

Communities@Work

Student Handbook

Registered Training Organisation (RTO 88148)
Trading as Centre of Professional Learning and Education

commsatwork.org



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Welcome

The student handbook contains important information about studying with Communities@Work. It outlines your obligations as a student and ours as your training provider. It has been developed to assist you to get the most out of your qualification and ensure you know your rights and responsibilities. We recommend you read through the handbook and refer to it as required throughout enrolment. There is a range of information covered here to make your studies productive and successful. Whilst we encourage you to refer to this handbook we also encourage you to communicate with us if you have any questions, concerns or issues during your enrolment with us.

About us

Communities@Work is a small Registered Training Organisation, trading as Centre of Professional Learning and Education (CPLE) (RTO 88148). We pride ourselves in delivering exceptional training programs and services that have been developed to meet sector requirements. Our passionate team specialise in delivering vocational education and training (VET) qualifications in early childhood education and care. Our quality, evidence-based approach to delivering early childhood VET qualifications, consists of a range of teaching and learning strategies that are used to deliver the qualification including; face to face classes, workshop tasks, projects and hands on experience in the work environment. Our students have the opportunity to earn while you learn! Our training facilitators are qualified professionals who have relevant industry experience and qualifications and are committed to supporting students throughout their enrolment to successfully achieve their qualification.

In addition to delivering early childhood VET qualifications we offer an array for training programs such as professional learning sessions, customised training and mentoring services, across the ACT and the surrounding region. The professional learning and training services delivered by CPLE are designed to enhance the capacity of services in providing quality education and care that aligns with the National Quality Standards (NQS) and the National Standards of Registered Training Organisation's 2015.

Contact Details

Communities@Work

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Our Obligation as your RTO

As a Registered Training Organisation (RTO) registered with Australian Skills Quality Authority (ASQA), we have an obligation to ensure the quality and support we provide through our administration and training services meets the requirements at all times with the Standards for RTO's 2015 which are part of the VET Quality Framework. To ensure compliance is upheld in the delivery of your training and assessment, we have developed comprehensive internal policies, procedures and systems that guide our compliant operations and we may be required to participate in audit processes with our State Training Authority, Skills Canberra (STA) and ASQA upon their request. This is a condition of our registration as an RTO. In addition, we must ensure that any third parties who have any involvement in your training and assessment will agree to a third party arrangement with CPLE and will comply with training requirements accordingly.

If at any time you feel we have not met our obligations as an RTO, you have the right to make a complaint following our Complaints and Appeals Policy outlined further on in this Handbook.

A number of legal and regulatory obligations CPLE is to follow for the sake of compliance govern this agreement. These legal obligations include but are not limited to:

A number of legal and regulatory obligations CPLE is to follow include but are not limited to:

- National Vocational Education and Training Regulator Act 2011
- Privacy Act 1988
- Work Health and Safety Act 2011
- Anti-discrimination law such as the Racial Discrimination Act 1975, Sex Discrimination Act 1988 & Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Student Identifiers Act 2014
- Australian Standard AS 4390 Records management:
- Trade Practices Amendment (Australian Consumer Law) Act (No. 1 and 2) 2010
Competition and Consumer Act 2010
- Fair Work Act 2009
- Children and Young People ACT 2008
- Working with Vulnerable People (Background Checking) Act 2011
- Copyright Act 1968
- National VET Data policy & Data Provision Requirements 2012
- National Standards of Registered Training Organisation's 2015

Selection and Enrolment

The Centre of Professional Learning and Education is committed to ensuring that its selection processes are fair, equitable and consistent with the Australian Core Skills Framework levels (ACSF), workplace performance and national training package and funding requirements. Only applicants who meet the entry and eligibility requirements for a qualification will be considered for enrolment selection.

The following selection criteria may apply:

- meet eligibility requirements for funding arrangements that apply to your training program
- meeting any prerequisite qualifications or work experience
- employment (number of hours) or unemployment status
- meeting any age requirements that may be in place for a particular training program
- meet the language and literacy and numeracy (LLN) requirements for a training program
- understand CPLE policies, procedures and codes of conduct
- understand the delivery and assessment requirements of training and administration services
- agree to CPLE terms and conditions of enrolment

The enrolment selection process will be conducted over various stages with an RTO representative including;

- pre course conversation with CPLE
- information session
- CPLE orientation
- confirmation of enrolment

Throughout the selection process CPLE provide you with information around your rights and responsibilities as a student. Various documentation will be gathered to assess eligibility for your elected qualification. You will be required to complete and meet the assessment criteria of a Language, Literacy and Numeracy Assessment (LLN). Provide CPLE with necessary documentary evidence such as transcripts of previous qualifications completed, photo ID and evidence confirming citizenship or permanent residency. CPLE will inform you through each stage of the selection and enrolment process to confirm if you have been successful or not.

Unique Student Identifier (USI)

Students undertaking nationally recognised training such as a VET qualification are required to have a Unique Student Identifier (USI). This is a reference number made up of numbers and letters that creates a lifetime record for a student. Under the Unique Student Identifiers Act 2014, all RTOs must ensure that all enrolled students have a valid USI. This means that as a student you must either:

- Provide us with your USI, or
- Provide us with permission to access or create your USI on your behalf

If a student needs to apply for a USI or has forgotten their USI please visit:

<https://www.usi.gov.au>

RTO's are unable to issue a qualification certificate or a statement of attainment unless we have a valid USI for a student.

Language, Literacy and Numeracy Assessment (LLN)

The Language, Literacy and Numeracy Assessment (LLN) is a mandatory, initial skills assessment that students are required to complete in line with the Australian Core Skills Framework (ACSF), during the enrolment selection process. CPLE will assess the outcomes of a student's LL&N initial skills, prior to the student's formal enrolment with CPLE, to ensure they have the adequate skills to complete their training.

To gain entry into the CHC30113 Certificate III in Early Child Education and Care, you must gain the following ACSF levels within each area:

- Reading – ACSF Level 3
- Numeracy - ACSF Level 2
- Writing - ACSF Level 3
- Oral Communication – ACSF Level 3

To gain entry into the CHC50113 Diploma of Early Child Education and Care, you must gain the following ACSF levels within each area:

- Reading – ACSF Level 4
- Numeracy - ACSF Level 3
- Writing - ACSF Level 3
- Oral Communication - ACSF Level 3

Information on the Australian Core Skills Framework (ACSF) can be found here:

<https://www.education.gov.au/australian-core-skills-framework>

Where a student does not meet the required LLN levels, CPLE will refer them to access additional support or assistance to strengthen their LLN skills, including accessing courses facilitated by the Canberra Institute of Technology (CIT). If required, additional time to complete training programs may be provided for students who require supplementary support and a learning support plan will be developed for the student.

Fees

Centre of Professional Learning and Education is entitled to charge fees for services provided to students undertaking a course of study. These fees are for items such as course materials and resources, administrative services, student services and training and assessment services. CPLE's Fee Schedule is available on our website www.commsatwork.org or by request.

Fees are payable when a student/employer has received a confirmation of enrolment. The initial fee payment must occur prior to commencing training, or within 14 days of the invoice being issued by CPLE. CPLE may discontinue training and assessment and will withhold issuing any certificates and statements of attainment (SOA) if fees are not paid as required.

CPLE complies with Clause 7.3 'Protect prepaid fees by learners' from Standard 7 of the Standards for Registered Training Organisations 2015. To meet this CPLE will not;

- accept an initial payment of more than \$1,500 from each student prior to the commencement of their course
- collect subsequent payments that equal more than \$1,500 from students in advance, following commencement of the course and are based on the costs of your training and assessment which is yet to be delivered.

If the cost of the course is less than \$1,500, the full amount will be requested before the program commences.

Payment plans are available where fees can be paid off through instalments by signing a payment plan arrangement. Payments can be completed through direct debit or credit card payments, or through payroll deductions for Communities@Work staff. Please refer to the example fee schedule table below for some of our options.

Example of Fee Schedule		Student Administration Fee
Payment Plans	Fee Schedule 1: Upfront payment	\$400.00 (total of 1 payment)
	Fee Schedule 2: Over 2 fortnights	\$200.00 (total of 2 payments)
	Fee Schedule 3: Over 5 fortnights	\$80.00 (total of 5 payments)

*Payment plan fee schedules vary for Fee for Service and Skilled Capital Funding arrangements.

Note: Where an employer or organisation engages CPLE to provide training and assessment to their staff member's full fees must be paid in full within 14 days of the date of the invoice.

For further information about fees and fee waivers please read our Fee Schedule.

Refunds

Fees are non-negotiable and will be charged in all cases, even if there is no completion of a qualification. Once the student enrolment form is submitted, the student and/or employer are responsible for the payment of respective fees.

A student who wishes to cancel their enrolment must give notice in writing. This may be via email or letter. CPLE trainer/assessors who are approached with initial notice of cancellation are to ensure the student understands their rights with regards to the refunding of tuition fees. The student is also to be advised of other options such as suspending the enrolment and re-commencing in another scheduled training program.

You will be advised of the outcome of your request for a refund in writing within 10 days and all refunds will be processed within 30 days of the date advising you of the outcome of your request.

Refunds will not be issued after course commencement in the case of:

- change in work hours
- moving interstate
- job change or retrenchment
- lack of progress towards qualification.

A full refund of fees may be approved in extenuating circumstances if:

- a course has been cancelled by us
- you give written notice of withdrawal prior to commencement of a course
- you are unable to attend due to hospitalisation, illness, childbirth, etc. and can verify the circumstances with a doctor's certificate.

Replacement of text and training workbooks

Students who require replacement of issued text or training workbooks will be liable for additional charges to cover the cost of replacement. Where a student has purchased a text or training workbooks and subsequently cancels his or her enrolment, CPLE will not refund monies for the training resources.

Our Guarantee to Clients

If for any reason CPLE is unable to fulfil its service agreement with a student, CPLE must issue a full refund for any services not provided. The basis for determining "services not provided" is to be based on the units of competency completed by the student and which can be issued in a statement of attainment at the time the service is terminated. Students who give notice to cancel their enrolment and who are eligible for a refund are to be provided with a Refund Request Form from CPLE.

Qualification Information

Centre of Professional Learning and Education delivers the following qualifications in line with the CHC Community Services Training Package (Release 3.0)

- **CHC30113 Certificate III in Early Childhood Education and Care.** This qualification consists of 18 units of competency; 15 core units (C) and 3 elective units (E).
- **CHC50113 Diploma of Early Childhood Education and Care.** This qualification consists of 28 units of competency; 23 core units (C) and 5 elective units (E).

Our qualifications are delivered through competency-based training in adult learning environment. We deliver the qualifications through class room delivery with units of competency clustered into modules. The training and assessment offered by CPLE focuses on providing students with the mandatory skills and knowledge that is required for the standards in performance for the workplace and that aligns with the training package regulations. The early childhood education and care qualifications are approved by the Australian Children’s Education and Care Quality Authority (ACECQA) under the Education and Care Services National Law (2011).

Classroom Housekeeping

- Respect peers and training facilitators during class hours.
- Ensure you arrive to class on time with required textbooks and resources and carry out required tasks set during class training hours. This includes completing all pre-class tasks before arriving to class such as pre-reading.
- Switching your mobile phone or device to silent or turn off during training hours.
- No eating while using training resources such as; surface pros.
- Your behaviour must not disrupt or threaten other students, staff or guests of CPLE. Abusive behaviour or physical violence may result in a remedial interview or instant dismissal from your program.
- Consumption of or being under the influence of alcohol or illicit substances during training hours is unacceptable, and you will be asked to leave the premises if necessary. Continued abuse of this policy may result in your removal from the training program. This includes no smoking on the premises.
- Leaving the training room neat and tidy – pick up any rubbish, clean down your surface pro and place back in charging station, put your chair back in place
- If you are unable to attend class for any reason, phone or email CPLE to inform your trainer you will be absent. You will be rescheduled to attend an upcoming class.
- In the case of an emergency evacuation procedure, listen and follow instructions from your training facilitator to exit accordingly to proceed to the emergency assembly area to receive further instructions.

Assessment Submission and Outcomes

Assessment Arrangements and Pathways

Trainers and/or assessors will deliver and assess qualifications to meet the Standards for Registered Training Organisations (RTOs) 2015. Assessment will be conducted to meet specific training package requirements, competency standards, the Principles of Assessment and Rules of Evidence. CPLE offers flexible, structured learning and assessment pathways to meet the various needs of our students. Examples of these learning and assessment pathways include;

- Recognition of prior knowledge
- Workplace learning
- Projects
- Workshop tasks
- Practical activities
- Group activities
- Theory
- Verbal

Assessment tasks will vary through each module and qualification. Students will need to understand and demonstrate the required skills, knowledge and performance criteria against each element of the unit of competency requirements in order to be deemed competent for the unit in accordance with the training and assessment standards. Students who are deemed competent in a unit of competency will receive a Certificate or Statement of Attainment (SOA) on completion or withdrawal from a qualification.

Principles of Assessment		Rules of Evidence	
Fairness	The individual learner's needs are considered in the assessment process.	Validity	The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Flexible	Assessment is flexible to the individual learner.	Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.
Validity	Any assessment decision of the RTO is justified, based on the evidence and performance of the student.	Authenticity	The assessor is assured that the evidence presented for assessment is the student's own work.
Reliability	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.	Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

Student Support

Centre of Professional Learning and Education courses are based on the principles of self-directed adult learning education. It is expected that students will take the responsibility for their own working schedule. However, you will have access to our well-trained, supportive, and experienced team to help with any queries you may have. Students identified that will require additional support throughout their enrolment may access additional funding to help support and mentor them through their studies. CPLE will arrange for an Individual Learning Support Plan to be in place, which will be provided to the student and employer with areas of focus to achieve assessment outcomes. CPLE, in addition to facilitating classes, also facilitate study sessions that students can attend outside of work hours in their own time, having access to the training room and its resources if they require extra support.

Assessment Outcomes

When you commence a module, your training facilitator will discuss the assessments that you are required to complete, as well as expected due dates for each assessment item/tasks. Students are informed of the criteria in which they will be assessed against to determine if the student has the required skills, knowledge and work place performance abilities to meet the requirements to be deemed competent. Students are provided with their class schedules that outline commencement dates of a module and due dates for each assessment item. Details will be provided to students during class for assessment submissions and for any assessment queries and extension requests, students are to email their training facilitator via assessments@commsatwork.org they can assist students with any questions in relation to completing the required assessment items. Assessment feedback is provided to each student throughout each assessment item. Each assessment item will be assessed as either;

- Satisfactory (S)
- Not Yet Satisfactory (NYS)
- Competent (C)

All assessment items within a module are to be completed at a (S) level to achieve a (C) outcome overall. If you are found (NYS) for one or more of your assessments, you can have 2 further attempts to complete the assessment item and achieve a (S) outcome. However, if you are still assessed as (NYS) after 3 attempts, alternative assessment methods will be used such as verbal assessment. In order to complete the required assessment CPLE may require you to attend specific classes again to support you in achieving a (C) outcome. If receiving an outcome of (NYS) is identified after 3 attempts, a conversation may occur with your manager in the workplace as this could be impacting on your workplace performance. It is recommended that students keep a copy of all their own assessments, for the change they are required to resubmit.

Assessment Resubmissions

Students who are assessed as (NYS) will be provided with detailed assessment feedback from a CPLE training facilitator, either written or verbally. The training facilitator will reference specific areas within the assessment to be resubmitted and will assist students by identify the gaps in their knowledge and skills. Students are provided with (3) attempts only to submit assessment to achieve a (C) outcome. Additional support funding can also be accessed if the student is eligible to access through their training contract funding arrangement. For students enrolled in unfunded training arrangements, who utilise their 3 attempts for a (C) result, maybe be required to pay an additional fee for resources to assist the student in achieving a (C) outcome. For further information around this process students can contact the RTO Manager via email cple@commsatwork.org or phone 06 6293 6220.

Reasonable adjustment in assessment

Reasonable adjustment refers to any modifications made to the students learning environment, certification requirements, delivery of training delivery, or assessment methods used to assist a student with additional needs and support requirements to access and participate in education and training on the same basis as those without additional needs. Some students may need modifications to assessments – this is called reasonable adjustment. Reasonable adjustment can involve;

- Making training resources and methods accessible e.g. providing learner workbooks in an audio format
- Adapting physical facilities, environment and/or equipment e.g. setting up hearing loops or adjustments to seating arrangements
- Making changes to the assessment arrangements e.g. more time allowed for assessment submissions
- Making changes to the way evidence for assessment is gathered e.g. written questions and answers are completed through verbal assessment.

To be reasonable, adjustments must be appropriate for that person, must not create undue hardship for CPLE and must be allowable within the training package, accredited course or unit of competency.

Assessment appeals

Students have the right to appeal against assessment decisions made by a training facilitator. Any appeals related to assessment must be lodged via email within fourteen (14) working days of the assessment decision being notified to the student. Please refer to our Appeals Policy on our website for further information about this process.

Plagiarism and Collusion

Centre of Professional Learning has a no tolerance policy for plagiarism, cheating and collusion. Plagiarism is using the words, work or ideas of another person without acknowledging the source. When submitting an assessment item, students will be required to sign a declaration that the work is their own and they have not cheated or plagiarised the work or colluded with any other student/s. When submitting an assessment item, it is expected, students are to act with integrity at all times and only submit authentic work that is their own or that has been appropriately referenced. For example, you may need to paraphrase someone else's words to illustrate a point. It is important that you acknowledge where this material was sourced from. Referencing includes acknowledgements of all texts and resource materials utilised in the development of the work.

Guidelines:

- CPLE's objective is to provide students with an effective learning environment. Effective learning requires students to be able to demonstrate their skills and knowledge of work that has been learnt.
- CPLE expects fair and honest behaviour from students in training, learning and workplace environments.
- Plagiarism, including the plagiarising of other student's work, is a dishonest practice and inconsistent with learning practices within CPLE.
- Submitting assessment with references and students providing their own work is part of effective student learning practices.
- Plagiarism practices will not be tolerated by CPLE and disciplinary action will be taken for any student found to have plagiarised or colluded any work submitted. You can request a copy of our full Plagiarism Policy by contacting the RTO Manager via email at cple@commsatwork.org

If you are accused of plagiarism, cheating or collusion, you will be given an opportunity to respond to the allegations. If you are found to have plagiarised, cheated or colluded, we will be required to take disciplinary action which is likely to require you to re-sit classes for the unit of competency/ module and a resubmission will be required.

Student Recognition

Students can apply for Credit Transfer (CT) or Recognition of Prior Learning (RPL), to assist towards a qualification or units of competency for which they are enrolled. If you wish to apply for RPL or CT, this will be assessed upon enrolment with CPLE.

Credit transfer

Credit transfer (CT) is the process of granting a student with a credit result for relevant, accredited study they have previously completed with another RTO. CPLE does not require students to complete any unit of competency in which they have previously been assessed as competent, unless a regulatory or licence condition requires this; e.g. if a unit of competency is superseded and an RTO can no longer deliver or assess it. The student must provide CPLE with an original or certified copy of their qualification certificate or statement of attainment, this must include a list of the completed units of competency that credits are being sought. Students will be required to complete a Credit Transfer Application form with a CPLE representative upon enrolment of their elected qualification. CPLE will award a student with a credit transfer result once the evidence has been authenticated. The student will be informed if their application was successful by a training facilitator from CPLE and will be issued with an assessment feedback form outlining the units of competency credited.

Guidelines;

- Students may not apply for CT for units of competency or qualifications which are not included in CPLE's scope of registration.
- CT can only be awarded for whole units of competency.
- The student is required to present their statement of attainment or qualification certificate to CPLE upon enrolment. Evidence must satisfy the requirements by being authentic, belongs to the student, and having been issued by an RTO within Australia.
- CPLE will verify any qualification certificates and statement of attainments by the RTO it was issued by. In doing so, students may need to complete a release of information form by their previous RTO as information about you cannot be released to a third party without permission.
- Statement of attainments or qualification certificates should be in the correct format as described in the Australian Qualifications Framework (AQF). If copies are submitted, they must be certified as true copies of the original not an unofficial copy.

Where the previously attained qualification certificate or statement of attainment is not eligible and does not meet the AQF or the unit of competency standards you will be directed to either apply for Recognition of Prior Learning (RPL) or will be required to undertake the whole unit/module as per enrolment.

Recognition of prior learning

Recognition of Prior Learning (RPL) is another form of assessment. It involves the process of assessing a student's prior experiences formal and informal learning of skills and knowledge that align with the outcomes and requirements of a unit of competency. If a student believes they have already gained the skills and knowledge covered by a unit of competency, we encourage you to discuss this with your trainer or upon enrolment of your elected qualification. As part of the RPL process, assessment of your existing skills and knowledge will be assessed against industry standards by a qualified training facilitator from CPLE. Before you commence the RPL process you will be provided with an RPL tool kit which will include a self-assessment. If you are deemed eligible to apply for RPL, you will be required to complete and provide evidence of your current skills and knowledge in relation to the unit of competencies. You can demonstrate your competence in a variety of ways including a formal question and answer assessment with CPLE, performing tasks, sharing stories about how you carry out tasks in the work place, references or written testimonies, from past or current employers, and providing work samples in a portfolio.

Guidelines:

- Students are encouraged to apply for RPL before commencing a qualification. Your enrolment form will outline RPL opportunities if you wish to apply prior to commencement.
- Students are unable to apply for recognition for units of competency or for qualifications which are not included in CPLE's scope of registration.
- Assessment via recognition is to apply the principles of assessment and the rules of evidence.
- Recognition may be awarded to students for a whole unit of competency or for part of a unit of competency with gap training and assessment to completed for the rest of the remaining evidence required.
 - Where the RPL process results in the student already holding 80% or more of the required unit of competencies, CPLE will consult with the student and where applicable, their employer and will reassess the suitability of the qualification level and;
 - a) select a higher level or different qualification, or
 - b) document the decision to continue with the enrolled qualification. Evidence of this discussion and decision will be retained.

Where the student is not eligible for RPL and does not meet the requirements and standards of the unit of competency they will be directed to undertake the whole unit/module as per enrolment.

Issuing of Certificates and Statements of Attainment

Certificates and Statement of Attainment

On completion of your qualification, CPLE will issue all Australian Qualifications Framework (AQF) documentation including a qualification certificate or statement of attainment (SOA) within 30 days of the student being assessed as competent (C) and meeting the requirements of the qualification. Where a student withdraws from a qualification and has partially completed one or more units from the course, they will be issued with a SOA within (30) days of the initial training contract cancellation date.

All original qualification certificates and SOA's will be issued by post, directly to the student. It is important that students provide CPLE with up to date contact information. Students will also be emailed a copy of the original qualification certificate and SOA issued.

Reissuing of Certificates

If your qualification certificate is misplaced or damaged, you will need to contact us directly to order a replacement.

Requests for a replacement qualification certificate must be in writing and accompanied by copies of two pieces of identification. This protects your right to privacy by ensuring that information is disclosed only to the appropriate person.

An additional fee will be charged for replacement certificates and statement of attainments, with the student being charged \$25.00 per copy re-issued.

Centre of Professional Learning and Education, reserve the right with withhold certificate/SOA documentation until all administration and training fees are paid in full, except where CPLE is not permitted to do so by law.

Records Management and Retention

Access to Records

The student file is the file location where all student results, completed assessment resources and administrative records are retained. Student files will be a standard office file and are archived at the end of the enrolment period. Students may access or obtain a copy of their records that CPLE hold at any time. This includes personal information, records of participation and progress. To access or obtain a copy of records, requests need to be in writing to cple@commsatwork.org. If photocopies are required an additional fee can be charged to the student. Within (10) days of receiving a request, you will be advised that you can access the records. Where access is provided to review the contents of a file, photo ID will be required to ensure that the person viewing the file is the student. Access will occur in the presence of a CPLE RTO representative. Where copies of records are to be provided via post, records will only be sent to the home address the RTO holds on file for the student.

Retention of Records

The Centre of Professional Learning and Education must comply with a range of record retention requirements including:

- ATO requirements relating to financial records,
- State Training Authority
- ASQA General Direction: Retention requirements for completed student assessment items

Records	Retention Period
Results, Qualification Certificate & SOA	30 Years
Completed Assessment Resources (from the date on which the judgement of competence for the student was made)	7 years
Assessment Tools	7 Years
RTO Management Records (This requirement relates to the versions of these records)	7 Years
Administrative records (This requirement relates to the versions of these records and completed records)	7 Years

Storage of Records

To ensure all records are maintained in a safe and suitable condition, information we collect from you is stored securely to prevent them being accessed by any non-authorised personnel. We endeavour to protect your information from misuse, interference, loss and unauthorised access. Personal information is retained within our hard copy filing system and our ICT computer systems. Hard copy files are secured, and electronic data is protected via virus protection software and a firewall. Electronic data is regularly backed up on and off-site.

Correspondence Records

In many cases, information relating to CPLE's operation will be transmitted using various communication methods. It is important that this information is also retained and archived against a student's contact record. Any email record, phone or face to face contact with a student, their employer, State Training Authority (STA) or ASQA, which relates to administration, training and assessment services provided by CPLE is to be recorded against the student's enrolment contact record in VETtrak (SMS).

Destruction of Records

Communities@Work's Manager of Quality Assurance, is the only person who can authorise (in writing) the destruction of records. Records are only to be authorised for destruction after the retention period has lapsed. Documents identified for destruction are to be shredded before being recycled. The archives register must be updated in the notes section to identify that a particular record has been destroyed.

New or Replacement Training Packages

When a Training Package has become superseded, a replacement qualification may be added to the ACT Qualifications Register, this can have an impact on an RTO's scope of registration and students enrolled within the Training Package. Where there is a superseded Training Package, RTO's can no longer deliver or assess a superseded qualification within that Training Package. CPLE will ensure that all students enrolled in a superseded qualification/unit of competency, will within one year of the Training Package being replaced and published;

- Be transferred to a current qualification, as long as the replacement is on the RTO's scope of registration.
- Have all training and assessment completed and the certification document issued for the superseded Training Package.
- Ensure that wherever possible students graduate with the qualification that most closely represents the current skill needs of industry.

Records on Ceasing Operation

Centre of Professional Learning and Education (CPLÉ) acknowledges that it has a responsibility to retain accurate copies of records to enable these to be transferred to ASQA should CPLÉ cease to operate. It is a requirement that RTOs who ceased to operate, must within (30) days of registration ending, forward to ASQA an electronic copy of the records for each student who were enrolled in a course during the period of registration.

This requirement does not include hard copy student files and relates specifically to electronic data providing evidence of activities the student has performed. CPLÉ will interpret “activities” to mean records providing information on the outcomes achieved by students. This will include records of qualifications and units of competency which have been issued by CPLÉ during the entirety of its registration period. CPLÉ will retain these records electronically and file them under RTO Reporting, AVETMISS. Information will be provided in the form of the following AVETMISS reports in consultation with ASQA:

- Training Organisation File (NAT00010)
- Training Organisation Delivery Location File (NAT00020)
- Program File (NAT00030)
- Subject File (NAT00060)
- Client File (NAT00080)
- Client Postal Details File (NAT00085)
- Disability File (NAT00090)
- Prior Educational Achievement File (NAT00100)
- Training Activity File (NAT00120)
- Program Completed File (NAT00130)

These reports are to be generated by year and supplied to ASQA directly from our Student Management System, VETtrak (SMS).

Student Feedback

CPLE values your feedback and is always interested in your study experiences for the sake of continuous and quality improvement. As a condition of our registration as a training organisation, CPLE invite students and employers to engage in regular surveys towards our administration and training services. These surveys consist of;

- Post Enrolment Satisfaction Survey
- Module Completion Satisfaction Survey
- Qualification Exit Satisfaction Survey
- Quality Indicator Satisfaction Survey

Results of these satisfaction surveys are kept anonymous in accordance with our Privacy Policy and participation is voluntary. The outcomes of these surveys can be accessed from our State Training Authority and governing regulators upon their request for research and statistical purposes. CPLE student enrolment forms provide a full list of third parties who can access this information.

Privacy and Confidentiality

CPLE collect information from you throughout your enrolment to ensure compliance is upheld for relevant national state and territory laws and reporting requirements for agencies or statutory bodies. Information is gathered under these laws, to satisfy the requirements of government funding bodies, and for research, statistical, quality improvement and internal management purposes.

In collecting your personal information, CPLE will comply with the requirements set out in the Privacy Act 1988, the Privacy Amendment (Private Sector) Act 2001 and the relevant state privacy legislation. During your training, there may be circumstances that will require CPLE to discuss a student's progress with an appropriate third party, such as an employer. There may also be a need to examine workplace samples for the purposes of authenticating assessment. All discussions with any third party will be strictly confidential and in the best interest of the student.

CPLE will not disclose information to a third party such as another RTO, without the consent from the student. A Release of Information Form will need to be completed for CPLE, by the student giving consent before any information is issued.

Further information around Privacy can be accessed from Communities@Work's website www.commsatwork.org through our Privacy Policy.

Complaints and Appeals

The Centre of Professional Learning and Education (CPLÉ) welcomes complaints and feedback from clients and other stakeholders via Communities@Work's website's 'Get In Touch' contact portal. Capturing information registered through a dedicated system allows CPLÉ to continuously improve on the delivery of administration and training services, performance and policies. Using this register can capture complaints and feedback so they can be identified and monitored to allow for improvement on service delivery and increase in client satisfaction. In investigating complaints, CPLÉ shall apply consistency and the principles of natural justice. Complaints should be easy to report and dealt with in a fair, sensitive and timely manner.

Complaints and appeals may be made be in relation to any of the administration and training services, activities and decisions such as:

- the application and enrolment process
- the quality of training and assessment provided
- training and assessment matters, including student progress, assessment and outcomes
- trainers and assessors and any other staff
- other students
- access to records
- the way someone has been treated
- bullying and harassment
- fees charges and refunds
- privacy and confidentiality
- workplace; including workplace support
- lack of support from RTO

All complaints and appeals will be responded to efficiently to ensure an effective resolution within a reasonable timeframe, or as soon as practicable. Students can access CPLÉ's Complaints and Appeals Policies through Communities@Work's website www.commsatwork.org. Where a student chooses to access these policies and procedures, CPLÉ will maintain the student's enrolment while the complaints/appeals handling process is ongoing.

Resolving issues before they become a complaint

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time they occur between the people involved. It is often the case that complaints can be avoided by proper communication and respect between the people involved. Most issues can be resolved without the need to draw on a formal complaint procedures. It is expected that informal resolution of any issue is attempted before other more formal action is taken. If the issue of concern cannot be resolved informally, the complainant may request that his/her complaint is dealt with as a formal complaint.

Lodging a formal complaint

A formal complaint can be lodged via Communities@Work's 'Get in Touch' contact portal, in person, email or phone. For complaints that are received in person, email or phone, it is the responsibility of the CPLE staff member to immediately record the complaint into the 'Get in Touch' contact portal to be actioned and monitored. The contact portal complies a register of feedback and complaints of CPLE's training and administration services.

When making a complaint, the complainant is asked to provide as much information as possible to enable CPLE to investigate appropriately and determine an appropriate action and solution. This should include;

- The issue – what happened and how it affected you
- Any evidence you have to support your complaint
- Details about the steps you have taken to resolve the issue
- Suggestions about how the matter might be resolved

Complaints will be investigated by the RTO Manager or their delegate and a proposed resolution provided. Additional information may be requested from the complainant and others involved with the issue as required.

In the event a complaint cannot be resolved to the satisfaction of the complainant, the complaint will be escalated to the Deputy Chief Executive Officer of Communities@Work.

Lodging an appeal of an assessment decision

Students may make an appeal about academic issues. Academic appeals refer to a decision that affects the learner's academic progress or achievement.

If a participant wishes to appeal against the result of an assessment, our processes ensure appeals are treated seriously, investigated thoroughly, and dealt with according to the merit of the complaint on a case by case basis.

Appeals must be made in writing to CPLE via email assessments@commstatwork.org within (21) days of receipt of assessment and the result of the appeal process will also be communicated to the participant in writing, including reasons for the decision made. All records of appeals and the action taken regarding the appeal will be kept on file, both in CPLE's Complaints Register and in the participants file.

Participants may appeal the assessment/decision based on one or more of the following;

- Mark or result is being disputed
- Assessment did not comply with criteria published
- Assessment did not comply with principals of assessment

If the appeal for re-assessment is proven, we will make necessary arrangements to conduct the re-assessment of the participant at a time that is mutually convenient for all parties concerned. If required, the appeal will be heard by an independent person or panel. The circumstances and results of any appeal are reviewed by RTO management.

Non-limitation of policy

CPLE's Complaints and Appeals policies and procedures do not replace or modify those or any other responsibilities which may arise under other policies or under statute or any other law. Nothing in this policy and related procedure limits the rights of individuals to take action under Australia's Consumer Protection laws. Also, this policy does not circumscribe an individual's rights to pursue other legal remedies.

External Review

If the complainant is not satisfied with the decision or outcome of the Communities@Work's Deputy CEO, the complainant can request an external review by an appropriate agency such as:

The ACT Human Rights Commission

PO Box 158
CANBERRA ACT 2601
Phone: 6205 2222

The ACT Ombudsman

Street Address: Level 5, Childers Square, 14
Childers Street, Canberra City
Complaints
Ph 1300 362 072
Fax: (02) 6276 0123
Postal Address: GPO Box 442 Canberra ACT
2601

The ACT Civil and Administrative Tribunal (ACAT)

GPO Box 370
CANBERRA ACT 2601
Phone: 6207 1740

National Training Complaints Hotline

Phone: 13 38 73, Monday–Friday, 8am to 6pm
nationally
Email: skilling@education.gov.au

A complainant who remains not satisfied with the process applied by the Centre of Professional Learning and Education (CPLÉ), following review by an independent party may also refer their grievance to the Australian Skills Quality Authority (ASQA). CPLÉ's national regulator. Students are to be advised that ASQA will require the students to have exhausted all avenues through CPLÉ's internal complaints handling procedures and their State Training Authority (STA) before taking this option.

Skills Canberra (STA)

GPO Box 158
CANBERRA ACT 2601
Phone: (02) 6205 8555
Email: skills@act.gov.au

Australian Skills Quality Authority (ASQA)

GPO Box 9928
MELBOURNE VIC 3001
Phone: 1300 701 801
Email: enquiries@asqa.gov.au

Workplace Health and Safety

Under the Workplace Health and Safety Act 2011, CPLE must provide a safe environment for both staff and students, as well as providing information to staff and students in relation to health, safety and welfare. We have policies and procedures in place to ensure your safety and on commencement of your course you will be provided with information about safety procedures.

As a student you also have a responsibility to follow instructions and rules and to behave in ways that are safe and do not endanger the health and safety of others. Always ensure that you:

- Immediately report hazards to your Training Facilitator
- Seek assistance from a member of staff if you become ill or injured at training
- Only assist another person who is ill or injured if it is safe to do so (if unsure, call on a member of staff for assistance)
- Complete an incident report as required
- Ensure you are familiar with CPLE's emergency evacuation procedures and in the case of an emergency, follow the instructions given to you
- Do not leave bags or personal belongings lying around where someone else could trip over them
- Do not smoke or drink alcohol on the premises
- Observe basic hygiene practices such as hand washing before handling and eating food and leaving toilets and wash basins clean and tidy, etc.
- Following instructions which are provided for safety
- Co-operating with any reasonable policy or procedure that is provided for safety.

Equal Opportunity

The principles and practices adopted by CPLE aim to ensure that current and prospective students, clients and other stakeholders are treated fairly and equitably in their dealings with us.

All people will be treated courteously throughout the process of enquiry, selection and enrolment and throughout their participation in a course, and complaints will be handled as efficiently and fairly as possible as per policies and procedures.

CPLE provides equity in access to the level of training and support required by each student. All students are supported in a manner that enables them to achieve their full potential and success in their training outcomes. All students are provided with opportunities to develop and successfully gain skills, knowledge and experience through education and training opportunities.

Harassment, Victimization or Bullying

CPLE is committed to providing all people with an environment free from all forms of harassment, victimisation and bullying. CPLE will not tolerate any behaviour that harms, intimidates, threatens, victimises, offends, degrades or humiliates another person.

Anti-discrimination law defines harassment as any form of behaviour that you do not want, that offends, humiliates or intimidates you and that creates a hostile environment. Examples of harassment are making fun of someone, spreading rumours, offensive jokes, ignoring someone, etc.

Victimisation is where a person is treated unfairly because they have made a discrimination complaint.

Bullying is verbal, physical, social or psychological abuse by a staff member or student. Bullying falls under work health and safety legislation.

If you feel that you are being harassed, victimised or bullied, ideally you should tell the person that you don't like the behaviour and ask them to stop. However, if you are not comfortable doing this, you should lodge a complaint as per CPLE's Complaints and Appeals policy and procedure.

If you are not comfortable in addressing the situation, have a discussion with your training facilitator to unpack your different options to resolve the issue.

Support Services

We are committed to ensuring that you get all the support you need to be successful in your studies. Based on the information you provide in your enrolment and the results of your language, literacy and numeracy test, we will contact you to discuss your support needs. Your support needs can also be discussed during the orientation stage of your enrolment.

External support services

In addition to support services provided and accessed through CPLE, students have the option to access external support at their own cost throughout their enrolment.

Reading and Writing Hotline

Telephone: 1300 655 506

Website:

www.readingwritinghotline.edu.au

Australian Apprenticeships Support Network (ANP)

Telephone: 13 38 73

Website:

www.australianapprenticeships.gov.au/

Australian Apprenticeships Support Network Providers handle all matters related to traineeships and apprenticeships.

Kids Help Line

Telephone: 1800 55 1800

Website: www.kidshelpline.com.au

If you're under 18 years of age you may consider contacting who provide access to telephone, web and email counselling.

Reach Out

Website: www.reachout.com.au

Reach Out is a web-based service that inspires young people to help themselves through tough times, and find ways to boost their own mental health and wellbeing. Their aim is to improve young people's mental health and wellbeing by building skills and providing information, support and referrals in ways they know work for young people.

Centrelink

Telephone: 13 10 21

Website: www.centrelink.gov.au

If you are completing a full time course you may be eligible for benefits through Centrelink.

Lifeline

Telephone: 13 11 14

Anyone can call Lifeline. The service offers counselling that respects everyone's right to be heard, understood and cared for. They also provide information about other support services that are available in communities around Australia. If you feel that you might need telephone counselling, you can call about anything that might be troubling you.

Fair Work Australia

Telephone: 1300 799 675

Website: www.fwa.gov.au/index.cfm

Fair Work Australia is the national workplace relations tribunal. It is an independent body with power to carry out a range of functions relating to minimum wages, employment conditions, termination of employment and other workplace matters.

Student Obligations

It is the responsibility of the student to read through this handbook and understand their rights and responsibilities of enrolment. It is responsibility of the student to read through the qualification information supplied to you by CPLE prior to formal enrolment. Students are to bring any required resources to classes outlined during your qualification orientation. CPLE provide an adult learning environment and expect students to engage and take on responsibility of their own training and assessment requirements. CPLE reserves the right to end your enrolment in a qualification if you fail to follow the terms and conditions of enrolment, reasonable directions, policies and procedures communicated to you.

Student Code of Conduct

To ensure all students receive equal opportunity and gain the maximum benefit from their time with us, these rules apply to all students that attend our courses.

1. Regular Class Attendance:

- arrive to classes on time
- advise in advance of known absences, lateness or early departure from class
- if you are absent for class, provide medical certificate or statutory declaration to support this absence
- explain absence to trainer and employer if applicable on arrival/return to class

2. Completion of all classes and assessment items by expected due dates:

- contact your trainer if you are experiencing difficulty understanding the content outlines or completing the assessment item
- negotiate a time with your trainer to arrange a new schedule for missed classes

3. Responsible, respectful and cooperative behaviour:

- do not use offensive language
- switch mobile phones off or to silent or during class time, unless otherwise approved by the trainer
- respect staff and fellow students, no form of bullying, harassment or discrimination will be tolerated

4. Preparedness to work effectively:

- participate in all learning activities to the best of your ability
- bring all necessary learning materials to class including textbooks, usb, and notes

5. Respect training facilities:

- do not interfere with equipment or materials or damage tables or other property
- leave rooms tidy (chairs and tables straight, rubbish in bins) at end of classes, ensure any dirty dishes are placed in the dishwasher

6. Safety considerations:

- notify CPLE of any apparent hazards
- always wait in a well-lit area, before and after classes
- do not bring children to class and notify the trainer of any visitors (does not include infants)

Abbreviations and Definitions

RTO	Registered Training Organisation
CPLE	Centre of Professional Learning and Education is the legal name in which our RTO trades.
SMS	Student Management System. Is an internal management system used by CPLE to manage student records, reporting requirements and progress through their qualification.
LMS	Learner Management System. Is a system used to provide assessment and resources for students.
STA	Our State Training Authority is Skills Canberra which is the ACT Government directorate for funding provided to RTO's in the ACT through Traineeships and Skilled Capital funding arrangements.
ASQA	Australian Skills Qualification Authority. ASQA is the national regulator in which CPLE are registered as a training provider. They monitor for RTO practices and compliance requirements.
ANP	Australian Network Provider. Are a third party involved in students enrolled in a traineeship, they initiate training contracts for students and employers and provide additional services students can access throughout their enrolment.
AQF	Australian Qualifications Framework. The AQF is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
VET	Vocational education and training is that part of tertiary education and training which provides accredited training in job related and technical skills.
LLN	Language, Literacy and Numeracy Assessment is a tool used to identify a student's initial skills prior to enrolment in a qualification.
AVETMISS	Stands for the Australian Vocational Education and Training Management Information Statistical Standard. It is a national data standard that ensures consistent and accurate capture and reporting of Vocational Education and Training (VET) information about students.
ACECQA	Australian Children's Education and Care Quality Authority. Is an independent statutory authority. They provide national leadership in promoting quality and continuous improvement in early childhood education and care and school age care in Australia.
SOA	Statement of Attainment. Is issued if a student successfully completes one or more units of competency or an accredited short course, but does not meet the requirements for a qualification.
UoC	Unit of competency. Is the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace.

Abbreviations and Definitions

AVETARS	The ACT Vocational Education and Training Administration Records System (AVETARS) is the online application used by Skills Canberra to manage vocational education and training initiatives in the ACT.
C	Competent. The student has demonstrated competency in all learning outcomes for that UoC.
RPL	Recognition of prior learning is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning).
CT	It provides a means for students to gain credit in an AQF qualification on the basis of completed components of another AQF qualification or other formal learning.
NYS	Not Yet Satisfactory. The student has been assessed and has not demonstrated competency in all of the learning outcomes of the assessment item required for the unit of competency.
S	Satisfactory. The student has been assessed and has demonstrated competence in the learning outcomes of the assessment item required for the unit of competency.
W	Withdrawn. The student has withdrawn after one quarter of the way through the unit and did not complete the required learning outcomes.