



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

CHC33021

Certificate III in Individual Support



Learner Handbook And Course Information

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

Table of Content

WELCOME NOTE FROM THE CEO	4
ABOUT AUSTRALIAN SALESMASTERS TRAINING CO	5
OUR COMMITMENT TO YOU	5
YOUR TRAINING EXPERIENCE	6
THE AUSTRALIAN QUALITY FRAMEWORK STANDARDS (AQF STANDARDS)	6
WHAT IS THE AUSTRALIAN QUALIFICATIONS FRAMEWORK?	6
ENROLMENT	7
LEARNER SELECTION REGARDING PRE-REQUISITES	7
FEE PAYING LEARNER	7
TRAINEESHIP	7
NSW – SMART AND SKILLED	8
MODE OF LEARNING	10
THE TRAINING PLAN	10
INDUCTION	11
LANGUAGE, LITERACY AND NUMERACY (LLN) ASSISTANCE	12
<i>Language</i>	12
<i>Literacy</i>	12
<i>Numeracy</i>	12
LEARNER SUPPORT, WELFARE AND GUIDANCE	13
FLEXIBLE DELIVERY AND ASSESSMENT PROCEDURES	14
DISCIPLINARY ACTIONS AND OBLIGATIONS	14
<i>Fee Paying Learner</i>	15
<i>Traineeship</i>	15
RECOGNITION OF OTHER QUALIFICATIONS/ PRIOR LEARNING	16
NATIONAL RECOGNITION	16
RECOGNITION OF PRIOR LEARNING (RPL) POLICY	16
CREDIT TRANSFER POLICY	18
<i>Supporting Documentation</i>	18
<i>Assessment Process</i>	19
<i>The Training Manager</i>	19
<i>RTO Administration</i>	19
<i>Fees</i>	19
POLICIES AND PROCEDURES	20
PLAGIARISM AND CHEATING POLICY	20
<i>Detection of Plagiarism</i>	21
<i>Disciplinary Action</i>	21
<i>Copyright</i>	21
COMPLAINTS AND APPEALS POLICY AND PROCEDURES	23
<i>Complaint Smart and Skilled</i>	27
LEGISLATIVE REQUIRMENTS	28
WORKPLACE HEALTH AND SAFETY POLICY	31
HARASSMENT AND ANTI-DISCRIMINATION POLICY	32
PRIVACY POLICY	34
GOVERNMENT FUNDED TRAINING POLICY	34
WORKING WITH CHILDREN POLICY	35
FEES AND REFUND POLICY	35
<i>Fee Paying Learners</i>	35
<i>Cancellation and Refund Policy</i>	35
<i>Smart and Skilled</i>	37
<i>Fee Base</i>	37
<i>Issue of Testamur (Qualification)</i>	38

ASQA-Issued Certificates and Statements of Attainment	38
LEARNER TRAINING RECORDS POLICY	41
ACCESS AND EQUITY POLICY	43
TRAINING AND ASSESSMENT	44
TRAINING AND ASSESSMENT STANDARDS	44
TRAINING PACKAGES	45
<i>Endorsed Components</i>	45
<i>Support Materials</i>	46
PATHWAY TO COMPETENCE.....	47
ASSESSMENT PROCESSES	48
OVERVIEW OF THE ASSESSMENT PROCESS.....	48
COMPETENCY-BASED ASSESSMENT	48
QUALITY ASSURANCE IN THE ASSESSMENT PROCESS	48
<i>Assessor’s qualifications</i>	48
<i>Evaluation and Audit of Assessment Process</i>	49
LEARNER’S GUIDELINES FOR ASSESSMENT PROCESS.....	49
EVIDENCE OF COMPETENCE GATHERED.....	49
<i>Direct evidence</i>	49
<i>Indirect evidence</i>	50
<i>Supplementary evidence</i>	50
EVIDENCE GATHERING.....	50
ASSESSMENT CRITERIA	50
ASSESSMENT GUIDELINES	51
ASSESSMENT METHODS	51
FEEDBACK	53
RESULTS	53
HANDING IN ASSESSMENTS.....	54
<i>Face-to-face Learning</i>	54
<i>Correspondence (Distance) Learning</i>	55
<i>Elearning</i>	55
CONTACTS	59
DEFINITIONS	60
COURSE INFORMATION	61
<i>DESCRIPTION</i>	62
<i>ENTRY REQUIREMENTS</i>	62
<i>PACKAGING RULES</i>	63
<i>UNITS OF COMPETENCY</i>	64
<i>RESOURCES</i>	107
<i>ASSESSMENT GUIDELINES</i>	107
<i>ASSESSMENT IN THE COMMUNITY SERVICES INDUSTRY</i>	107
<i>ASSESSMENT IN A SIMULATED ENVIRONMENT</i>	107
<i>ASSESSMENT TOOLS FOR CHC33021 - CERTIFICATE III IN INDIVIDUAL SUPPORT</i>	108
ACKNOWLEDGEMENT DECLARATION	110

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.

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 modes:

- Face to face
- eLearning
- Distance (Correspondence)
- Blended

For face-to-face training, there is a set schedule to follow with a fixed completion date.

With distance learning and e-learning, you set the pace for your learning activities. These modes will help you achieve your desired result with good time management and self-motivation.

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

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:

Police/Fire/Ambulance Ring 000	Interpreting Services (TIS): P: 13 14 50
Poisons Information Centre 24hr advice on all exposures to poisons, medicines, plants, bites/stings P: 13 11 26	National Alcohol and Other Drug (24-hour counselling and information) 1800 250 015
Abortion Grief Counselling 1300 363 550	DV Hotline (Domestic Violence support and referral) P: 1800 737 732
Family Drug Support Information, help and support for families affected by drugs P: 1300 368 186	Literacy and Numeracy Support: P: 1300 363 079
Lifeline Crisis support and suicide prevention services P: 131 114	MensLine Australia for men with family and relationship concerns P: 1300 789 978
Pregnancy Counselling Australia Pregnancy termination alternatives and post termination counselling P: 1300 737 732	Pregnancy Help Line 24-hour counselling and information for pregnant women and their families P: 1300 139 313
Salvation Army Salvos P: 137 258	Sexual Abuse and Redress Support Service 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. 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 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
- 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/smart-and-skilled), [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	http://www.comlaw.gov.au
Queensland	http://www.legislation.qld.gov.au/OQPChome.htm
New South Wales	http://www.legislation.nsw.gov.au
Australian Capital Territory	http://www.legislation.act.gov.au
South Australia	http://www.legislation.sa.gov.au
Western Australia	https://legislation.wa.gov.au/
Tasmania	http://www.thelaw.tas.gov.au
Northern Territory	https://legislation.nt.gov.au/

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	https://www.nsw.gov.au/nsw-government/projects-and-initiatives/agencies-replaced-workcover-nsw
The Australian Human Rights Commission	https://humanrights.gov.au/
NSW Department of Education and Communities	https://education.nsw.gov.au/
Privacy Commissioner	https://www.ipc.nsw.gov.au/

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 does not accept payment of no more than \$1000 from each individual student prior to the commencement of the course. Following course commencement, ASTC may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid, which is attributable to tuition or other services yet to be delivered to the student, does not exceed **\$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 if requested.

Cancellation and Refund Policy

Students are advised of all applicable fees prior to enrolling in a course. Students will be issued an official receipt upon payment of fees. Students should retain this receipt.

Students should always check their enrolment and ensure they have enrolled in the correct course. If you are unsure of the course to enrol in, you should check this immediately with the Australian Salesmasters Training Co (ASTC). If you participate in and/or complete an incorrect course without checking with ASTC, no refund will be applicable. Exemptions from this will be at the sole discretion of ASTC Management.

Face-to-face training programs

1. There are no refunds for cancellations less than 24 hours* prior to commencement of the training. If you would like to transfer to another course with less than 24 hours* notice, you will be required to pay an administration fee of 50% of the course fee.
2. For cancellations less than fourteen (14) days but more than 24 hours* prior to the commencement of the training, there will be no refunds. The student is entitled to:
 - Transfer the course fee to another course.

3. For cancellations more than fourteen (14) days prior to the commencement of the training, the student is entitled to:
 - Transfer the course fee to another course. If the student then cancels this transferred course, no refund will apply; or
 - Request a refund. If a refund is requested, ASTC will retain a 20% administration fee of the course price.
4. If a course is cancelled by ASTC, the student is entitled to:
 - Transfer the course fee to another course; or
 - Receive a full refund of the course fee.

* If your courses commence on a Monday, you will be required to notify ASTC on the Friday prior to the course due to ASTC's operational times.

Distance Education/Correspondence training programs

- No refunds will apply after the course materials have been dispatched.

Online courses

- Once you have received access to your online learning portal, no refund will apply.

ASTC reserves the right to cancel or postpone courses due to unforeseen circumstances and/or if minimum numbers of enrolments are not reached. Students will be offered a full refund for any course fee paid for the cancelled course or have their course fee credited towards another ASTC course.

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

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

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: - Certificate II, III, IV - Diploma, Advanced Diploma	\$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

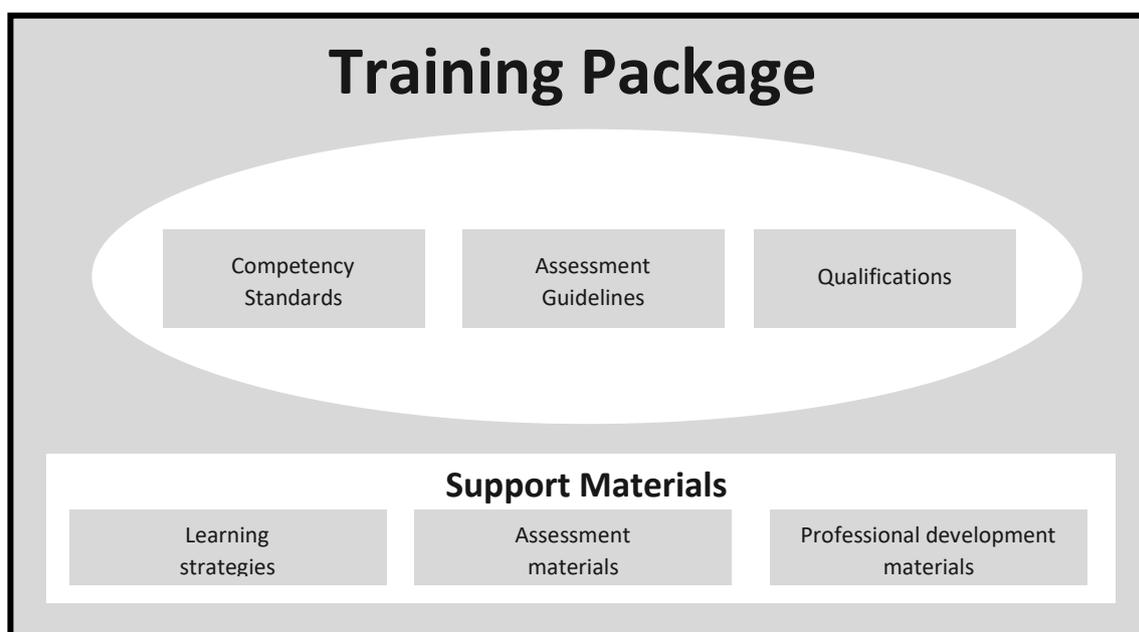
The term 'Training Package' may be confusing. Most people think of a Training Package as something they pick off a shelf and use in their training. It is not!

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)

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) 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.

Correspondence (Distance) Learning

Instructions for return post of assessments will be provided with the learning materials. Whilst ASTC takes all due care, the Administration Office cannot take responsibility for loss of assessments in the mail. Accordingly, Learners are advised to keep a photocopy of all work and mail using Express Post or Certified mail for added section.



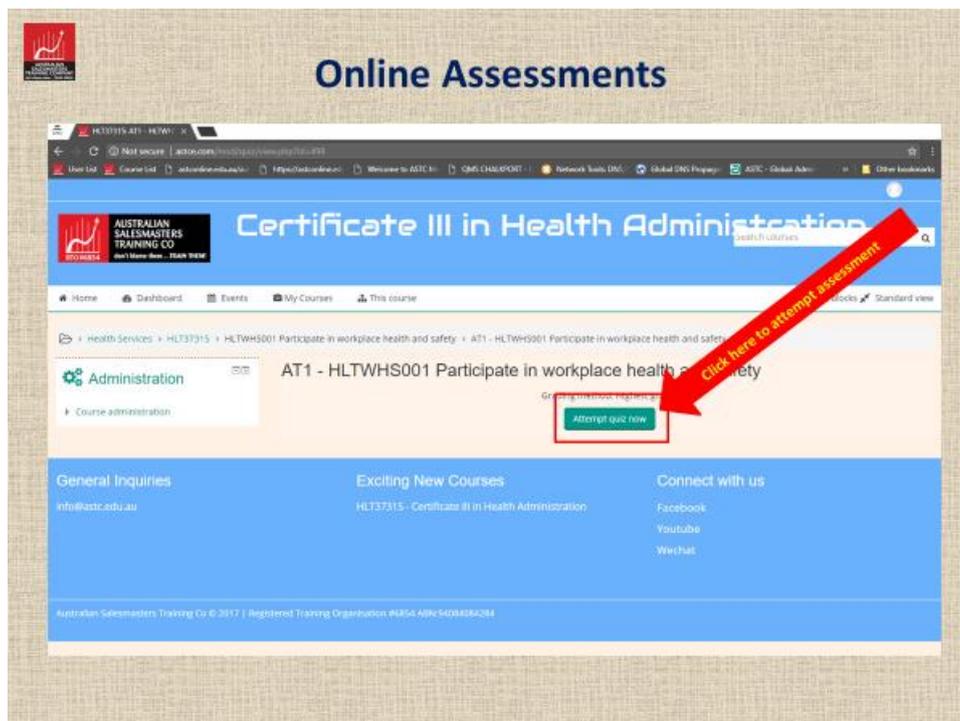
Remember:

It is always a good idea to have a copy of your work! All Learners are advised in the strongest possible terms to keep copies of all assessments in the unlikely event they are misplaced or destroyed. Be aware that assessments have

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 via 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

Health Services > HLT37315 > HLTWH5001 Participate in workplace health and safety > AT1 - HLTWH5001 Participate in workplace health and safety

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?

Enter your answer here

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

Online Assessments

Certificate III in Health Administration

Home Dashboard Events My Courses This course Hide blocks Standard view

Health Services > HLT37315 > HLTWH5001 Participate in workplace health and safety > AT1 - HLTWH5001 Participate in workplace health and safety

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 ...

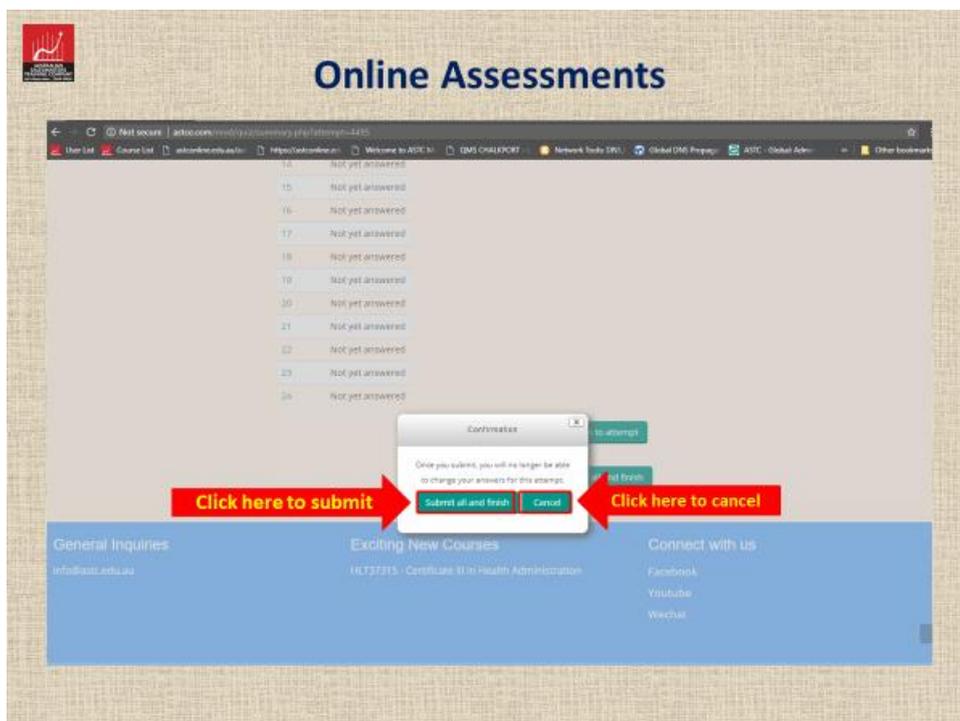
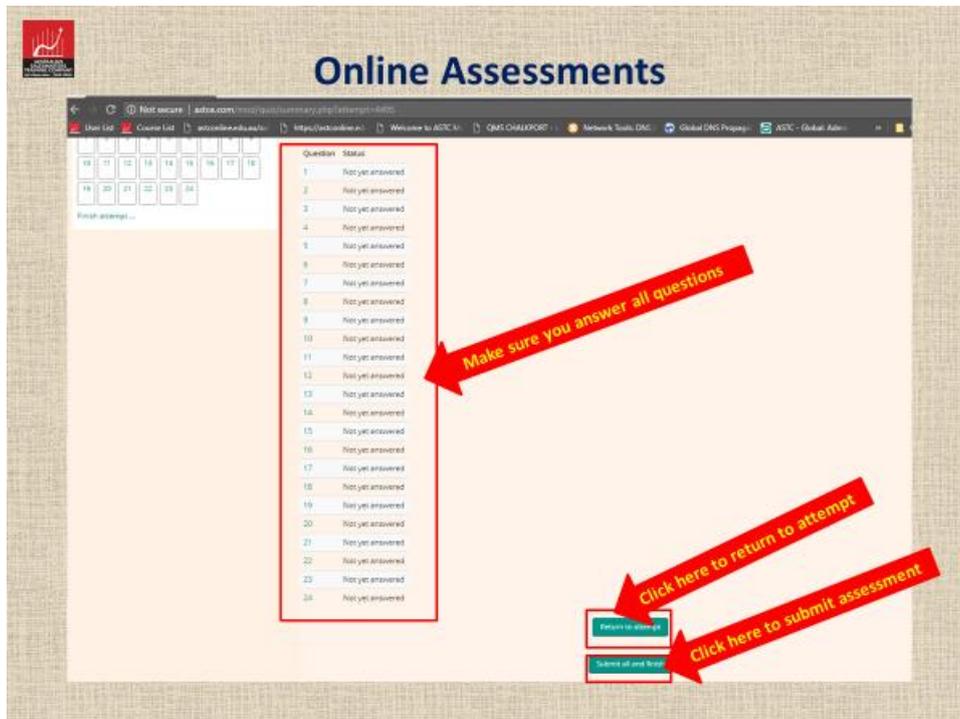
Question 1
Not yet answered
Marked out of 1.00
Flag question

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.

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

HLT37315 Certificate III in Health Administration

HLTWHS001 Participate in workplace health and safety

Leamer's Guide - HLTWH5001 Participate in workplace health and safety (Online Version)

Leamer'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

Advanced search

Upcoming events

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

Leamer'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

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



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 www.training.gov.au
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

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

CHC33021 – CERTIFICATE III IN INDIVIDUAL SUPPORT

DESCRIPTION

This qualification reflects the role of individuals in the community, home or residential care setting who work under supervision and delegation as a part of a multi-disciplinary team, following an individualised plan to provide person-centred support to people who may require support due to ageing, disability or some other reason.

These individuals take responsibility for their own outputs within the scope of their job role and delegation. 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.

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

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 = 15

9 Core Units

6 Elective Units, consisting of:

- at least 3 units from those units listed under Group A or B
- the remaining units from any of the Groups A, B or C below.

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 as outlined below.

Packaging for each specialisation:

- All Group A electives must be selected for award of the Certificate III in Individual Support (*Ageing*).
- All Group B electives must be selected for award of the Certificate III in Individual Support (*Disability*).
- All Group A and all Group B electives must be selected for award of the Certificate III in Individual Support (*Ageing and Disability*).

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: 12 Months (excluding work placement)

Delivery Modes: Face to Face, Correspondence and Blended

Unit Type	Unit of Competency	Unit Description
Core	CHCCCS031	Provide individualised support
Core	CHCCCS038	Facilitate the empowerment of people receiving support
Core	CHCCCS040	Support independence and well being
Core	CHCCCS041	Recognise healthy body systems
Core	CHCCOM005	Communicate and work in health or community services
Core	CHCDIV001	Work with diverse people
Core	CHCLEG001	Work legally and ethically
Core	HLTINF006	Apply basic principles and practices of infection prevention and control
Core	HLTWHS002	Follow safe work practices for direct client care

To be awarded the CHC33021 Certificate III in Individual Support (Ageing and Disability), Learners must complete the 6 electives units below.

Unit Type	Unit of Competency	Unit Description
Elective	CHCAGE011	Provide support to people living with dementia
Elective	CHCAGE013	Work effectively in aged care
Elective	CHCPAL003	Deliver care services using a palliative approach
Elective	CHCDIS011	Contribute to ongoing skills development using a strengths-based approach
Elective	CHCDIS012	Support community participation and social inclusion
Elective	CHCDIS020	Work effectively in disability support

UNITS OF COMPETENCY

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

CHCCCS031 - Provide individualised support

Application of the Unit

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

This unit applies to workers who provide care or support under direct, indirect or remote supervision. Work is carried out in a manner which supports independence as well as the physical and emotional wellbeing of the person receiving support.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide personal support to people with individualised plans, using aids and equipment including devices used by the person, to undertake each of the following in the workplace on three occasions, with simulation to occur prior to being assessed in the workplace, as described in the assessment conditions:
 - dressing, undressing and grooming
 - eating and drinking using required mealtime assistance techniques and equipment, ensuring client has physical access
 - oral hygiene
 - showering
 - toileting and the use of continence aids
 - using slide sheets, hoists, slings and lifters
 - transferring a person between bed and chair
 - transferring a person from seated to standing
- provide personal support to people with individualised plans, using aids and equipment including devices used by the person, to undertake each of the following in a simulated workplace on two occasions:
 - bed bathing
 - shaving
 - transferring a person in and out of car
 - falls recovery and
 - assisting a person to take pre-packaged medication

- when performing the above tasks:
 - confirm support requirements and preferences with the person, their family, carer or others identified by the person
 - perform risk assessment and engage additional assistance as required
 - prepare required equipment, aids and appliances according to the individualised plan
 - provide support in a manner that upholds the rights and dignity of the person and considers duty of care and dignity of risk
 - monitor support in collaboration with the person, confirming any requirements for change and reporting or referring according to organisational policies and procedures
 - complete required documentation and reporting according to organisational policies and procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- rationale and processes underpinning individualised support planning and delivery:
 - basic principles of person-centred practice, strengths-based practice and active support
 - principles of respectful behaviour
 - documentation and reporting requirements
- roles and responsibilities of different people and the communication between them:
 - person being supported
 - family and carer
 - health professionals
 - support workers
 - supervisors
- service delivery models in the relevant sector
- legal and ethical requirements and how these are applied in an organisation and individual practice:
 - privacy, confidentiality and disclosure
 - duty of care
 - dignity of risk
 - human rights
 - discrimination
 - mandatory reporting
 - medication
 - work role boundaries, responsibilities and limitations
- processes and procedures for providing support in the following areas according to an individualised plan:
 - bed bathing
 - dressing, undressing and grooming
 - eating and drinking using appropriate mealtime techniques and equipment
 - mobility
 - oral hygiene and assisting with oral care:
 - how to look after natural teeth and gums
 - denture removal, cleaning and insertion
 - recognising ill-fitting dentures

- effective brushing and alternatives to brushing
 - shaving
 - showering
 - toileting and the use of continence aids
 - using aids and equipment including devices used by the person
 - ensuring the person has physical access to necessary aids, equipment and other items required for support
- procedures for hazardous manual handling scenarios:
 - using slide sheets, hoists, slings and lifters
 - transferring a person between bed and chair
 - transferring a person from seated to standing
 - transferring a person in and out of car
 - falls recovery
- restrictive practices:
 - what constitutes a restrictive practice
 - legislative and regulatory requirements
 - organisational policies and procedures relating to restricted practices
 - positive strategies
 - ethical considerations
 - documentation requirements
- organisational policies and procedures for:
 - infection control
 - assembly of equipment, aids and appliances
 - privacy and confidentiality of personal information
 - monitoring support activities and confirming requirements for change
 - referrals
 - documenting and reporting
- factors that affect people requiring support
- procedures for assisting a person to take medication pre-packaged by a pharmacist:
 - right person
 - right time
 - right route
 - right to refuse
 - right to be educated
 - package is not tampered with
 - medication is within expiry date
 - escalation if a person is unable to take medication
 - reporting and documenting:
 - adverse reactions to medication
 - refusal of medication
- practices that support skill maintenance and development
- indicators of unmet needs and ways of responding

- scope and breadth of assistive technologies used across the life domains, including but not limited to:
 - self-care
 - continence and hygiene
 - communication
 - mobility and transferring
 - cognition and memory loss
 - vision and hearing
 - daily living activities
 - recreation and leisure
 - education and employment
 - home and other environments
 - eating and drinking
 - pressure area management
 - carer support
- role of assistive technologies in supporting a person's life activities:
 - maintaining and promoting independence
 - enabling inclusion and participation
- risk management considerations and ways to respond to identified risks.

Assessment Conditions

Skills must be demonstrated in the workplace or in a simulated environment as indicated in the performance evidence. Simulated environments must be designed to reflect conditions and interactions with real people in the workplace.

Tasks outlined in the performance evidence must be demonstrated in simulation prior to being assessed in the workplace.

Assessment must ensure use of suitable facilities, equipment and resources, including:

- facilities, equipment and resources that reflect real working conditions and industry operating conditions and contingencies
- organisational policies and procedures
- individualised plans
- equipment and resources outlined in individualised plans
- opportunities for engagement with people receiving support services according to an individualised plan or people who participate in simulations and scenarios that involve provision of support services according to an individualised plan.

Assessment tasks for this unit must be developed in collaboration with a health professional and carried out according to standards and guidelines that apply to the health and community services industries. Further detail may be found in the CHC Training Package Companion Volume.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCCCS031 - Provide individualised support](https://training.gov.au/units/CHCCCS031)

CHCCCS038 - Facilitate the empowerment of people receiving support

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to facilitate the empowerment of people receiving support, and to deliver rights-based services using a person-centred approach. It should be carried out in conjunction with individualised plans.

This unit applies to workers in varied care and support contexts.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- respond to the goals and aspirations of at least two people, one in a simulated environment and one in the workplace:
 - employing flexible, adaptable and person-centred approaches to empower the person
 - providing at least one service adjusted to meet the individual needs of the person, as determined through consultation with the person
 - proposing at least one strategy to meet the individual health or re-ablement needs of the person, as determined through consultation with the person
 - recognising and responding appropriately to situations and barriers
 - providing information to the person about their rights and checking for understanding
 - using communication skills according to the needs of the person to maintain positive and respectful relationships and facilitate empowerment.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- history and recent developments in disability and ageing:
 - enablement versus reablement
 - institutionalised versus person-centred, self-directed model of support
- human rights framework for service delivery
- structural and systemic power and obstacles to empowerment:
 - social
 - physical
 - emotional
 - stigma
 - ageism
 - cultural
 - economic

- social constructs of disability and ageing and the impact of own attitudes on working with people with disabilities
- how and when to seek support from more experienced and qualified staff
- individual, emotional and environmental barriers to empowerment and ways to address these and support people providing choices:
 - physical
 - social
 - cognitive
- support practices for people, including but not limited to, the following conditions:
 - genetic factors
 - physical trauma
 - psychological trauma
 - chronic lifestyle conditions
 - acquired brain injury
- legal and ethical considerations for working with people receiving support:
 - codes of conduct
 - discrimination
 - dignity of risk
 - duty of care
 - human rights
 - informed consent
 - mandatory reporting
 - privacy, confidentiality and disclosure
 - work role boundaries, responsibilities and limitations
 - work health and safety
 - legislated, statutory, professional and ethical standards
- principles of:
 - empowerment
 - rights-based approaches
 - person-centred practices
 - self-advocacy
 - active support
 - active listening
 - social justice, and the importance of knowing and respecting each person as an individual
 - strengths-based approaches
- restrictive practices:
 - considerations within the human rights framework
 - impacts of restrictive practices on a person's empowerment
 - instances where restrictive practices may be used as reflected in behaviour support plan
 - use of authorised restrictive practices as a last resort and proportionate to the risk of potential harm to the person or others
 - positive proactive approaches to support that eliminate the need to use restrictive practices

- physical, psychological and emotional risks related to the use of restrictive practices
- use of unauthorised restrictive practices
- documentation of use of restrictive practices
- strategies that assist people to exercise their rights and support independent action and thinking:
 - use of technology to facilitate choice
 - right to privacy
 - right to be involved in planning and decision making regarding their own care and support and those providing it
- scope and breadth of assistive technologies used across the life domains, including but not limited to:
 - self-care
 - continence and hygiene
 - communication
 - mobility and transferring
 - cognition and memory loss
 - vision and hearing
 - daily living activities
 - recreation and leisure
 - education and employment
 - home and other environments
 - eating and drinking
 - pressure area management
 - carer support
- role of assistive technologies in supporting a person's life activities:
 - maintaining and promoting independence
 - enabling inclusion and participation
- how to access and use advocacy services and complaint mechanisms
- indicators of abuse exploitation and neglect.

Assessment Conditions

Skills must be demonstrated in the workplace, or a simulated environment as outlined in the performance evidence.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- individualised plans and any equipment outlined in the plans
- organisational policies and procedures
- opportunities for engagement with people receiving care.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on training.gov.au - CHCCCS038 - Facilitate the empowerment of people receiving support

CHCCCS040 - 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.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- safely support at least three people to enhance independence and wellbeing
- perform 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

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- basic human needs:
 - physical
 - psychological
 - spiritual
 - cultural
 - sexual
- concept of self-actualisation
- human development across the lifespan
- wellbeing:
 - 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:
 - mental health
 - nutrition and hydration

- exercise
- hygiene
- lifestyle
- oral health
- mental health issues and risk and protective factors
- restrictive practices:
 - what constitutes a restrictive practice
 - legislative and regulatory requirements
 - organisational policies and procedures relating to restricted practices
 - positive strategies
 - ethical considerations
 - documentation requirements
- 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 wellbeing
- 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:
 - 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 be 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 modelling 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 families or carers.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCCCS040 - Support independence and wellbeing](https://training.gov.au/units/CHCCCS040)

CHCCCS041 - Recognise healthy body systems

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to work with basic information about healthy body systems and the impacts of ageing and disability. It includes recognising and reporting any changes in healthy bodies involving people who are ageing or living with disability. Any identified issues of concern to be reported to the supervisor or professional health staff.

This unit applies to workers across a range of community services contexts.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- use information about the human body and its healthy functioning to carry out tasks in three different situations involving people who are ageing or living with disability.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

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

- protection from infection
- physical activity including active and passive
- impacts of ageing and disability
- health status and physical condition:
 - common diseases that impact on body system functioning
 - indicators of changes
 - impacts of ageing and disability
 - impact on wellbeing
 - how and when to report and to whom
 - scope of job role in recognising and reporting changes in physical, psychological and mental health condition
- indicators of body system issues, impacts of ageing and disability and procedures for how and when to report issues relating to:
 - continence
 - malnutrition
 - dehydration
 - weight regulation
 - oral health
 - appetite regulation
 - dysphagia
 - bowel health issues
 - bone health issues
 - food intolerance
 - skin integrity issues including wounds and pressure point injuries
 - dementia
 - cognitive changes
 - mental health
- strategies to promote and maintain health and wellbeing:
 - nutrition
 - hydration
 - skin integrity
 - movement
 - social interaction
- procedures for working with a multidisciplinary health team to implement individualised plans, including escalating concerns with and changes in a person's status
- relationship between nutrition and hygiene
- impact of poor oral hygiene on nutrition
- impact of poor oral hygiene on quality of life
- recognising signs of oral pain
- exercise and movement:
 - impact of restrictions on daily life
 - impacts of ageing and disability

- common conditions:
 - physical disability
 - cognitive disability
 - intellectual disability
 - psychosocial disability
 - sensory disability
- how to recognise change in the person from their normal to not normal:
 - physical change
 - mood change
- pain and discomfort:
 - responses from people in pain
 - communication methods
 - pain scales
 - impacts of ageing and disability
- basic medical terminology and abbreviations relevant to body systems
- organisational policies and procedures for reporting.

Assessment Conditions

Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- health information for people who are ageing or living with disability.

Assessment tasks for this unit must be developed in collaboration with a health professional and carried out according to standards and guidelines that apply to the health and community services industries. Further detail may be found in the CHC Training Package Companion Volume.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCCCS041 - Recognise healthy body systems](https://training.gov.au/units/CHCCCS041)

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

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)

HLTINF006 - Apply basic principles and practices of infection prevention and control

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to apply basic infection prevention and control principles in work settings including implementing standard and transmission-based precautions and responding to risks.

This unit applies to individuals working in a range of industry and work setting contexts.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- implement precautions for infection prevention and control according to national standards and guidelines on three different occasions, each responding to a different identified infection risk, including:
 - carrying out hand hygiene procedures as relevant to the infection risk
 - selecting and using correct Personal Protective Equipment (PPE)
 - using correct cleaning and waste management procedures
- respond to three instances of exposure to infection risk, including:
 - at least one instance that involves management of exposure to blood or body fluids
 - documenting and reporting the incident and response
 - identifying and managing clean and contaminated zones.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- established national standards and guidelines for the prevention and control of infection
- types of infectious risks in the work environment and associated management to prevent and reduce harm
- causes of infection, including:
 - classifications of microorganisms – bacteria, viruses, fungi, parasites
 - process of colonisation, infection and disease
- transmission of infectious agents as per the chain of infection including:
 - infectious agent:
 - degree of pathogen exposure
 - reservoir:
 - people, animals and birds
 - other vectors
 - blood and body fluids

- food, water and soil
- waste
- portal of exit
- transmission:
 - direct contact including contact, droplet and airborne
 - indirect contact including surface or object contamination, penetrating injuries and vectors (animal, insect or parasite)
- portal of entry
- susceptible hosts:
 - factors that increase susceptibility to infection
- personal hygiene practices:
 - personal care and cleanliness
 - use of clean clothing or uniform
 - management and laundering of work clothing
 - not attending work when ill
 - safe respiratory and cough etiquette
- principles of hand hygiene:
 - hand care, including guidelines on maintaining intact skin, fingernails and jewellery or watches
 - hand hygiene procedures:
 - identifying when hand hygiene is required
 - identifying correct hand hygiene product
 - hand hygiene technique
 - procedure for applying alcohol-based hand rub
 - when to perform hand hygiene with soap and water rather than alcohol-based hand rub
 - precautions where there are breaks in the skin or skin conditions
 - 5 moments of hand hygiene
- safe and effective use of different types and grades of Personal Protective Equipment (PPE) including:
 - masks
 - gloves
 - protective eyewear and face shields
 - gowns and aprons
 - techniques and sequence for applying, fitting and removing PPE
 - preventing contamination while applying, wearing and removing PPE
 - safe disposal of PPE after use
- cleaning procedures:
 - routine environment and equipment cleaning
 - enhanced cleaning
 - reprocessing of reusable equipment or instruments
 - managing a blood or body fluid spill
 - management of linen and clothing

- principles of asepsis relevant to the job role
- waste management procedures:
 - disposal of general waste
 - safe handling and disposal of contaminated waste
 - safe handling and disposal of sharps
- organisational policies and procedures for:
 - managing exposure incidents
 - recording and documenting risks and incidents
 - reporting risks and incidents
 - parties to whom reports may be made:
 - supervisor
 - general practitioner
 - health care professional
 - carer
 - responsible person
 - responsible authority.

Assessment Conditions

Skills must be demonstrated in the work setting with the addition of simulations and scenarios where the full range of contexts and situations cannot be provided in the work setting or may occur only rarely.

Assessment must ensure use of suitable facilities, equipment and resources, including:

- national standards and guidelines for infection prevention and control and hand hygiene
- relevant Commonwealth state or territory legislation and industry frameworks
- hand hygiene facilities and equipment
- personal protective equipment
- waste and waste disposal equipment
- areas, equipment and supplies for cleaning
- organisational policies and procedures.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - HLTINF006 - Apply basic principles and practices of infection prevention and control](https://training.gov.au/units/HLTINF006)

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)

CHCAGE011 - Provide support to people living with dementia

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to provide person-centred care and support to people living with dementia. It involves following an established individualised 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 direct, indirect or remote supervision.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- provide support according to an individualised plan, to two different people living with dementia, including:
 - using a person-centred approach to support, that upholds the rights and dignity of the person
 - using of communication strategies tailored to the needs of the person
 - supporting activities that meet the person's needs
 - using strategies to minimise adverse outcomes associated with changed behaviour specific to the person, which may impact the person or others
 - completing reports and documentation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- awareness of current research on dementia
- types and causes of dementia, including but not limited to:
 - Alzheimer's disease
 - vascular dementia or multi-infarct dementia
 - Lewy bodies
 - excessive alcohol intake or Korsakoff Syndrome
 - frontotemporal lobar degeneration (FTLD)
 - 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
- potential interventions and proactive strategies that may be used to address identified behaviour:
 - identification of triggers
 - behaviour as an indicator of unmet needs
 - impact of environment
- restrictive practices:
 - what constitutes a restrictive practice
 - legislative and regulatory requirements
 - organisational policies and procedures relating to restricted practices
 - positive strategies
 - ethical considerations
 - documentation requirements
- processes for recognising and reporting indicators of injury, infection, illness and pain and the impact on the person's behaviour
- progression of dementia and potential impact on the person living with dementia and their family and carer, including but not limited to:
 - depression
 - loss and grieving
 - anger or aggression toward carer, family or others
 - despair
 - delirium
 - social embarrassment
 - dysphagia
 - loss of speech and cognition
 - loss of inhibition
 - isolation
 - self-harm
 - social devaluation
 - suicidal ideation
- psychosocial implications of the progression of dementia for the person, including but not limited to:
 - accommodation
 - financial implications
 - isolation
 - heightened vulnerability to abuse and exploitation
- principles of a person-centred approach to support activities which:
 - enhance self-esteem and pleasure
 - minimise boredom
 - create a sense of personal value and self-worth
- the impact of the environment on supporting a person living with dementia to interact and engage
- forms of abuse, neglect and exploitation

- methods to engage with the person living with dementia:
 - verbal and non-verbal communication strategies
 - culturally sensitive and safe communication strategies
 - reality orientation
 - reassuring words, phrases and body language
 - validation:
 - acceptance of the person's reality
 - acknowledgement
 - accepting expressions of distress
 - reminiscence
- types of stressors and their impact, including but not limited to:
 - physical:
 - infection
 - nutrition and dehydration
 - continence
 - pain
 - environmental
 - accumulated
 - cumulative
- role of assistive technologies in supporting a person's life activities:
 - maintaining and promoting independence
 - enabling inclusion and participation
- scope and breadth of assistive technologies used across the life domains, including but not limited to:
 - self-care
 - continence and hygiene
 - communication
 - mobility and transferring
 - cognition and memory loss
 - vision and hearing
 - daily living activities
 - recreation and leisure
 - education and employment
 - home and other environments
 - eating and drinking
 - pressure area management
 - carer support
- legal and ethical considerations for working with people living with dementia:
 - duty of care
 - dignity of risk
 - human rights
 - relevant codes of conduct

- legislative and statutory requirements for reporting
- privacy, confidentiality and disclosure
- mandatory reporting
- work health and safety
- organisational policies and procedures for:
 - reporting and documentation, including the importance of accurate, objective and appropriately detailed records
 - storage of information
 - referrals.

Assessment Conditions

Skills must be 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.

These are situations relating to emergency or unplanned procedures where assessment in these circumstances would be unsafe, impractical or threaten the dignity of the person living with dementia.

Assessment must ensure access to:

- individualised plans for the support of people living with dementia that reflect a range of dementia symptoms and identified behaviour and support services
- facilities, equipment and resources relevant to individualised plans that are used when supporting people living with dementia
- legislative and statutory instruments related to reporting
- organisational policies and procedures
- opportunities for engagement with people living with dementia and their family, carer or others identified by the person and others involved in service provision.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCAGE011 - Provide support to people living with dementia](https://training.gov.au/units/CHCAGE011)

CHCAGE013 - Work effectively in aged care

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to work effectively in an aged care work context. The unit covers meeting job requirements, complying with organisational requirements and working in an aged care sector context.

This unit applies to individuals who work with older people in a range of community services and health contexts. Work performed requires some discretion and judgement and is carried out under regular direct, indirect or remote supervision.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- undertake work providing care to at least one person in an aged care work context that involves each of the following on at least one occasion:
 - person-centred communication
 - identifying tasks from individualised plan
 - recognising scope of own job role and referrals
 - complying with professional conduct requirements
 - recognising and reporting signs of abuse
 - seeking consent for care activities
 - working with inter-disciplinary team members
 - engaging with people and organisation using technology
 - completing workplace reports and checklists
 - maintenance and storage of workplace information
 - meeting privacy and confidentiality requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- support practices:
 - person-centred approaches including upholding autonomy, supporting the person to exercise choice and the person's right to self-determination
 - duty of care
 - dignity of risk
 - risk areas for abuse and systemic issues
 - types of abuse
 - delegation and supervision requirements by health professionals including nurses

- legal and human rights frameworks:
 - role of safeguarding bodies
 - role of national and State/Territory legislation
 - role of Office of the Health Ombudsman
 - mandatory reporting
 - privacy and confidentiality of information
 - concepts of consent:
 - informed
 - un-informed
 - industry standards and industry standards body relevant to aged care services
- attitudes and stereotypes:
 - paternalism
 - ageism
 - stigma
 - common misconceptions
 - dangers of values judgements regarding perceived quality of life
- key philosophies and concepts:
 - person-centred approaches
 - contemporary view of aged care
 - difference between care and support
 - empowerment of the person receiving care
 - social role valorisation
 - risks associated with segregating and congregating older people
- industry context:
 - job roles in the aged care sector and scope of practice
 - reporting lines and delegations including working under supervision
 - roles of interdisciplinary team members
 - key organisations within the sector
 - funding and accreditation systems
 - cultural diversity, the cultural competency requirement of the role and respect for differences
- key issues facing aged care and community support in Australia
- psychosocial disability:
 - impact on the person's life
 - differences between psychosocial disability and mental health
 - episodic nature and additional or alternate supports that may be required during different periods
 - ways in which psychosocial disability interacts with other disabilities
- individualised plans including purpose and key contents
- current terminology used in aged care'

- risk assessment framework in terms of:
 - personal care worker role
 - working in a person's home
 - assisting a person to engage outside of their regular setting
 - planning an activity
 - medication safety
- restrictive practices:
 - types of restrictive practices
 - parameters for use.

Assessment Conditions

Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions in the aged care sector.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCAGE013 - Work effectively in aged care](https://training.gov.au/units/CHCAGE013)

CHCPAL003 - Deliver care services using a palliative approach

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to provide care for people with life-limiting illness and those within the normal ageing process using a palliative approach, as well as end-of-life care.

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

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- support, report and document issues and needs of three people receiving palliative care, including:
 - supporting the person's needs and preferences in relation to their care
 - responding to changing needs and circumstances in the person's care
 - providing emotional support to the person, their family or carer as required
 - completing documentation in a timely, accurate and objective manner according to organisational policies and procedures
- at least one of the above people must be receiving end-of-life care
- reflect on own emotional responses to death and dying and discuss with supervisor on at least one occasion.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- philosophy, principles, benefits and scope of palliative care
- the needs of people dealing with a life-limiting illness and the emotional impact of diagnosis
- cultural, religious and spiritual differences in relation to death and dying
- impact of unconscious bias when providing care
- the stages of grief and personal strategies for managing reactions to grief
- role and purpose of advance care directives
- end-of-life care strategies
- pain relief and comfort promotion
- process to seek clarification and guidance from health professional regarding pain relief and comfort provision
- psychological and emotional impact on the person, their family, carer and others during palliative or end of life care
- nutritional and hydration requirements when using a palliative approach

- legal and ethical considerations for working in palliative care:
 - dignity of risk
 - duty of care
 - human rights
 - privacy, confidentiality and disclosure
 - work role boundaries, responsibilities and limitations
 - State/Territory legislation relating to Voluntary Assisted Dying
- organisational policies and procedures for providing care using a palliative approach and provision of palliative care
- processes for managing own emotional responses including self-care strategies
- various signs of imminent death and deterioration
- processes for care of the deceased person's body, including:
 - the person's preferences:
 - cultural
 - spiritual and religious
 - infection control
 - support for the family and others
 - handling of personal effects and belongings
 - awareness of State/Territory medico-legal requirements and processes
 - documentation requirements
- communication strategies to build trust, show empathy, demonstrate support and empower the person, their family, carer and others.

Assessment Conditions

Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.

Provision of support for a person in end-of-life care as outlined in the performance criteria must be completed in a simulated environment.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- organisational policies and procedures
- individualised plans
- equipment and resources outlined in individualised plans
- opportunities for engagement with people in palliative or end-of-life care or people who participate in simulations and scenarios that involve provision of palliative or end-of-life care in a range of contexts.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCPAL003 - Deliver care services using a palliative approach](https://training.gov.au/units/CHCPAL003)

CHCDIS011 - Contribute to ongoing skills development using a strengths-based approach

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to assist with supporting the ongoing skill development of a person with disability. It involves following and contributing to an established individualised plan and using a positive, strengths-based approach.

This unit applies to individuals who work with people with disability in a range of community services and health 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- contribute to ongoing skills development, using a strengths-based approach, for at least three people with disability according to their individualised plan, two in simulation and one in the workplace, including:
 - identifying existing skills, preferences and goals of the person and strategies and resources to employ to meet their goals
 - using positive approaches and strategies that upholds the dignity and respects the rights of the person
 - supporting the involvement of the person's carer or family
 - providing feedback to the person
 - monitoring strategies and adapting support to meet changing needs of the person, in consultation with the person and others
 - completing reports and documentation according to organisational policies and procedures.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- current practices, philosophies and theories relevant to skills development using a strengths-based approach:
 - human rights framework of service
 - impact of social devaluation on a person's quality of life
 - competency and image enhancement as a means of addressing devaluation
 - practices which focus on the individual person
 - strengths-based practice
 - positive behaviour support
 - active support

- person-centred practice
- community education and capacity building
- social and emotional wellbeing frameworks
- concepts of vulnerability, power, independence and interdependence
- roles and responsibilities of people involved in provision of disability support:
 - support worker
 - supervisor
 - carer
 - family
 - health professionals
- concepts of individual and structural discrimination
- assessment processes relating to ongoing skills development
- assessments processes and protocols used by the organisation or service
- communication needs, strategies and resources
- strategies for consulting with the person and others
- strategies and techniques for advocating on behalf of the person with disability
- principles of access and equity
- legal and ethical considerations for working with people with disability:
 - duty of care
 - dignity of risk
 - human rights, including the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
 - privacy, confidentiality and disclosure
- tools, equipment and other resources used in the learning process
- teaching and learning strategies
- strategies for identifying and maximising informal learning opportunities
- services and resources available to people with special needs
- prompting, principles of prompting and fading prompting
- strategies to create independence
- reinforcing techniques and when and how to use them
- motivators, de-motivators and blocks to learning
- incidental learning and the importance of recognising opportunities for learning
- organisational policies and procedures for:
 - documentation, including the importance of timely, accurate, objective and detailed records
 - storage of information.

Assessment Conditions

All aspects of the performance evidence must be demonstrated using simulation prior to being demonstrated in the workplace, as outlined in the performance evidence.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- organisational policies and procedures
- individualised plans
- equipment and resources outlined in individualised plans
- opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support in a range of contexts.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCDIS011 - Contribute to ongoing skills development using a strengths-based approach](https://training.gov.au/units/CHCDIS011)

CHCDIS012 - Support community participation and social inclusion

Application of the Unit

This unit describes the performance outcomes, 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 wellbeing 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, indirect or remote supervision.

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

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- support at least two people with disability to identify skills and interests and find matching options within the broader community including:
 - selecting options that meet needs and preferences outlined in their individualised plan and supporting them to access
 - identifying barriers and implementing strategies to overcome them in collaboration with the person
 - monitoring strategies and seeking feedback from the person and others on the success of implemented strategies
 - making adjustments as required to facilitate continued success.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- rights and responsibilities of people with disability
- principles of:
 - strengths-based practice
 - person-centred practice
 - human rights framework
 - community inclusion and best practice examples
 - social and emotional wellbeing frameworks
- strategies for strengthening options, networks and services for people with disability
- strategies and techniques for systemic and individual advocacy
- 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 disability
- strategies for supporting the person's participation in work

- strategies that can be used by employers to facilitate the person's inclusion and engagement in the workplace
- strategies around reasonable adjustment that can be used to increase the person's independence
- scope and breadth of assistive technologies used across the life domains, including but not limited to:
 - self-care
 - continence and hygiene
 - communication
 - mobility and transferring
 - cognition and memory loss
 - vision and hearing
 - daily living activities
 - recreation and leisure
 - education and employment
 - home and other environments
 - eating and drinking
 - pressure area management
 - carer support
- role of assistive technologies in supporting a person's life activities:
 - maintaining and promoting independence
 - enabling inclusion and participation
- barriers to community participation and social inclusion:
 - physical
 - skill
 - personal
 - systemic
 - structural
 - psychological
 - stigma and self-stigma
 - discrimination
 - lack of resources
- role of carer, family and others in supporting and facilitating community participation and social inclusion
- strategies to address negative attitudes expressed by carer, family and others regarding community participation and social inclusion.

Assessment Conditions

Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies
- information on local resources, programs, agencies, transport services, aids and equipment available to people with disability
- organisational policies and procedures
- individualised plans
- equipment and resources outlined in individualised plans
- opportunities for engagement with people with disability or people who participate in simulations and scenarios that involve provision of disability support.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCDIS012 - Support community participation and social inclusion](https://training.gov.au/units/CHCDIS012)

CHCDIS020 - Work effectively in disability support

Application of the Unit

This unit describes the performance outcomes, skills and knowledge required to work effectively in a disability support work context. The unit covers meeting job requirements, complying with organisational requirements and working in a disability sector context.

This unit applies to individuals who work with people with disability in a range of community services and health contexts. Work performed requires some discretion and judgement and will 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 standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- undertake work providing support to at least one person with disability, in a disability support work context that involves each of the following on at least one occasion:
 - person-centred communication
 - identifying tasks from individualised plan
 - recognising scope of own job role and referrals
 - complying with professional conduct requirements
 - recognising and reporting signs of abuse
 - seeking consent for support activities
 - working with interdisciplinary team members
 - engaging with people and organisation using technology
 - completing workplace reports and checklists
 - maintenance and storage of workplace information
 - meeting privacy and confidentiality requirements.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- types of disability and functional capacity
- psychosocial disability:
 - impact on the person's life
 - differences between psychosocial disability and mental health
 - episodic nature and additional or alternate supports that may be required during different periods
 - ways in which psychosocial disability interacts with other disabilities
- current terminology and used in disability support
- individualised plans including purpose and key contents

- support practices:
 - person-centred approaches including upholding autonomy, supporting the person to exercise choice and person's right to self-determination
 - duty of care
 - dignity of risk
 - risk areas for abuse and systemic issues
 - types of abuse
 - delegation and supervision requirements by health professionals
- legal and human rights frameworks including the role of the following in industry:
 - national and State/Territory statutory bodies
 - national and State/Territory legislation
 - Office of the Health Ombudsman
 - United Nations Convention on the Rights of Persons with Disability
 - mandatory reporting
 - privacy and confidentiality of information
 - concepts of consent:
 - informed
 - un-informed
 - industry standards, codes of conduct and industry standards body relevant to disability support services
- attitudes and stereotypes:
 - paternalism
 - ableism
 - stigma
 - common misconceptions
 - dangers of values judgements regarding perceived quality of life
- key philosophies and concepts:
 - social model of disability
 - person-centred approaches
 - contemporary view on disability support
 - difference between care and support
 - empowerment of the person receiving support
 - social role valorisation in the context of everyone having the right to live their life as they choose
 - trauma-informed practice
 - social and emotional wellbeing frameworks
- industry context:
 - job roles in the disability support sector and scope of practice
 - reporting lines and delegations including working under supervision
 - roles of interdisciplinary team members
 - key organisations within the sector
 - funding and accreditation systems
 - record keeping procedures

- cultural diversity, the cultural competency requirement of the role and respect for differences
- key issues facing disability support and community support in Australia
- risk assessment framework in terms of:
 - personal care worker role
 - working in a person's home
 - assisting a person to engage outside of their regular setting
 - planning an activity
 - medication
- restrictive practices:
 - types of restrictive practices
 - parameters for use.

Assessment Conditions

Skills must be demonstrated in the workplace or a simulated environment that reflects workplace conditions in the disability support sector.

Assessment must ensure access to:

- facilities, equipment and resources that reflect real working conditions and model industry operating conditions and contingencies.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

More details about this Unit of Competency can be found on [training.gov.au - CHCDIS020 - Work effectively in disability support](https://training.gov.au/units/CHCDIS020)

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 CHC33021 - 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 Workbook Activities	AT2 Oral/Written Questions	AT3 Role Play	Logbook
Core	CHCCCS031	Provide individualised support	✓	✓	✓	✓
Core	CHCCCS038	Facilitate the empowerment of people receiving support	✓	✓	✓	✓
Core	CHCCCS040	Support independence and well being	✓	✓	✓	✓
Core	CHCCCS041	Recognise healthy body systems	✓	✓	✓	✓
Core	CHCCOM005	Communicate and work in health or community services	✓	✓	✓	✓
Core	CHCDIV001	Work with diverse people	✓	✓	✓	✓
Core	CHCLEG001	Work legally and ethically	✓	✓	✓	✓
Core	HLTINF006	Apply basic principles and practices of infection prevention and control	✓	✓	✓	✓
Core	HLTWHS002	Follow safe work practices for direct client care	✓	✓	✓	✓
Elective	CHCAGE011	Provide support to people living with dementia	✓	✓	✓	✓
Elective	CHCAGE013	Work effectively in aged care	✓	✓	✓	✓
Elective	CHCPAL003	Deliver care services using a palliative approach	✓	✓	✓	✓
Elective	CHCDIS011	Contribute to ongoing skills development using a strengths-based approach	✓	✓	✓	✓
Elective	CHCDIS012	Support community participation and social inclusion	✓	✓	✓	✓
Elective	CHCDIS020	Work effectively in disability support	✓	✓	✓	✓

Assessment Tool:	Type of assessment:	What is assessed:
Activities AT1	Formative assessment	The underpinning knowledge 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	Summative assessment	Required knowledge – evidence collected in response to the theory questions will support participants’ competence with regard to the required knowledge.
Role Play AT3	Summative assessment 3	Required skills 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.
Logbook	Work placement	Required skills 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.

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

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

Skilled Capital

Fee Paying