time by not having to attend every class and complete all assessment tasks
- Complete your qualification in a shorter timeframe

If you wish to apply for RPL/credit transfer, please ask the trainer/assessor for the appropriate documentation that will need to be completed.

CETS will assess the evidence received and the student will be notified of the outcome within two weeks of submitting their information. If successful the student will be exempt from the relevant units of competency.

9. Questions & Answers

9.1 What is Competency Based Training?

Competency Based Training is a key feature of the Vocational Education and Training (VET) system in Australia. The major emphasis of a Competency Based system is on what an individual can **DO** as a result of training.

Competency Based Training focuses on what you, the worker, is expected to do in the workplace rather than solely on the learning process. This allows you to transfer and apply your skills, knowledge and attitudes to new situations and environments when necessary.

One of the most important characteristics of Competency Based Training is that it is focused on training you for the actual job in the workplace and places an emphasis on:-

- Identifying what you need to do in your job
- Identifying what you need to know to do your job
- Indicating clearly the standard of performance required by the industry or enterprise
- Indicating how, when, where and by whom assessment will occur against the requirements of the Competency Standards.

9.2 What are Competency Standards?

A Competency Standard is a nationally agreed statement of the skills and knowledge required for effective performance in a particular job or job function. Someone is “Competent” when they can demonstrate that they have the required skills and knowledge and apply them to the standard required in the workplace.

Competency Standards are comprised of 5 parts:

1. **Unit of Competency:** A key work outcome or task. A Unit describes the outcomes of applying a set of skills needed to do part of the job. A person is deemed competent when they are able to demonstrate all of the skills required by the Unit of Competency.
2. **Elements:** List the contributory skills or tasks that make up the Unit of Competency.
3. **Performance Criteria:** Specify the work activities and level of performance required of the worker. They detail how we can see the job is being performed correctly and provide a framework from which to assess the workers competency against each Unit.

4. **Range of Variables:** Describe the range of situations in which the work or skills may be performed.
5. **Evidence Guide:** Provide extra information for trainers and assessors relating to the underpinning knowledge and skills a worker must have to achieve competency in each Unit.

9.3 What is a nationally accredited qualification?

Nationally recognised training is an agreed set of courses and qualifications that are available across Australia.

Each qualification means they are:

- Based on national competency standards
- Have consistent titles for qualifications, enhancing portability between states and territories.
- Assessed against national standards
- Able to provide a choice of learning pathways to achieve nationally recognised qualifications,

The qualifications comprise of Core Units which are generic to all sectors of the community services industry as well as elective Units which relate directly to specific areas of work such as Disability, Mental Health, and Children's Services etc.

9.4 How will the qualification be delivered?

The courses have been designed to meet the needs of both new and existing staff employed within the disability services sector, and will comprise of both face to face training coupled with a variety of workplace activities to support each Unit of Competency.

Each unit will also be assessed either off the job, at the workplace or a mix of both. Face to face or off the job training may be delivered in a variety of modes including:

- Full Day/s or Block Mode at a training venue
- Part Time as per demand at a training venue
- Mixed Mode, which may include self-paced learning materials and workshop support at a training venue or distance learning with mentor support.

9.5 How long will it take to complete the course?

The expected time to complete the course is 10-12 months. You will receive a course timetable on day 1 of the training outlining the dates/times of each workshop and where the training will be held.

9.6 How can I give feedback about the course?

Challenge Education & Training Services will regularly collect statistical information to monitor and maintain and achieve ongoing continuous quality improvement in the delivery of vocation education and training.

We value and welcome constructive feedback from our students, staff and trainers concerning educational and service improvements. Anonymous feedback forms will be provided to students who will be asked to complete and hand back to CETS at the conclusion of each course.

10. External Review

10.1 Challenge Education and Training Services (CETS) agree to actively participate in ASQA external reviews as a normal part of maintaining status as a Registered Training Organisation.

10.2 Where a student or other government or semi-government body can demonstrate a genuine need to know, they shall be permitted an external review; however, such review shall be limited to mutually agreed areas.

11. Advertising & Marketing

11.1 Challenge Education Training Services shall ensure that Vocational Education, Training and assessment services are advertised and marketed with integrity, accuracy and professionalism in accordance with ASQA and legislative requirements.

11.2 Only services contained on our scope of registration shall be aligned to reflect ASQA accredited courses so as to avoid misleading comparisons,

Disclaimer

This handbook has been prepared as a guide to the policies, procedures, benefits and general information that should assist you during your employment service with CETS. However, CETS reserves the right to make changes in the content or the application of its policies as it deems appropriate and these changes may be implemented even if they have not been communicated, reprinted or substituted in this handbook.

This handbook is also incorporated with your letter of offer & becomes part of your employment with CETS.