



Community Education Australia (RTO NO: 6074)

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INTRODUCTION

Using this Handbook

This handbook will be in access of all the full fee paying domestic students and eligible domestic students from Queensland who are looking to enrol or already studying with Community Education Australia to develop their skills and knowledge in relevant sector, in the Program, offered by Community Education Australia under Certificate 3 Guarantee Program. The Certificate 3 Guarantee provides a government subsidy to allow eligible Queenslanders to obtain their first post-school certificate III level qualification. The Certificate 3 Guarantee program is under the 2020-2021 Queensland VET Investment Plan administered by the Department of Employment, Small Business and Training's (DESBT). Students may enrol directly into CPP20218 Certificate II in Security Operation to access funding under Certificate 3 Guarantee Program, if they meet the eligibility requirements.

Community Education Australia (CEA): Code of Practice

This Code of Practice requires CEA to implement policies and management practices that maintain high professional standards in the delivery of education and training services which safeguard the educational interests and welfare of staff and students.

Administration and Management

CEA will meet the following minimum administrative and management standards:

- Ensure that staff with relevant qualifications and experience will undertake responsibility for the management and coordination of training, delivery, assessment, verification, staff selection and professional development of the Institute.
- Maintain adequate and appropriate insurance including public liability, and Work Cover.
- Advise the Registering Authority in writing of any change to the information contained in its Registration / Endorsement Application.
- Allow the Registering Authority access to training records, delivery locations and staff for the purpose of auditing performance or verifying compliance with the Conditions of Registration/Endorsement.
- Pay the Registering Authority all registration fees within 30 days of these fees being due and payable to maintain registration.
- Maintain systems for recording student enrolments, attendance, completion, assessment outcomes (including Recognition of Prior Learning), results, qualifications issued and grievances if any.
- Treat all personal records of clients with the strictest confidentiality.
- Provide facilities for staff and students to access their own records.

Course being offered by Community Education Australia under Certificate 3 Guarantee Program under the 2020-21 Queensland VET Investment Programs administered by the Department of Employment, Small Business and Training's (DESBT)

- CPP20218: Certificate II in Security Operations.

Contacts and RTO Details

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Legislative Compliance

We must comply with the following legislation within the operations of our college:

- ✓ Workplace Health and Safety Act 2011
- ✓ Disability Act 2006
- ✓ Anti-Discrimination Act 1977 (Commonwealth)
- ✓ Copyright Act 1968 - Sect 1 Short title
- ✓ Working with Children Act 2005
- ✓ Working with children Act 2005 (Vic)
- ✓ Child Wellbeing and safety act 2005 (Vic)
- ✓ Charter of Human Rights and responsibilities Act 2006 (Vic)
- ✓ Human Rights and Equal Opportunity Act 1986
- ✓ Standards for RTOs 2015 under subsection of the National Vocational Education and Training Regulator Act 2011
- ✓ Information Privacy Act 2000
- ✓ National Vocational Education and Training Regulator Act 2011
- ✓ National Work Health and Safety Act and Regulations (Commonwealth)
- ✓ Privacy Act and National Privacy Principles (2001)
- ✓ Racial Discrimination Act 1975
- ✓ Sex Discrimination Act 1984
- ✓ Specific legislation noted in course materials.
- ✓ Workers Compensation Regulation 2003
- ✓ Workplace Injury Management and Workers Compensation Regulation 2002
- ✓ Student Identifiers Act 2014

For access to Australian Legal Information Institute databases of Commonwealth, State legislation see www.austlii.edu.au

For access to Occupational Health and Safety legal obligations see <https://www.safeworkaustralia.gov.au/>

For legislative and regulatory requirements relating to VET see the following web sites:

- Australian Skills Quality Authority (www.asqa.gov.au)

According to the Standards for Registered Training Organisation(RTOs) 2015 and State Funding bodies, we, as Registered Training Organisation (RTO) are obliged to provide data on our students and courses.

The data we collect at enrolment meets the data specifications of the “Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) VET Provider Collection specifications: Release 8.0”. For more information visit www.ncver.gov.au.

As student of Community Education Australia you may be contacted and requested to participate in a National Centre for Vocational Education Research (NCVER) survey or a Department education project, audit or review.

SOME OF THE ESSENTIAL PERSONNEL WORKING WITH YOU

Training and Compliance Department

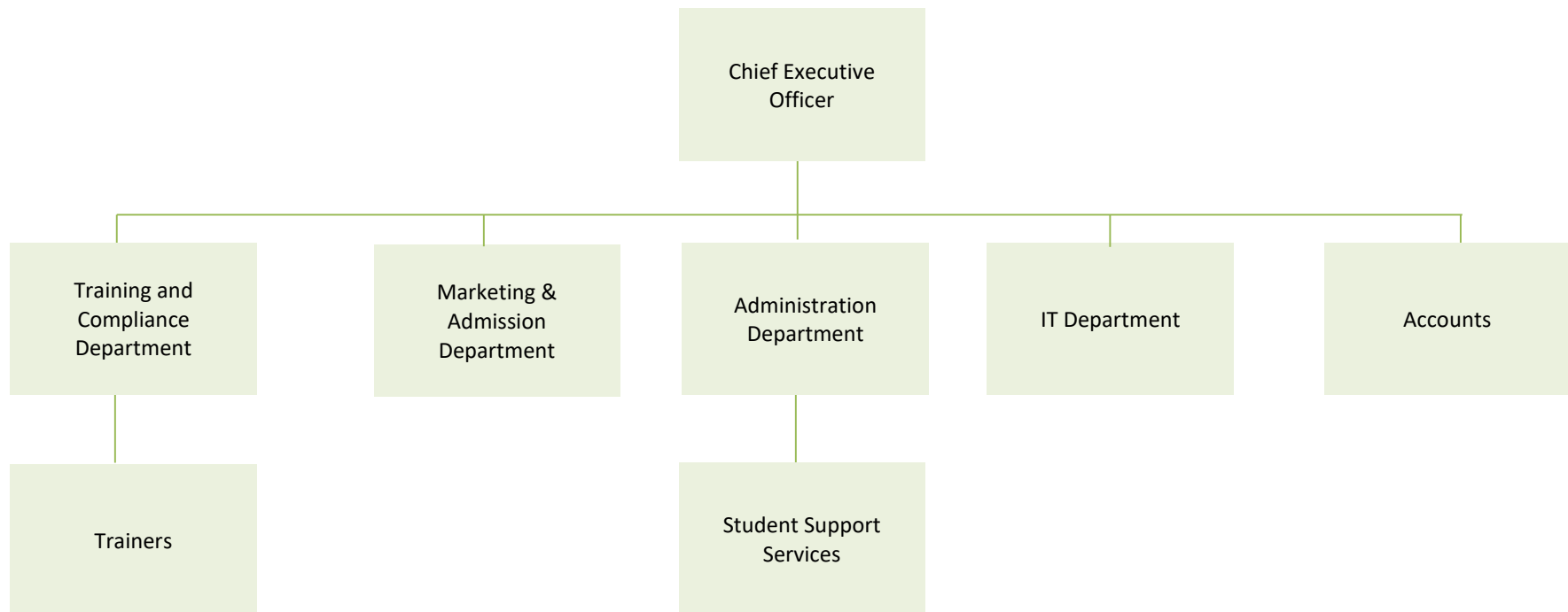
Training Manager is responsible for the standard of training and safety within Community Education Australia and for the assessments conducted whilst students are attending Community Education Australia.

The Trainers at Community Education Australia supervise all training and assessments. In addition, trainers are responsible for day to day course administration. All trainers must have at least a Certificate IV in Training and Assessment (TAE40116) and all the necessary endorsements to allow them to conduct and assess competency and underpinning knowledge. Trainers and assessors must, by law, maintain accurate records of attendance and participation.

Compliance officer will be responsible for maintaining the compliance of the organisation with the relevant standards and legislations applicable to Community Education Australia.

Chief Executive Officer

CEO in coordination with Training and compliance department is responsible for all administrative tasks such as handling all payments and coordinating your course activities.

COMMUNITY EDUCATION AUSTRALIA ORGANISATIONAL STRUCTURE

Skills Assure suppliers

The Queensland Government is committed to providing Queenslanders with access to a high quality vocational education and training (VET) sector. One that supports a globally competitive Queensland economy and delivers knowledgeable and skilled graduates equipped to meet job demands now and into the future.

The Skill Assure supplier (SAS) system provides a central register of pre-approved registered training organisations (RTOs) for the delivery of training and assessment services subsidised by the Department of Employment, Small Business and Training.

Training delivered under Queensland's VET investment Programs is based on Skills Assure Suppliers (SAS) arrangements, where funding notionally follows the eligible student to their choice of SAS and course. Registered training organisations (RTOs) that wish to participate in subsidised training programs administered by the Queensland Department of Employment, Small Business and Training (the department) – must be approved as a SAS in Queensland.

The SAS system is intended to provide prospective students and employers with peace of mind that providers possess the capability to deliver positive training experiences and quality skills outcomes. CEA is an approved SAS for delivering CPP20218 Certificate II in Security Operations.

Key principles of the SAS system include students able to make informed and considered choices that support their best interests; training investment is aligned to the skills needs of industry and Queensland's economy; quality VET service provision; and an inclusive training environment.

Source: <https://desbt.qld.gov.au/training/providers/sas>

CERTIFICATE 3 GUARANTEE PROGRAM

The Certificate 3 Guarantee provides eligible individuals with access to a subsidised training place in an Australian Qualifications Framework (AQF) certificate III level qualification with a pre-approved registered training organisation (RTO) of their choice — otherwise known as a Skill Assure supplier (SAS).

The government's aim is to assist working-age Queenslanders without a post-school certificate III qualification to complete a nationally recognised certificate III qualification that leads to:

- a job outcome for individuals trying to enter the labour market or their desired industry/career
 - advancement in the workplace or career progression for individuals already employed in their preferred industry.
- Under the Certificate 3 Guarantee, foundation skills training (i.e. language, literacy and numeracy (LLN) training) and lower-level vocational qualifications are also subsidised in certain limited circumstances, based on an individual's learning, skilling or support needs, to achieve employment outcomes for students.

For more information, please refer to <https://training.qld.gov.au/providers/funded/certificate3>

COMPETENCY STANDARDS, QUALIFICATIONS, AND ASSESSMENT GUIDELINES

A Training Package consists of three parts:

Competency Standards provide an industry benchmark for training and assessment. They specify the scope of knowledge and skills to be covered in the Training Package. They are the basis for designing vocational education and training courses and assessment approaches for delivery off-the-job by registered training organisations (RTOs).

National Qualifications within the Australian Qualifications Framework (AQF) are awarded when a learner has been assessed as achieving a combination of Units of Competency that provides a meaningful outcome at an industry or enterprise level. Each qualification consists of core and/or elective Units of Competency. These cover knowledge and skills that workers require in performing a job. Where an individual achieves one or more Units of Competency without completing a full qualification, a Statement of Attainment is issued that recognises their achievement.

Assessment Guidelines provide a framework for accurate, reliable and valid assessment of the applicable Competency Standards. They ensure that all assessments are thorough, consistent and valid. They provide important quality assurance in the issuing of qualifications. To be assessed as competent and attain a specific competency standard, a learner needs to be able to competently perform all the elements in the performance criteria of a unit of competency. Learners will be required to collect evidence from both on and off-the-job training and/or classroom-based training and work placements. It is the combination of both the on and off-the-job training evidence that supports an assessment of competence.

Assessment

Assessment is the process of gathering and judging evidence in order to decide whether has achieved a standard or objective and it is a competency-based assessment. The competency-based assessment is the method of gathering and judging of evidence in order to decide whether you achieved a standard of competency.

The assessment tasks within this unit provide you with the opportunity to demonstrate evidence of the required knowledge and skills to Maintain work health and safety.

Principles of Assessment

The four principles of assessment are followed in assessment of each Student's evidence of competence.

The four principles are:

- Validity
- Reliability
- Flexibility
- Fairness

Validity:

- assessment against the unit(s) of competency and the associated assessment requirements covers the
- broad range of skills and knowledge that are essential to competent performance;
- assessment of knowledge and skills is integrated with their practical application;
- assessment to be based on evidence that demonstrates that a Student could establish these skills and knowledge in other similar situations; and
- Judgment of competence is based on evidence of Student performance that is aligned to the unit/s of competency and associated assessment requirements.

Reliability:

Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

Fairness: The individual Student's needs are considered in the assessment process. Where ever appropriate, reasonable adjustments are applied by the CEA to take into account the individual Student's needs. CEA informs the Student about the assessment process and provides the Student with the opportunity to challenge the result of the assessment and be reassessed if necessary.

Flexibility: Assessment is flexible to the individual Student by:

- reflecting the Student's needs;
- assessing competencies held by the Student no matter how or where they have been acquired; and
- Drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.

Rules of evidence

There are four rules of evidence that guide the collection of evidence. The learner's work must demonstrate the rules of evidence e.g.:

Valid – The assessment task must cover the required skills and knowledge

Sufficient – it must be enough to satisfy the competency

Current – skills and knowledge must be up to date

Authentic – it must be the learner's own work and supporting documents must be genuine.

Competency/Submission Details and Instructions

For you to achieve competency in each unit, you are required to complete all the tasks and submit according to your proposed training plan or else as negotiated with trainer. The Student instructions for each task have been mentioned before the start of each task in the assessment workbook. You must achieve satisfactory ratings on all tasks and all completed assessment tasks must be submitted in form hard copy or email to your trainer/assessor.

- The submission of answers (theory assessment tasks), should be typed using software suite like Microsoft Office and submitted in printed form (If you are not comfortable with this form of assessment please speak to your trainer for alternative arrangements)
- Reports / templates where provided (workplace assessment tasks) should be completed by hand and submitted along with printed documents.
- At each submission of your assessment, the Student must declare that the work submitted is his/her own and has not been copied. Failure to do so will result in the assessment work being returned for completion thus delaying the assessment.
- Make sure you have read all supporting resources prior to commencing and completing any of the questions and activities in this assessment workbook.
- If you are unsure of the requirements of any assessment task – please contact your trainer/assessor, for clarification. Reasonable adjustment options are available however this must be arranged with the Training Department prior to assessment.
- You must ensure that you have attempted and completed all assessment tasks in this Student Assessment Workbook prior to submitting for assessing.
- Written questions require in-depth responses and answers must be correct, sufficient and in acceptable form of quality and standard
- All the above items must be adhered to. Failure to do so will result in your work being returned to you, delaying the assessment of your tasks.

Understanding the assessment grading system

Assessments for qualifications are competency based, which means Students are assessed against the unit of competency requirements. Assessment results are recorded as follows:

- Satisfactory (S) result: The Student's submitted work satisfies the learning requirements and competency standards for the Task.
- Not Satisfactory (NS) result: The Student's submitted work does not demonstrate the understanding of competency standards in the Task.
- Competent (C) result: Once a Student receives a satisfactory result for all required assessment Tasks, as per the learning requirements and all competency standards for the unit (in accordance with the unit of competency details at National Register www.training.gov.au), C outcome will be awarded for the entire unit.

- Not Yet Competent (NYC) result: If any of the Tasks in unit is NS, a Student will receive NYC outcome. He/she will receive written feedback from a trainer/assessor, clearly outlining where the gaps are. The Student will then be required to rectify these gaps and re-submit his/her assessment for marking.

Re-assessment

If the result of your Unit Assessment is “Not yet Competent (NYC)”, you will be given an opportunity for reassessment. Each Student has three (3) attempts to achieve a competent outcome, including two resubmission attempts. You will only work on the component(s) of the Task(s) that were marked “Not Satisfactory”. The re-assessment must be completed within 14 days of assessment feedback given to you by your facilitator/assessor. Please note that CEA will provide two (2) chances for re-assessment at no cost. If you are not able to achieve competency with all of these opportunities, you are required to repeat the unit at your own cost which will also impact on your extension of study period.

Plagiarism and Collusion

Plagiarism and collusion are both forms of cheating. It is taking and using someone else’s ideas, writings or information and representing them as your own. Plagiarism is a serious act and may result in a participant’s exclusion from a unit or a course. When you have any doubts about including the work of other authors in your assessments, please consult with your trainer/assessor. In case you need further information about plagiarism and collusion, please ask CEA staff to provide you with the copy of plagiarism and collusion policy and procedure. The following list outlines some of the activities for which a participant can be accused of plagiarism:

- Presenting any work by another individual as one’s own unintentionally
- Submitting assessments copied from another Student
- Presenting the work of another individual or group as their own work
- Submitting assessments without the adequate acknowledgement of sources used, including assessments copied totally or in part from the internet

Referencing your work

The Students are required to use the right sources in their work. By doing proper referencing, you are acknowledging that you have used someone else’s information or work. CEA encourages its Students to use APA 6th referencing Style. You can visit <http://guides.lib.monash.edu/citing-referencing/apa> for the style information or visit <https://www.refme.com/au/referencing-generator/apa/> for APA style references generation. You must reference all sources that you use in your assignment, including words and ideas, facts, images, videos, audio, websites, statistics, diagrams and data.

There are two parts to every referencing system:

- In-text reference - a reference to a source of information placed within the body of the work.
- The reference list - a list of all sources referred to in the work, located at the end of the work.

Please ask your trainer if you do not know how to reference your evidence. Ensure your work is referenced to prevent plagiarism.

Appealing a decision

Where a Student disagrees with a decision made by CEA regarding outcome of unit, plagiarism or cheating, he/she may pursue appeal proceedings in accordance with the CEA complaints and appeals process given in Complaints and Appeals procedures, as you have the right to appeal the final decision. More information about this process can be found in the in complaints and appeal policy and procedure.

Reasonable Adjustments

If you have special needs or disabilities, reasonable adjustment will be organised in accordance with the organisation assessment process of policy and procedures.

This may include but not limited to:

- visual difficulty; we can assist by making adjustments such as larger print of documents, assessment tools and forms
- physical disabilities; assessment may be broken down into shorter/longer lengths of time, where applicable
- sick or have medical condition, due date extension may be provided
- LLN Support

Examples of reasonable adjustment in assessment may include but not limited to:

- Submission of an oral assessment task for a written one
- Provision of extra time
- Use of adaptive technology

The requirements for special needs must be established and an appropriate record must be kept of the efforts made to establish special need and the outcomes of these efforts.

Methods of assessments

Following assessment methods but not limited to, are used by CEA in the assessment tasks.

- Theory tasks and simulated case scenarios
- Work Place task
- Written Questions
- Roleplay/Practical activities/demonstration
- Reports

Training and Assessment Strategies

The Training and Assessment Strategies and practice are the approach of, and method adopted by, an RTO (CEA) with respect to training and assessment designed to enable learners to meet the requirements of the training package or accredited course.

Please note if students want to read TAS of their courses, they can ask for the same at reception.

Recognition of Prior Learning and Credit Transfer

Recognition of Prior Learning

Recognition of prior learning (RPL) is an assessment process that involves assessment of an individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit.

Credit Transfer

Credit transfer (CT) is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications.

Please refer to relevant policy and procedure for detailed information.

Commitment by the students in the training of SIT Qualifications

The students are required to attend 20 hours per week of classes for the entire duration of their courses (SIT Training package).

Commercial Kitchen and hospitality management environment, resources and facilities will be provided by CEA. Student's own workplace can also be utilised in cases where on-the-job training and assessment is undertaken. Please note that the student must have access to the commercial kitchen in on-the-job cases, during the entire duration of the course and access to all the resources needed to complete the qualification. This may include any equipment needed as part of the training package requirement of the unit and human resource needed to complete any task of any assessment tool such as in case of role plays where more than one participants are needed to demonstrate any skill or knowledge.

Commitment by the students in the training of CPP20218: Certificate II in Security Operations.

18 days face to face class room based and blended learning up to 12 months. Students can work at their own pace and take advantage of ongoing classes that they may attend as needed. The RTO is mindful that most learners are probably already engaged in the workplace and will need as much time as necessary to complete the course.

Self-directed learning (SDL):

Students are expected to dedicate allocated hours towards self-directed learning for each Qualification. SDL hours is time allocated for each unit and ultimately to each qualification that the students are expected to spend, on the top of training and assessment hours, to achieve the learning outcome of the unit of competency. This may constitute undertaking self-studies, research, attempting assessment tasks and additional activities (if provided) at home.

Training Plans/Timetable: Students will be provided with their individual training plans/timetable.

Sick Leave

Students who feel they are unable to undertake any aspect of the qualification because of their feeling ill are required to contact trainer prior start of class. Whilst missed assessments and deadlines will be entered into the SMS (Student management system), these must be made up for before a certificate or qualification will be issued.

Approved leave

Students must apply for Approved Leave in writing and submit supporting documentation such as a medical certificate from a registered medical practitioner. If leave is requested beyond 3 days during the course, students may be required to defer their studies and reapply to enter a later course. But such cases will be judged case by case basis.

Expulsion

Community Education Australia reserves the right to expel students for serious breaches of discipline following appropriate Community Education Australia disciplinary procedures. Fees paid are not refunded for expelled students.

Due dates for assessments

All assessment due dates are set dates by which assessment tasks must be submitted and are stated on the class or individual's training plan. Learners are expected to take responsibility for meeting due dates and plan their work accordingly. The due date is the day the assignment must be received by CEA. Unit End date is usually considered as due date for the assignment. Students are advised to finish their assessment tasks by the end date of the unit so they don't have anything pending for the past unit while they study the next unit.

Extensions

Assessments must be submitted by the due date or an extension negotiated no later than the 12 hours prior to the original due date. Learners need to apply for an extension via their Trainer. Please note the learners can also request their trainer/assessor for extension verbally. It is the discretion of trainer/assessor to grant or refuse.

Extensions will be granted on a case by case basis and are not guaranteed. Approval is up to the discretion of the Trainer/Training Manager. An extension will only be granted when the learner has a valid reason for not submitting work on time such as illness or other serious matters and supported by documentation e.g. doctor's certificate.

UNIQUE STUDENT IDENTIFIER (USI)

If you are undertaking nationally recognized training delivered by a registered training organisation (such as CEA) from 1 January 2015 you will need to have a Unique Student Identifier (USI). A USI account will contain all your nationally recognized training records and results from 1 January 2015 onwards. Students who have completed any units or qualifications from 2015 onwards will not be issued their certificates and/or statements of attainment until a verified USI has been created for you as per the Student Identifiers Act 2014.

LANGUAGE, LITERACY AND NUMERACY SUPPORT

The increased importance of employability skills such as communication and problem solving skills in the early childhood education sector, highlights the need for underpinning foundation skills. The Australian Core Skills Framework (ASCF) defines these foundation skills as reading, writing, oral communication, numeracy, and learning, which are essential for effective performance in the workplace. Learners who have language, literacy or numeracy needs may require additional support or customised training and assessment. CEA will make every endeavour to accommodate these learners and support this approach by:

- * Assessing the learner's language literacy and numeracy skills during a pre-training review to ensure they have adequate skills to complete the training program
- * Supporting learners with training and assessment material and strategies that are easily understood and suitable to the level of the workplace skills being delivered
- * Providing information to learners about details of language, literacy and numeracy assistance available.
- * Where a level of support is assessed as necessary for a learner that is beyond the support offered by CEA, the learner will be referred to external language, literacy and numeracy support services, and an extension of time to complete the training program negotiated if necessary.

RESULTS AND CERTIFICATES

All learners are entitled to receive a Record of Results and testamurs. Learners who have completed and been assessed as competent in all units of competency of a course will receive a Certificate and record of results. Learners must settle any outstanding fees before they can collect their qualification. Learner results will be kept on file for 30 years. Additional or replacement copies of the record, statement or certificate can be requested from the RTO. Additional or replacement copies of the record, statement or certificate can be requested from the RTO. There is a charge (\$25) per document for this service.

We will issue your qualification when all assignments, assessments on and off-the-job records have been marked as satisfactory and all units are assessed as Competent (C). Additionally, all administration requirements will have been met and any outstanding fees have been paid before qualifications will be issued.

Learners are entitled to receive statement of attainments if they have completed one or more accredited units at any stage throughout the course, or upon withdrawal or deferral.

Please allow 30 days after your file is completed before receiving your certificate. Should you need evidence of completion earlier contact the Training Manager for a letter of completion (we cannot however print this until your file has been checked by the Training and Compliance team).

WITHDRAWAL AND DEFERRAL

CEA learners who wish to withdraw or defer from training must notify CEA in writing. Withdrawals and deferrals will be processed within a week upon receipt of written confirmation, or after 4 weeks if there has been no contact from the learner in response to a withdrawal or deferral letter being sent to them by CEA.

Learners who apply for a deferral can be granted two deferrals for a maximum of 12 months. Additional fees and charges may be associated with the recommencement of training.

Courses and funding may change and may not be available at time of recommencement. Should this occur CEA will negotiate alternative study options and/or fees and charges with you.

IMPORTANT INFORMATION

Staff responsibilities for access/ equity & equal opportunity issues

Community Education Australia has a Training manager, that you should direct all problems and information requests: WHO will refer issue to the best person.

Training manager act as the access and equity officer for Community Education Australia so if you are experiencing any harassment or discrimination, refer the matter to the training manager in writing.

Community Education Australia:

- Aims to ensure that access to employment and training is available, regardless of gender, socioeconomic background, disability, ethnic origin, age or race.
- Delivers training services in a non-discriminatory, open and respectful manner.
- Ensures staff are appropriately skilled in access and equity issues, including cultural awareness and sensitivity to the requirements of clients with special needs.
- Provides facilities updated to provide reasonable access to clients of all levels of mobility, and physical and intellectual capacity.
- Conducts client selection for training opportunities in a manner that includes and reflects the diverse client population.
- Actively encourages the participation of clients from traditionally disadvantaged groups and specifically offers assistance to those most disadvantaged.
- Provides culturally inclusive language, literacy and numeracy advice and assistance that assists clients in meeting personal training goals.
- Is accountable for its performance in adhering to the principles of this policy, and welcomes feedback as part of its quality improvement system.

Requires staff and students to comply with access and equity requirements always.

Community Education Australia provides equal opportunity in education. Each of our staff members has responsibility for access and equity issues for all students with whom they train and work. They are expected to act in accordance with our Code of Practice and all of our students are made aware of their rights and responsibilities through this Student Handbook.

Student Rights

- Be treated fairly and with respect by CEA staff and other students;
- Learn in an environment free of discrimination and harassment;
- Learn in a supportive and stimulating environment in which to pursue their goals;
- Have access to counselling if desired or required;
- Privacy concerning records that contain personal information, subject to statutory requirements;
- Be given information about assessment procedures at the beginning of the subject/competency/module and progressive results as they occur;
- Lodge a complaint without fear of retaliation or victimization;
- Have Principles of Natural Justice applied during any investigation process concerning a breach of the Student Code of Conduct.
- Formally notify the CEA of any absence of greater than three consecutive study days or of any withdrawal from enrolment

Student Responsibilities

All students have a responsibility to:

- Treat other students and CEA staff with respect and fairness
- Follow any reasonable direction from a member of CEA staff
- Refrain from swearing, drinking and eating in classrooms and other learning areas (water only allowed).
- Behave responsibly by not littering, harassing fellow students or staff, damaging, stealing, modifying or misusing CEA or other student's property
- Behave responsibly by not possessing or being under the influence of drugs and alcohol.
- Refrain from using mobile phones, pagers or any other electronic devices that may disrupt classes.
- Attend scheduled classes and CEA activities regularly and complete all assessments within the required timeframe.
- Do all assessment tasks and examinations honestly, and not engage in plagiarism, collusion or cheating.
- Follow CEA safety practices, including wearing approved clothing and protective equipment and following both written and verbal directions given by CEA staff.
- Not to behave in a way that would offend, embarrass or threaten others.
- Comply with all lawful regulations, rules or procedures of the CEA that pertain to them.
- Pay all fees and charges levied by the CEA within the required timeframe.
- Attend all meetings called by the CEA to discuss academic or course progress
- Meet or carry out all activities agreed with the CEA in relation to maintaining course progress or academic performance

Breach of conduct

A Student breach of conduct occurs when a student behaves in a manner described below:

- Assaults, attempts to assault or threatens a person on the CEA premises.
- Acts contrary to Equal Opportunity practices of the CEA which is committed to the prevention and Elimination of discrimination on the grounds of:
 - o Age;
 - o Impairment;
 - o Industrial activity;
 - o Lawful sexual activity;
 - o Marital status;
 - o Physical features;
 - o Political belief or activity;
 - o Pregnancy;
 - o Race;
 - o Religious belief or activity;
 - o Sex;
 - o Status as a parent or a carer;
 - o Personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.
- Disobeys or disregards any lawful direction given by an officer of the CEA.
- Acts dishonestly or unfairly in connection with an examination, test, assignment or other means of assessment conducted by the CEA
- Deliberately obstructs any teaching activity, examination or meeting of the CEA
- Engages in any conduct or activity prejudicial to the management and good governance of the campus.
- Deliberately obstructs or attempts to deter any officer or employee of the CEA in the performance of their duties

- Wilfully damages or wrongfully deals with any CEA property.
- Attends the CEA whilst under the influence of alcohol or affected by drugs, etc. or possesses, uses or traffics a drug of addiction or drug of dependence within the meaning of the Crimes Act
- 1958 or the Drugs Poisons and Controlled Substances Act 1981 or any Act in substitution thereof.
- Carries or uses such items as firearms, knives, syringes, etc. as a weapon
- Fails by or within the agreed required date or period, to pay any fee or charge payable to the CEA
- Fails to comply with WH&S regulations or wilfully places another person in a position of risk or danger
- Fails to consistently and regularly attend scheduled classes and activities
- Constantly interrupts class time through the use or presence of mobile phones and pagers
- Uses abusive language.
- Fails to attend meetings called to discuss academic or course progress
- Fails to carry out actions or engage in activities agreed with the CEA to maintain course or academic progress.
- Fails to formally notify the CEA of any prolonged absence, change of address and contact details or of any withdrawal from enrolment.

In the event of non-compliance/breach with our rules; the following applies

- A Trainer or the manager will contact you to discuss the issue or behaviour & to determine how the issue might be rectified. This will be documented, signed by all parties and included on your personal file.
- If your behaviour continues or the issue is unresolved, you will be invited for a personal interview with the Training manager to discuss this issue further and to make you aware of our complaints procedure that is available to you. This meeting and its outcomes will be documented, signed by all parties and included on your personal file.
- Should the issue or behaviour continue, you will be provided with a final warning in writing & a time frame in which to rectify the issue. A copy of this letter will be included on your personal file.
- Should the issue or behaviour still continue, training services will be withdrawn and you will be notified in writing that your enrolment has been terminated.

While we hope that these situations do not happen, we are committed to a very transparent process to ensure that all parties are satisfied with the final resolution.

Privacy & Confidentiality records access

Community Education Australia is committed to protecting the privacy of your personal information.

You have the right to see and review your personal and training file at any time provided you organise it with the Training manager.

We have a Privacy Policy and procedure that sets out the way we handle personal information, including the use and disclosure of personal information and rights to access your personal information. We only collect information that is directly relevant to effective service delivery.

Community Education Australia will exercise strict control over confidential information. If a third party requires client information we will require your prior written consent prior to the release of any information.

On your enrolment application form, there is a place to sign to say that we can provide information to Government Departments about your enrolment, attendance and performance. We do this as it is required by the Government.

Discrimination and Harassment

It doesn't matter how old you are or whether you were born in Australia or overseas - the Equal Opportunity legislation and federal anti-discrimination laws protect your rights. It is against the law for someone to treat you unfairly (discriminate) or harass you (hassle or pick on you) because of your actual or assumed:

- Age
- Carer status
- Disability/impairment
- Gender
- Lawful sexual activity
- Marital status
- Physical features
- Political belief of activity
- Pregnancy
- Race
- Religious belief of activity
- Sexual orientation

It is also against the law for someone to sexually harass you. If you make a complaint (or help someone else make a complaint), it is against the law for someone to harass or victimise you because you have done so. It is also against the law to authorise or assist another person to discriminate or harass someone.

Discrimination in education occurs if a personal characteristic is used when:

- Deciding who will be admitted as a student including refusing to accept a student's application;
- Denying or limiting access to benefits; or
- Any other unfair treatment based on a personal characteristic defined by law.

Sexual harassment is behaviour of a sexual nature that is unwelcome, unasked for and unreturned. If a reasonable person would have foreseen that the behaviour would offend, humiliate (put down) or intimidate (threaten or scare) the other person, then the law classifies this as sexual harassment. Sexual harassment can be physical, verbal or written. It can include words, statements or visuals that are transmitted by paper, phone, fax, e-mail, office intranets, videoconference or any other means of communication.

If any of these things happen to you, or you feel they might be happening to someone else, go speak to your Trainer immediately and tell them about it. If you don't want to speak with your Trainer, then you should go and see the Training manager to get some assistance.

SAFETY

The Work Health and Safety Act is strongly enforced Australia-wide. It means that you cannot be placed at risk through anything that you may be asked to do by Community Education Australia. Your trainers and assessors have been specially trained in Community Education Australia's safety standards.

Should you be asked to do anything you feel is unsafe:

- Stop.
- Advise the trainer of your worries and do not proceed.
- Stop anyone else with you from doing anything unsafe.

It is the RTO's responsibility to keep you in a safe learning and working environment and he must not allow any work to be done that is unsafe.

We are an alcohol and drugs of abuse free centre: undertaking any part of your study intoxicated or affected by drugs of abuse may result in suspension or termination from the course. If you are caught selling or undertaking any other illegal activity, then you may be reported to the Police for appropriate action.

If you act unsafely, then you may be required to undergo additional training to demonstrate that you understand the safety requirements and are able to comply with them.

COURSES INFORMATION

Before enrolment, each learner should ensure s/he meets the following requirements:

- Enrolment Application Form filled in accurately and sent to CEA.
- Read and understand the complete information available at CEA's website or email your request to info@communityeducation.edu.au
- Read and understand all policies and procedures available at CEA's website or email your request to info@communityeducation.edu.au
- Provide CEA with their Unique Student Identifier (USI) number. For more information, see <https://www.usi.gov.au/students/create-your-usi>
- For further details or queries, CEA can be contacted via email or phone.

IMPORTANT INFORMATION

- If the CEA cancels the course, it will offer a full refund of all paid fees (except the Non- Refundable Enrolment Application Fee of AUD 250) or offer enrolment into a similar course of study if applicable.
- If CEA closes or ceases to deliver the course, the learner will get the full refund of all paid fees.

CEA has got the systems in place to make sure that learner is getting quality training during the course. CEA is responsible for compliance and training & assessment of this course and there are no third-party training provider services acquired by CEA.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Student must read this student handbook before making an enrolment decision. You can contact CEA student services for any further information

CPP20218 - Certificate II in Security Operations

<https://training.gov.au/Training/Details/CPP20218>

DESCRIPTION

This qualification reflects the role of a security officer, responsible for maintaining safety and security by patrolling, protecting or guarding property while unarmed, and screening entry, monitoring behaviour and removing persons from premises.

This qualification is intended to align with the following occupational licencing outcomes:

- security officer – unarmed guard
- security officer – crowd controller.

Occupational titles could include:

- security officer
- unarmed guard
- crowd controller

It provides a pathway to further learning and work in various security roles and settings including, but not limited to:

- armed guarding
- cash-in-transit
- close protection
- control room operations
- guard dog handling.

Security officers may work alone or work in a team environment under general supervision, operating with limited autonomy and judgement to complete routine but variable tasks, with some accountability and responsibility for their own outputs, work and learning.

Occupational licensing, legislative, regulatory or certification requirements may apply at the time of publication. Please refer to the CPP Companion Volume Implementation Guide for information.

ACCREDITATION

This qualification is nationally recognised under the Australian Qualifications Framework (AQF).

Duration

18 days face to face class room based and blended learning up to 12 months. Students can work at their own pace and take advantage of ongoing classes that they may attend as needed. The RTO is mindful that most learners are probably already engaged in the workplace and will need as much time as necessary to complete the course.

Learners with experience in the relevant industry or education can apply for Recognition of Prior Learning (RPL) and Credit Transfer. Please refer to '**RPL / Credit Transfer**' and if RPL/Credit Transfer granted successfully '**Duration and amount of Training**' will be shortened accordingly.

RECOGNITION OF PRIOR LEARNING AND CREDIT TRANSFER

The underlying principle of Nationally Recognised Training is that a learner does not have to repeat training and assessment that has already been undertaken. CEA will also consider this in Pre-Training Review.

CEA has a 'Recognition of Prior Learning (RPL) and Credit Transfer Policy and Procedure' and can be found at CEA's website, which outlines in detail a process to be followed for granting recognition and credit transfer.

This is supported through the RPL guidelines for this qualification which focus specifically on all units.

Learners are encouraged to apply for RPL prior to or immediately after formal enrolment but prior to the facilitated delivery of units to ensure that they do not miss any training opportunities offered should they be unsuccessful in the RPL process.

Credit Transfer relates to the recognition of learning achieved through formal education and training, and involves assessing a previously completed course or units to see if it provides equivalent learning or competency outcomes to those required within the current course of study. Learners must provide original transcripts of results and/or statements of attainment for credit transfer to be assessed.

Where a learner is successful in the RPL or Credit Transfer (CT) application, the units to be undertaken will be adjusted and the Training Plan will be updated.

Please refer to Recognition of Prior Learning and Credit Transfer Policy and Procedure for detailed information.

Course Delivery Location:

Level 1, 7 Clunies Ross Ct, Eight Mile Plains, Queensland 4113

Other training facilities throughout the Queensland hired as per requirement

Mode of Delivery

Face to face

Funding Source**Certificate 3 Guarantee:**

This Course is subsidised under the 2020-2021 Queensland VET Investment Plan administered by the Department of Employment, Small Business and Training's (DESBT). Click here to get more information about Certificate 3 Guarantee Program.

<https://desbt.qld.gov.au/training/providers/funded/certificate3>

Eligibility to access Certificate 3 Guarantee:

- Be aged 15 years or older
- Be no longer at school (with the exception of school students in Years 10, 11 and 12 undertaking a VET in School (VETiS) program — see the VETiS fact sheet for more information)
Permanently reside in Queensland
- Be an Australian citizen, Australian permanent resident (includes humanitarian entrant), temporary resident with the necessary visa and work permits on the pathway to permanent residency, or a New Zealand citizen
- Not hold, and not be enrolled in, a certificate III or higher-level qualification, not including qualifications completed at school and foundation skills training.

For more information please read the Student Fact Sheet

https://desbt.qld.gov.au/_data/assets/pdf_file/0018/8145/c3g-factsheet-student.pdf

Course	Full Fee(FFS*)	Concession**	Non Concession**
CPP20218 – CERTIFICATE II SECURITY OPERATIONS	Refer to statement of fees or contact one of our friendly team members	AUD 14.00 AUD 1.00 per unit	AUD 28.00 AUD 2.00 per unit

*FFS – Fee for service

**Certificate 3 Guarantee Program

Note: CEA does not accept more than AUD 1,500 at one given time in advance. If fee is more than AUD 1,500, CEA will provide with easy payment arrangements. Students will be provided the option of Easy Instalments. Students are advised to contact the Institute in relation to the updated and recent fees for the course. Course fee is subject to change.

CLIENT GROUPS

This qualification reflects the role of a security officer, responsible for maintaining safety and security by patrolling, protecting or guarding property while unarmed, and screening entry, monitoring behaviour and removing persons from premises.

This qualification is for domestic students, intended to align with the following occupational licencing outcomes:

- security officer – unarmed guard
- security officer – crowd controller

Security officers may work alone or work in a team environment under general supervision, operating with limited autonomy and judgement to complete routine but variable tasks, with some accountability and responsibility for their own outputs, work and learning.

Learning outcomes:

Successful completion of this Qualification will meet the competency requirement to get the license of:

- security officer – unarmed guard
- security officer – crowd controller

For Further information on licensing Requirements in Queensland:

<https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/regulated-industries-licensing-and-legislation/security-industry-regulation/get-a-security-licence/security-manpower-licence/apply-for-an-unarmed-security-officer-licence>

ENTRY REQUIREMENTS

Qualification Package Entry Requirements

There are no specific entry requirements are for this course.

Community Education Australia (CEA) Admission requirements:

CEA has the following admission requirements:

- Entry into this course requires successful completion of an Australian Year 12 qualification or equivalent. Relevant work experience, work samples and other documentation submitted will also be considered.
- In addition to meeting the academic requirements applicants must demonstrate their competence in literacy and numeracy levels when enrolling into the course. ACSF exit levels 3 are required for enrolment into this course.
- All students must be of the age 18 years or over at the time of the scheduled course commencement.

LICENSING / REGULATORY INFORMATION

From 21 January 2020, to be eligible for Queensland Security Licence, the training must include all 14 core modules from the CPP20218 Certificate II in Security Operations.

In addition, the Queensland Security Licence Authority (as part of Office of Fair Trading) has disqualifying offences for security licences, if a student cannot meet the eligibility requirements but is seeking employment in the Security Industry, the course may NOT be for them.

To be eligible for a licence, a student must:

- be 18 years or older
- not pose a risk to public safety
- pass the required training course.
- Candidates are not eligible for a licence if they have been convicted of a disqualifying offence in the past 10 years, where a conviction was recorded.
- Candidate must also tell Office of Fair Trading if they have been found guilty of a disqualifying offence in the past five years, where a conviction was not recorded (this is known as an 'unrecorded finding of guilt'). Office of Fair Trading may ask the candidate for further information so they can assess if candidate is a suitable person to hold a licence.

For detailed information on Security Licence QLD – please check: <https://www.qld.gov.au/law/laws-regulated-industries-and-accountability/queensland-laws-and-regulations/regulated-industries-and-licensing/regulated-industries-licensing-and-legislation/security-industry-regulation/get-a-security-licence/security-manpower-licence>

PATHWAY FROM THE QUALIFICATION

Training Pathway

After achieving this qualification, candidates may undertake Certificate III or higher level qualifications within CPP07 Training Package.

Employment Pathway

Students who complete this course can expect to work under the following occupational titles that could include:

- security officer
- unarmed guard
- crowd controller

It provides a pathway to further learning and work in various security roles and settings including, but not limited to:

- armed guarding
- cash-in-transit
- close protection
- control room operations
- guard dog handling

Please refer to the following source for Pathway and employment outcomes and Job Pathways Charts illustrating potential career pathways within that industry.

Source: <https://www.myskills.gov.au/courses/details?Code=CPP20218>

TRAINING AND ASSESSMENT

Face-to-face classroom-based training sessions to develop the knowledge and theoretical understanding required. The training and assessment is comprised of 6 days per week for three weeks.

Students will be required to undergo the intensive training and assessment activities. Students will be attending 6 days (for 8 hours per day) per week for three weeks.

Amount of training may be adjusted depending upon the learner cohort according to their experience and achieved qualifications. For example; learners with significant industry experience or competency already gained in any unit of competency to be delivered in the course, may be eligible for RPL or Credit Transfer. This will shorten the length of the course for particular students who are granted RPL or Credit Transfer (refer to Recognition of prior learning and Credit transfer section below). Please contact CEA for further details if required.

CEA will make sure that the student gets access to internet, whiteboards and other resources needed to run the classes. Practical training will be delivered in simulated environment facilities. CEA will ensure that environments are suitable and WHS compliant for training and assessment. Learners will complete their training through activities to be held throughout the duration of their qualification and the Institute will ensure the learners are developing their skills under training.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Please contact CEA for further details if required.

COURSE STRUCTURE

As per training package rules, 14 core units must be completed.

Core Units

CPPSEC2101 Apply effective communication skills to maintain security
CPPSEC2102 Apply legal and procedural requirements to work effectively within a security team
CPPSEC2103 Apply WHS, emergency response and evacuation procedures to maintain security
CPPSEC2104 Apply risk assessment to select and carry out response to security risk situations
CPPSEC2105 Provide quality services to a range of security clients
CPPSEC2106 Protect self and others using basic defensive techniques
CPPSEC2107 Patrol premises to monitor property and maintain security
CPPSEC2108 Screen people, personal effects and items to maintain security
CPPSEC2109 Monitor and control access and exit of persons and vehicles from premises
CPPSEC2110 Monitor and control individual and crowd behaviour to maintain security
CPPSEC2111 Apply security procedures to manage intoxicated persons
CPPSEC2112 Apply security procedures to remove persons from premises
CPPSEC2113 Escort and protect persons and valuables
HLTAID003 Provide first aid

COURSE COMMENCEMENT

Contact one of our friendly team members to join the most recent intake

ASSESSMENT METHODS

Each unit is assessed as a standalone unit. Assessment of the program incorporates a combination of theory and practical through presentations, group discussions, role plays and self-paced learning to ensure practice the most out of it. Practical assessment is conducted by participating in a simulated security environment. If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks for example incident report.

COMPLETION

Upon successful completion of this course, student will receive a nationally recognised CPP20218 - Certificate II in Security Operations. Students who do not complete all units may be eligible for a Statement of Attainment for partial completion of the CPP20218 - Certificate II in Security Operations.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, course participants for role-plays and activities, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides
- Legislative documentation where required,
- References according to individual units

Physical Resources***Facilities, Equipment and Learning Resources***

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of each unit according to its requirements. CEA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the unit of competency in the course.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

SIT30816 Certificate III in Commercial Cookery

DESCRIPTION

This qualification reflects the role of commercial cooks who use a wide range of well-developed cookery skills and sound knowledge of kitchen operations to prepare food and menu items. Using discretion and judgement, they work with some independence and under limited supervision using plans, policies and procedures to guide work activities.

Pre-requisite: Nil

Delivery Location/s and Campus

69 Osborne Avenue, Springvale, VIC 3171, Australia and Workplace commercial kitchen as per student practical placement agreements.

Qualification Package Entry Requirements

There are no specific entry requirements are for this course.

Mode of Delivery

This program is to be delivered in combination of face-to-face theory and demonstration sessions and practical sessions within the commercial kitchen environment. Commercial kitchen provided by CEA on 69 Osborne Avenue, Springvale, VIC 3171 and in a real Work place (commercial Kitchen) for work placement component of the course.

Target Clients:

- Domestic Students.
- Students are to be aged 18 years and above and will include mature aged students.

Community Education Australia (CEA) Admission requirements:

Qualification Package Entry Requirements

No Specific entry requirements are for this course according to qualification package but Department of Human Affairs (DHA) requirements are applicable.

Pre-training Review:

CEA's policies seek to remove barriers within learning and assessment processes and practices, which place individuals with specific needs and appropriateness of course for applicant.

CEA is responsible for obtaining enrolment details in full, as outlined on the **Enrolment Application Form** and ensure that information pertaining to individual learning requirements is provided to participants prior to enrolment. Pre-Training Review will be done during application processing in accordance with the applicant's provided information. This review consists of information related to each learner's previous education, training and work experience. This review will be conducted in order to determine if there is a need to recognise existing competencies through Recognition of Prior Learning (RPL) and / or Credit for prior studies.

Recognition of Prior Learning or Credit Transfer approval will shorten the length of the course accordingly. Please refer to ***Pre-Training Review Policy and Procedure***.

Language, Literacy and Numeracy Test (LLN Test):

ACSF level 3 is required in reading, writing, learning, oral communication, and numeracy. Students will be undertaking LLN test and demonstrate ACSF level 3 to gain entry into the course. It will be conducted same day as pre-training review.

RTO Admission requirements

CEA has the following admission requirements for all students:

- Entry into this course requires successful completion of an Australian Year 12 qualification or equivalent. However, selection is not based purely on academic performance. Relevant work experience, work samples and other documentation submitted will also be considered.
- In addition to meeting the academic requirements applicants must demonstrate their competence in literacy and numeracy levels when enrolling into the course. ACSF exit levels 3 are required for enrolment into this course.
- All students must be of the age 18 years or over at the time of the scheduled course commencement.

Computer literacy requirements:

All students enrolling into the program must have basic computer skills. CEA courses may require students to make reports, do graphs and analyse data.

Materials and Equipment Required

Students are required to have access to a laptop or computer with the Windows 7 operating system or higher at their own cost, to work on assignments and tasks for self-study. Students must have an active email address for communication and be contactable by phone (mobile or landline) and by mail (postal address).

All students are expected to have access to MS office application such as Microsoft Word, an email platform at their own cost.

Kitchen tools and equipment

Students are expected to have access to Kitchen tool kit including, Chef dress, safety boots and knife kit including various knives to undergo training effectively. Student can arrange this equipment themselves or buy from nominated supplier from the institute at additional cost. Students can contact Jude for purchasing the kit on 0425856745. These are required by students to undergo the training effectively.

Note 1: Candidates should be able to handle and cook dairy products and non-vegetarian food items including pork and may involve alcohol.

DURATION

This course is offered full time over 55 weeks including holidays (6 weeks) on a full-time basis for 20 hours per week for 49 weeks. Students need to gain competency in 25 units (21 core units and 4 elective units) to successfully complete this course. Student are required to attend all the classes as per their timetable.

Students with experience in the relevant industry or education can apply for Recognition of Prior Learning (RPL) and Credit Transfer. Please refer to '**RPL / Credit Transfer**' and if RPL/Credit Transfer granted successfully '**Duration and amount of Training**' will be shortened accordingly.

Assessment Methods and Delivery Mode

Training is conducted in the classroom as well as in the commercial kitchen settings when required to simulate real work environment. The delivery will include face to face training, lectures, discussions, research, learning activities, group work, and supervised practical sessions. Students undertaking this course will also have access to commercial kitchen located at 69 Osborne Avenue, Springvale, Victoria 3171.

Assessments comprise of written Questions/projects/reports/Observation.

Course Fees

Tuition Fees: AUD 15,000.00

Material Fees: AUD 500.00

Application Fees: AUD 250.00

Reassessment Fees: AUD 250.00 per unit.

Students are required to purchase Cookery Kit. Please contact Jude for purchasing the kit on 0425856745.

Cost of the Cookery kit: AUD 300.00

CEA does not charge any fees for reassessment up to two attempts of reassessment or any other fees.

Note: CEA does not accept more than AUD 1,500 at one given time in advance. If fee is more than AUD 1,500, CEA will provide with easy payment arrangements. Students will be provided the option of Easy Instalments. Students are advised to contact the Institute in relation to the updated and recent fees for the course. Course fee is subject to change.

COURSE COMMENCEMENT

Monthly Intake commencing the first Monday of every month.

Outcomes

Qualification

On successful completion of this course the student would be awarded SIT30816 Certificate III in Commercial Cookery, which is nationally recognised qualification. This could help student to gain entry into career paths or higher education in hospitality industry.

PATHWAY INTO THE QUALIFICATION

Individuals may enter Certificate III in Commercial Cookery with limited or no vocational experience and without a lower level qualification.

PATHWAY FROM THE QUALIFICATION

After achieving SIT30816 Certificate III in Commercial Cookery,

Individuals could progress to SIT40516 Certificate IV in Commercial Cookery or other higher Qualifications in SIT training package or any other related sector.

Employment Opportunities

This qualification provides a pathway to work as a commercial cook in organisations such as restaurants, hotels, clubs, pubs, cafes, cafeterias and coffee shops.

Possible job title includes: Cook

Please refer to the following source for Pathway and employment outcomes and Job Pathways Charts illustrating potential career pathways within that industry.

Source: <https://www.myskills.gov.au/courses/details?Code=SIT30816>

COURSE STRUCTURE

Each unit is delivered and assessed as a standalone unit. Assessment comprises written questions, projects, case studies, scenarios, class activity, reports and practical application. Students are required to attend training and assessment activities as scheduled. As per package rules, 25 units must be completed. These include 21 core units and 4 elective units

Core units:

Unit Code	Unit Title	Pre-Requisite
BSBSUS201	Participate in environmentally sustainable work practices	Nil
BSBWOR203	Work effectively with others	Nil
SITHCCC001	Use food preparation equipment	SITXFSA001
SITHCCC005	Prepare dishes using basic methods of cookery	SITXFSA001
SITHCCC006	Prepare appetisers and salads	SITXFSA001
SITHCCC007	Prepare stocks, sauces and soups	SITXFSA001
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes	SITXFSA001
SITHCCC012	Prepare poultry dishes	SITXFSA001
SITHCCC013	Prepare seafood dishes	SITXFSA001
SITHCCC014	Prepare meat dishes	SITXFSA001
SITHCCC018	Prepare food to meet special dietary requirements	SITXFSA001
SITHCCC019	Produce cakes, pastries and breads	SITXFSA001
SITHCCC020	Work effectively as a cook	SITXFSA001
SITHKOP001	Clean kitchen premises and equipment	SITXFSA001
SITHKOP002	Plan and cost basic menus	Nil
SITHPAT006	Produce desserts	SITXFSA001
SITXFSA001	Use hygienic practices for food safety	Nil
SITXFSA002	Participate in safe food handling practices	Nil
SITXHRM001	Coach others in job skills	Nil
SITXINV002	Maintain the quality of perishable items	SITXFSA001

SITXWHS001	Participate in safe work practices	Nil
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Elective Units:

Unit Code	Unit Title	Pre-Requisite
BSBITU306	Design and produce Business Documents	Nil
SITXWHS002	Identify hazards, assess and control safety risks	Nil
HLTAID003	Provide first Aid	Nil
BSBCMM201	Communicate in the Workplace	Nil

Work placement Requirements:

Students are required to complete a minimum of 48 food service periods of 4 hours each in a commercial kitchen to meet the qualification requirements of SIT30816 Certificate III in Commercial Cookery.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, course participants for role-plays and activities, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides
- Legislative documentation where required,
- References according to individual units

Physical Resources

Facilities, Equipment and Learning Resources

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of each unit according to its requirements. CEA will provide training / assessment facility in form of classrooms, commercial kitchen and simulated environment for training and assessment and all other resources required to deliver the unit of competency in the course.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.

- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Student must read student handbook before making an enrolment decision. You can contact CEA student services for any further information.

Contact Details:

Web: <https://communityeducation.edu.au/>

Ph: (07) 37 081 061

Email: info@communityeducation.edu.au

Head Office: 69 Osborne Ave, Springvale VIC 3171

SIT40516: Certificate IV in Commercial Cookery

DESCRIPTION

This qualification reflects the role of commercial cooks who have a supervisory or team leading role in the kitchen. They operate independently or with limited guidance from others and use discretion to solve non-routine problems.

This qualification provides a pathway to work in organisations such as restaurants, hotels, clubs, pubs, cafes and coffee shops, or to run a small business in these sectors.

Possible job titles include:

- chef
- chef de partie.

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

Pre-requisite: Nil

Delivery Location

69 Osborne Avenue, Springvale, VIC 3171, Australia and Workplace commercial kitchen as per student practical placement agreements.

Target Clients:

Domestic Students.

Learners are to be aged **18** years and above and will include mature aged learners.

Qualification Package Entry Requirements

There are no specific entry requirements are for this course.

Mode of Delivery

This program is to be delivered in a blended mode of delivery, which consists of classroom-based, commercial kitchen provided by CEA on 69 Osborne Avenue, Springvale, VIC 3171 and in a real Work place (commercial Kitchen) for work placement component of the course.

Community Education Australia (CEA) Admission requirements:

Pre-training Review:

CEA's policies seek to remove barriers within learning and assessment processes and practices, which place individuals with specific needs and appropriateness of course for applicant.

CEA is responsible for obtaining enrolment details in full, as outlined on the **Enrolment Application Form** and ensure that information pertaining to individual learning requirements is provided to participants prior to enrolment. Pre-Training Review will be done during application processing in accordance with the applicant's provided information. This review consists of information related to each learner's previous education, training and work experience. This review will be conducted in order

to determine if there is a need to recognise existing competencies through Recognition of Prior Learning (RPL) and / or Credit for prior studies.

Recognition of Prior Learning or Credit Transfer approval will shorten the length of the course accordingly. Please refer to ***Pre-Training Review Policy and Procedure***.

Language, Literacy and Numeracy Test (LLN Test):

ACSF level 3 is required in reading, writing, learning, oral communication, and numeracy. Students will be undertaking LLN test and demonstrate ACSF level 3 to gain entry into the course. It will be conducted same day as pre-training review.

RTO Admission requirements

CEA has the following admission requirements for all students:

- Entry into this course requires successful completion of an Australian Year 12 qualification or equivalent. However, selection is not based purely on academic performance. Relevant work experience, work samples and other documentation submitted will also be considered.
- In addition to meeting the academic requirements applicants must demonstrate their competence in literacy and numeracy levels when enrolling into the course. ACSF exit levels 3 are required for enrolment into this course.
- All students must be of the age 18 years or over at the time of the scheduled course commencement

Computer literacy requirements:

All students enrolling into the program must have basic computer skills. CEA courses may require students to make reports, do graphs and analyse data.

Materials and Equipment Required

Students are required to have access to a laptop or computer with the Windows 7 operating system or higher at their own cost, to work on assignments and tasks for self-study. Students must have an active email address for communication and be contactable by phone (mobile or landline) and by mail (postal address).

All learners are expected to have access to MS office application such as Microsoft Word, an email platform at their own cost.

Kitchen tools and equipment

Learners are expected to have access to Kitchen tool kit including, Chef dress, safety boots and knife kit including various knives to undergo training effectively. Student can arrange this equipment themselves or buy from nominated supplier from the institute at additional cost. Students can contact Jude for purchasing the kit on 0425856745. These are required by students to undergo the training effectively.

Note: Candidates should be able to handle and cook dairy products and non-vegetarian food items including pork and may involve alcohol.

DURATION

This course is offered full time over 73 weeks including holidays (7 weeks) on a full-time basis for 20 hours per week for 66 weeks. Students need to gain competency in 33 units to successfully complete this course. Student are required to attend all the classes as per their timetable.

Learners with experience in the relevant industry or education can apply for Recognition of Prior Learning (RPL) and Credit Transfer. Please refer to '**RPL / Credit Transfer**' and if RPL/Credit Transfer granted successfully '**Duration and amount of Training**' will be shortened accordingly.

Assessment Methods

Training is conducted in the classroom as well as in the commercial kitchen settings when required to simulate real work environment. The delivery will include face to face training, lectures, discussions, research, learning activities, group work, and supervised practical sessions. Students undertaking this course will also have access to commercial kitchen located at 69 Osborne Avenue, Springvale, Victoria 3171.

Assessments comprise of written Questions/projects/reports/Observation.

Course Fees

Tuition Fees: AUD 16,000.00

Material Fees: AUD 500.00

Application Fees: AUD 250.00

Reassessment Fees: AUD 250.00 per unit.

Students are required to purchase Cookery Kit. Please contact Jude for purchasing the kit on 0425856745.

Cost of the Cookery kit: AUD 300.00

CEA does not charge any fees for reassessment up to two attempts of reassessment or any other fees.

Note: CEA does not accept more than AUD 1,500 at one given time in advance. If fee is more than AUD 1,500, CEA will provide with easy payment arrangements. Students will be provided the option of Easy Instalments. Students are advised to contact the Institute in relation to the updated and recent fees for the course. Course fee is subject to change.

COURSE COMMENCEMENT

Monthly Intake commencing the first Monday of every month.

Outcomes

Qualification

On successful completion of this course the student would be awarded SIT40516 Certificate IV in Commercial Cookery, which is nationally recognised qualification. This could help student to gain entry into career paths or higher education in hospitality industry.

PATHWAY INTO THE QUALIFICATION

Individuals may enter SIT40516 Certificate IV in Commercial Cookery with limited or no vocational experience and without a lower level qualification.

PATHWAY FROM THE QUALIFICATION

Training Pathway

Further training pathways from this qualification include, but are not limited to, Diploma of Hospitality Management (SIT50416).

Employment Pathway

This qualification provides a pathway to work in any hospitality industry sector and for a diversity of employers including restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. This qualification allows for multi-skilling and for specialization in accommodation services, cookery, food and beverage and gaming.

Possible job titles include:

- Chef
- Chef de partie

Learners who complete a course are reminded at the time of completion, of further opportunities, unless a learning barrier has been identified that would hinder their progression to a higher qualification level.

Please refer to the following source for Pathway and employment outcomes and Job Pathways Charts illustrating potential career pathways within that industry.

Source: <https://www.myskills.gov.au/courses/details?Code=SIT40516>

COURSE STRUCTURE

Each unit is delivered and assessed as a standalone unit. Assessment comprises written questions, projects, case studies, scenarios, class activity, reports and practical application. Students are required to attend training and assessment activities as scheduled. As per package rules, 33 units must be completed. These include 26 core units and 7 elective units

Core Units:

Unit Code	Unit Title	Pre-Requisite
BSBDIV501	Manage diversity in the workplace	Nil
BSBSUS401	Implement and monitor environmentally sustainable work practices	Nil
SITHCCC001	Use food preparation equipment	SITXFSA001
SITHCCC005	Prepare dishes using basic methods of cookery	SITXFSA001
SITHCCC006	Prepare appetisers and salads	SITXFSA001
SITHCCC007	Prepare stocks, sauces and soups	SITXFSA001

SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes	SITXFSA001
SITHCCC012	Prepare poultry dishes	SITXFSA001
SITHCCC013	Prepare seafood dishes	SITXFSA001
SITHCCC014	Prepare meat dishes	SITXFSA001
SITHCCC018	Prepare food to meet special dietary requirements	SITXFSA001
SITHCCC019	Produce cakes, pastries and breads	SITXFSA001
SITHCCC020	Work effectively as a cook	SITXFSA001
SITHKOP00 2	Plan and cost basic menus	Nil
SITHKOP00 4	Develop menus for special dietary requirements	Nil
SITHKOP00 5	Coordinate cooking operations	SITXFSA001
SITHPAT006	Produce desserts	SITXFSA001
SITXCOM00 5	Manage conflict	Nil
SITXFIN003	Manage finances within a budget	Nil
SITXFSA001	Use hygienic practices for food safety	Nil
SITXFSA002	Participate in safe food handling practices	Nil
SITXHRM00 1	Coach others in job skills	Nil
SITXHRM00 3	Lead and manage people	Nil
SITXINV002	Maintain the quality of perishable items	SITXFSA001
SITXMGT00 1	Monitor work operations	Nil
SITXWHS00 3	Implement and monitor work health and safety practices	Nil

Elective Units:

Unit Code	Unit Title	Pre-Requisite
SITXHRM002	Roster staff	Nil
SITXCCS006	Provide service to customers	Nil
BSBITU306	Design and Produce Business Documents	Nil
SITHKOP001	Clean kitchen premises and equipment	SITXFSA001
SITXWHS002	Identify hazards, assess and control safety risks	Nil

HLTAID003	Provide first Aid	Nil
BSBCMM201	Communicate in the Workplace	Nil

Work placement Requirements:

In case of direct entry to certificate IV of commercial cookery, student will be required to complete 60 food Service periods of minimum 4 hours each.

Please note that Students, who have completed SIT30816 Certificate III in Commercial Cookery with 48 service periods of 4 hours having pathway leading to Certificate IV in commercial cookery will only have to Complete the remaining 12 service periods of 4 hours each while completing SIT40516 – Certificate IV in Commercial Cookery.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, course participants for role-plays and activities, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides
- Legislative documentation where required,
- References according to individual units

Physical Resources

Facilities, Equipment and Learning Resources

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of each unit according to its requirements. CEA will provide training / assessment facility in form of classrooms, commercial kitchen and simulated environment for training and assessment and all other resources required to deliver the unit of competency in the course.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.

- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Student must read student handbook before making an enrolment decision. You can contact CEA student services for any further information.

Contact Details:

Web: <https://communityeducation.edu.au/>

Ph: (07) 37 081 061

Email: info@communityeducation.edu.au

Head Office: 69 Osborne Ave, Springvale VIC 3171

SIT50416 Diploma of Hospitality Management

DESCRIPTION

This qualification reflects the role of highly skilled senior operators who use a broad range of hospitality skills combined with managerial skills and sound knowledge of industry to coordinate hospitality operations. They operate independently, have responsibility for others and make a range of operational business decisions.

This qualification provides a pathway to work in any hospitality industry sector as a departmental or small business manager. The diversity of employers includes restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, cookery, food and beverage and gaming.

Possible job titles include:

- banquet or function manager
- bar manager
- café manager
- chef de cuisine
- chef patissier
- club manager
- executive housekeeper
- front office manager

- kitchen manager
- motel manager
- restaurant manager
- sous chef
- unit manager catering operations.

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

Pre-requisite: Nil

Delivery Location and Campus

69 Osborne Avenue, Springvale, VIC 3171, Australia and Workplace commercial kitchen as per student practical placement agreements.

Qualification Package Entry Requirements

There are no specific entry requirements for this course.

Mode of Delivery

This program is to be delivered in a blended mode of delivery, which consists of classroom-based, commercial kitchen provided by CEA on 69 Osborne Avenue, Springvale, VIC 3171 and in a real Work place (commercial Kitchen) for work placement component of the course.

Target Clients:

Domestic Students.

Learners are to be aged **18** years and above and will include mature aged learners.

Community Education Australia (CEA) Admission requirements:

Pre-training Review:

CEA's policies seek to remove barriers within learning and assessment processes and practices, which place individuals with specific needs and appropriateness of course for applicant.

CEA is responsible for obtaining enrolment details in full, as outlined on the ***Enrolment Application Form*** and ensure that information pertaining to individual learning requirements is provided to participants prior to enrolment. Pre-Training Review will be done during application processing in accordance with the applicant's provided information. This review consists of information related to each learner's previous education, training and work experience. This review will be conducted in order to determine if there is a need to recognise existing competencies through Recognition of Prior Learning (RPL) and / or Credit for prior studies.

Recognition of Prior Learning or Credit Transfer approval will shorten the length of the course accordingly. Please refer to ***Pre-Training Review Policy and Procedure***.

Language, Literacy and Numeracy Test (LLN Test):

ACSF level 3 is required in reading, writing, learning, oral communication, and numeracy. Students will be undertaking LLN test and demonstrate ACSF level 3 to gain entry into the course. It will be conducted same day as pre-training review.

RTO Admission requirements

CEA has the following admission requirements for all students:

- Entry into this course requires successful completion of an Australian Year 12 qualification or equivalent. However, selection is not based purely on academic performance. Relevant work experience, work samples and other documentation submitted will also be considered.
- In addition to meeting the academic requirements applicants must demonstrate their competence in literacy and numeracy levels when enrolling into the course. ACSF exit levels 3 are required for enrolment into this course.
- All students must be of the age 18 years or over at the time of the scheduled course commencement

Computer literacy requirements:

All students enrolling into the program must have basic computer skills. CEA courses may require students to make reports, do graphs and analyse data.

Materials and Equipment Required

Students are required to have access to a laptop or computer with the Windows 7 operating system or higher at their own cost, to work on assignments and tasks for self-study. Students must have an active email address for communication and be contactable by phone (mobile or landline) and by mail (postal address).

All learners are expected to have access to MS office application such as Microsoft Word, an email platform at their own cost.

Kitchen tools and equipment

Learners are expected to have access to Kitchen tool kit including, Chef dress, safety boots and knife kit including various knives to undergo training effectively. Student can arrange this equipment themselves or buy from nominated supplier from the institute at additional cost. Students can contact Jude for purchasing the kit on 0425856745. These are required by students to undergo the training effectively.

Note 1: Candidates should be able to handle and cook dairy products and non-vegetarian food items including pork and may involve alcohol.

Students are required to complete a minimum of 48 food service periods of minimum 4 hours each in a commercial kitchen to meet the qualification requirements of the course

DURATION

This course is offered full time over 73 weeks including holidays (6 weeks) on a full-time basis for 20 hours per week for 67 weeks. Students need to gain competency in 28 (13 core and 15 elective) units to successfully complete this course. Student are required to attend all the classes as per their timetable.

Learners with experience in the relevant industry or education can apply for Recognition of Prior Learning (RPL) and Credit Transfer. Please refer to '*RPL / Credit Transfer*' and if RPL/Credit Transfer granted successfully '*Duration and amount of Training*' will be shortened accordingly.

Assessment Methods and Delivery Mode

Training is conducted in the classroom as well as in the commercial kitchen settings when required to simulate real work environment. The delivery will include face to face training, lectures, discussions, research, learning activities, group work, and supervised practical sessions. Students undertaking this course will also have access to commercial kitchen located at 69 Osborne Avenue, Springvale, Victoria 3171.

Assessments comprise of written Questions/projects/reports/Observation.

Course Fees

Tuition Fees: AUD 16,000.00

Material Fees: AUD 500.00

Application Fees: AUD 250.00

Reassessment Fees: AUD 250.00 per unit.

Students are required to purchase Cookery Kit. Please contact Jude for purchasing the kit on 0425856745.

Cost of the Cookery kit: AUD 300.00

CEA does not charge any fees for reassessment up to two attempts of reassessment or any other fees.

Note: CEA does not accept more than AUD 1,500 at one given time in advance. If fee is more than AUD 1,500, CEA will provide with easy payment arrangements. Students will be provided the option of Easy Instalments. Students are advised to contact the Institute in relation to the updated and recent fees for the course. Course fee is subject to change.

COURSE COMMENCEMENT

Monthly Intake commencing the first Monday of every month.

Outcomes

Qualification

On successful completion of this course the student would be awarded SIT50416 Diploma of Hospitality Management, which is a nationally recognised qualification. This could help student to gain entry into career paths or higher education in hospitality industry.

PATHWAY INTO THE QUALIFICATION

Individuals may enter SIT50416 Diploma of Hospitality Management with limited or no vocational experience and without a lower level qualification.

PATHWAY FROM THE QUALIFICATION

Training Pathway

Further training pathways from this qualification include, but are not limited to, Advanced Diploma in Hospitality Management (SIT60316).

Employment Pathway

Employment Pathway

This qualification provides a pathway to work in any hospitality industry sector as a departmental or small business manager. The diversity of employers includes restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. This qualification allows for multiskilling and for specialisation in accommodation services, cookery, food and beverage and gaming.

Possible job titles include:

- banquet or function manager
- bar manager
- café manager
- chef de cuisine
- chef patissier
- club manager
- executive housekeeper
- front office manager
- gaming manager

- kitchen manager
- motel manager
- restaurant manager
- sous chef
- unit manager catering operations

Learners who complete a course are reminded at the time of completion, of further opportunities, unless a learning barrier has been identified that would hinder their progression to a higher qualification level.

Please refer to the following source for Pathway and employment outcomes and Job Pathways Charts illustrating potential career pathways within that industry.

Source: <https://www.myskills.gov.au/courses/details?Code=SIT50416>

COURSE STRUCTURE

Each unit is delivered and assessed as a standalone unit. Assessment comprises written questions, projects, case studies, scenarios, class activity, reports and practical application. Students are required to attend training and assessment activities as scheduled. As per package rules, 28 units must be completed. These include 13 core units and 15 elective units

Core Units:

Unit Code	Unit Title	Pre-Requisite
BSBDIV501	Manage diversity in the workplace	Nil
BSBMGT517	Manage operational plan	Nil
SITXCCS007	Enhance customer service experiences	Nil
SITXCCS008	Develop and manage quality customer service practices	Nil
SITXCOM005	Manage conflict	Nil
SITXFIN003	Manage finances within a budget	Nil
SITXFIN004	Prepare and monitor budgets	Nil
SITXGLC001	Research and comply with regulatory requirements	Nil
SITXHRM002	Roster staff	Nil
SITXHRM003	Lead and manage people	Nil
SITXMGT001	Monitor work operations	Nil
SITXMGT002	Establish and conduct business relationships	Nil

SITXWHS003	Implement and monitor work health and safety practices	Nil
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Elective Units:

Unit Code	Unit Title	Pre-Requisite
SITXFSA001	Use hygienic practices for food safety	Nil
SITHCCC020	Work effectively as a cook	SITXFSA001
SITHCCC001	Use food preparation equipment	SITXFSA001
SITXFSA002	Participate in safe food handling practices	Nil
SITHCCC005	Prepare dishes using basic methods of cookery	SITXFSA001
SITHCCC008	Prepare vegetable, fruit, egg and farinaceous dishes	SITXFSA001
SITHCCC012	Prepare poultry dishes	SITXFSA001
SITHCCC007	Prepare stocks sauces and soups	SITXCCS007
SITHCCC006	Prepare appetisers and salads	SITXFSA001
SITHPAT006	Produce desserts	SITXFSA001
SITHCCC014	Prepare meat dishes	SITXFSA001
SITHCCC013	Prepare Seafood Dishes	SITXFSA001
SITHKOP001	Clean Kitchen Premises and Equipment	SITXFSA001
SITXHRM001	Coach others in job skills	Nil
SITXINV002	Maintain the Quality of Perishable Items	SITXFSA001

Work placement Requirements:

Students are required to complete a minimum of 48 food service periods of 4 hours each in a commercial kitchen to meet the qualification requirements. Students will be granted Credit transfer if the student has completed SIT30816 Certificate III in Commercial Cookery.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, course participants for role-plays and activities, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides

- Legislative documentation where required,
- References according to individual units

Physical Resources***Facilities, Equipment and Learning Resources***

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of each unit according to its requirements. CEA will provide training / assessment facility in form of classrooms, commercial kitchen and simulated environment for training and assessment and all other resources required to deliver the unit of competency in the course.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Student must read student handbook before making an enrolment decision. You can contact CEA student services for any further information.

Contact Details:

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Email: info@communityeducation.edu.au

Head Office: 69 Osborne Ave, Springvale VIC 3171

CPCCWHS1001 - Prepare to work safely in the construction industry

<https://training.gov.au/Training/Details/CPCCWHS1001>

Unit overview: This unit of competency specifies the mandatory work health and safety training required prior to undertaking construction work. The unit requires the person to demonstrate personal awareness and knowledge of health and safety legislative requirements in order to work safely and prevent injury or harm to self and others.

Unit Code and name: CPCCWHS1001 - Prepare to work safely in the construction industry

Pre-requisite: Nil

Application:

This unit of competency specifies the mandatory work health and safety training required prior to undertaking construction work. The unit requires the person to demonstrate personal awareness and knowledge of health and safety legislative requirements in order to work safely and prevent injury or harm to self and others. It covers identifying and orally reporting common construction hazards, understanding basic risk control measures, and identifying procedures for responding to potential incidents and emergencies. It also covers correctly selecting and fitting common personal protective equipment (PPE) used for construction work.

This unit meets the general construction induction training requirements of:

- Part 1.1 Definitions and Part 6.5 of the Model Work Health and Safety Regulations;
- Division 11 of Part 3 of the Occupational Safety and Health Regulations 1996 for Western Australia; and
- Division 3 of Part 5.1 of the Occupational Health and Safety Regulations 2007 for Victoria.

CLIENT GROUPS

This course is aimed at clients who wish to develop the mandatory work health and safety knowledge and skills required to work on a construction site in Australia. The course is suitable for those who require this unit to satisfy employment requirements. Clients may also undertake the course to access further study opportunities. It is anticipated applicants will not possess experience of applying the knowledge and skills in the contexts outlined in the unit of competency.

Duration: Up to 8 hours of pre-course reading and Assessment (Self-directed learning), plus 8 hours face to face training in a classroom environment.

Mode of Delivery: Face to Face in training centres, campus or in workplace with Self-paced reading

Pathway: The unit covered provide credits toward a number of Certificate II or III qualifications in the Resources and Infrastructure Industry Training Package.

Entry Requirements: There are no specific entry requirements are for this course.

However, Community Education of Australia (CEA) has got its own admission requirements:

- All students must be of the age 18 years or over at the time of the scheduled course commencement and must have good command of English language.
- Students will be required to provide their Unique Student Identifier number prior to the commencement of the course (usi.gov.au to register).
- Students will be required to show a photo id on the day of course commencement.

- Students MUST complete pre-course reading (Self-directed learning), provided at the time of enrolment prior to attendance of the classroom phase of the course. (This is a mandatory requirement).
- Students are required to wear comfortable and loose fitting attire including; enclosed flat shoes, slacks and loose fitting shirt/t-shirt for both males and females.

Course fees

Refer to the statement of fees on website

Delivery Location

Training locations in Queensland and Victoria hired by CEA

Course Content:

This unit of competency specifies the mandatory work health and safety training required prior to undertaking construction work. The unit requires the person to demonstrate personal awareness and knowledge of health and safety legislative requirements in order to work safely and prevent injury or harm to self and others. It covers identifying and orally reporting common construction hazards, understanding basic risk control measures, and identifying procedures for responding to potential incidents and emergencies. It also covers correctly selecting and fitting common personal protective equipment (PPE) used for construction work.

Performance Criteria:

1. Identify health and safety legislative requirements of construction work.
 - 1.1 Basic roles, responsibilities and rights of duty holders are identified and explained according to *jurisdictional health and safety legislative requirements*.
 - 1.2 Duty of care requirements are identified.
 - 1.3 Construction safe practices are identified and explained.
2. Identify construction hazards and risk control measures.
 - 2.1 Basic principles of risk management are identified.
 - 2.2 Construction hazards are identified and discussed.
 - 2.3 Purpose and use of PPE are identified and demonstrated.
 - 2.4 Measures of controlling hazards are identified.
3. Identify health and safety communication and reporting processes.
 - 3.1 Health and safety documents are identified and discussed.
 - 3.2 Roles of designated health and safety personnel are identified and explained.
 - 3.3 Safety signs and symbols are identified and explained.
 - 3.4 Procedures for reporting hazards, incidents and injuries are identified.
4. Identify incident and emergency response procedures.
 - 4.1 Procedures for responding to incidents and emergencies are identified and explained.
 - 4.2 Procedures for accessing first aid are identified.
 - 4.3 Types and purpose of fire safety equipment are identified and discussed.

During the assessment process, the Student will be required to show evidence of the ability to satisfy the requirements of the elements, performance criteria, foundation skills, and range of conditions of this unit, in addition to the specific performance and knowledge evidence described below.

The student must:

- identify and orally report two construction hazards
- orally explain how risk could be reduced or removed in relation to those two hazards
- select appropriate personal protective equipment (PPE) to control the risk
- orally explain basic procedures for responding to incidents and emergencies, including types and purpose of the following fire safety equipment:
 - ❖ fire blankets
 - ❖ fire extinguishers, including water, carbon dioxide, powder and foam
 - ❖ hose reels and mains
- identify and orally explain the meaning of required safety signs and symbols
- orally explain the purpose of job safety analyses (JSAs), safe work method statements (SWMS) and safety data sheets (SDS)
- orally explain the roles of the following designated health and safety personnel:
 - ❖ first aid officers
 - ❖ work health and safety representatives
 - ❖ work health and safety committee members
 - ❖ supervisors.

The student must also demonstrate correctly fitting to themselves the PPE listed below:

eye protection

hearing protection

hard hat

high visibility retro reflective vest.

The student will also be trained and assessed on the following:

Knowledge Evidence

A person must demonstrate knowledge of:

- basic duty of care, and the roles, rights and responsibilities of business owners and workers in relation to working safely while undertaking construction work
- basic meaning of the terms 'hazard' and 'risk'
- basic principles of risk management, including the following five steps in order:
 - ❖ identify hazard
 - ❖ assess risk
 - ❖ consult and report
 - ❖ control hazard
 - ❖ review
- basic procedures for accessing first aid
- construction hazards, including those relating to:
 - ❖ asbestos
 - ❖ confined spaces
 - ❖ electrical: power lines, cords and equipment
 - ❖ excavations and trenches, including underground services
 - ❖ dust
 - ❖ falling objects
 - ❖ hazardous substances and dangerous goods
 - ❖ hot and cold work environments
 - ❖ manual handling
 - ❖ noise
 - ❖ plant and equipment operation
 - ❖ traffic and mobile plant
 - ❖ unplanned collapse
 - ❖ ultraviolet radiation
 - ❖ working at heights, including scaffolding
- construction work that requires a high risk work licence
- types, purpose and use of PPE used in construction, as specified in the performance evidence, and including safety footwear, harnesses and respiratory protection, and ultraviolet (UV) protective clothing and sunscreen
- construction emergencies, including:

- ❖ chemical spill
 - ❖ fire
 - ❖ injury to personnel
 - ❖ structural collapse
 - ❖ toxic or flammable vapour emission
 - ❖ vehicle or mobile plant accident
- construction incidents, including:
 - ❖ incidents resulting in personal injury or damage to property
 - ❖ near misses or dangerous occurrences that do not cause injury but may pose an immediate and significant risk to persons or property, and need to be reported so that action can be taken to prevent recurrence
 - safe work practices that should be followed in construction work, including:
 - ❖ accessing and using site amenities for drinking water, hand washing and toilets
 - ❖ following safety procedures when performing work tasks and using equipment
 - ❖ identifying and reporting hazards, incidents and injuries in the workplace
 - ❖ keeping the work area clean, tidy and free from debris
 - ❖ not using or being affected by drugs and/or alcohol while at work
 - ❖ preventing bullying and harassment in the workplace
 - ❖ selecting and using required PPE
 - ❖ smoking only in designated areas
 - ❖ storing and removing waste and debris in designated areas
 - meanings and symbols associated with construction safety signs, symbols and tags, including:
 - ❖ emergency information signs: exits, emergency equipment and first aid
 - ❖ fire signs: location of fire alarms and firefighting equipment
 - ❖ hazard signs and symbols: danger and warnings
 - ❖ regulatory signs and symbols: prohibition, mandatory and limitation or restriction
 - ❖ safety and lockout tags: danger and out-of-service tags.

Assessment Methods:

Assessment of this unit incorporates a combination of theory and practical assessment tasks through group discussions, role plays and self-paced reading to ensure practice the most out of it. Practical assessment is conducted by participating in a simulated environment.

If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment Tasks:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks according to instructions.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides

Physical Resources

Facilities, Equipment and Learning Resources

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of the unit according to its requirements. CEA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the unit of competency.

Assessment Conditions:

Skills will be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

The following will be present and available to learners during assessment activities:

- equipment:
- all of the PPE listed in the performance evidence
- specifications:
- state or territory Act relevant to the location of the learner, as specified in the range of conditions.

The assessment of performance evidence must be done by direct observation of the learner by an assessor, either by an assessor observing the learner physically and/or by an assessor observing the learner via audio and visual media in real time.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

Licensing/ Regulatory Information

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

COMPLETION

Upon successful completion of this program, student will receive a Statement of Attainment for the unit of competency CPCCWHS1001 - Prepare to work safely in the construction industry

Please note that CEA does not provide any guarantee of:

- An employment Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

RIIWH5205E – Control traffic with stop-slow bat

<https://training.gov.au/Training/Details/RIIWH5205E>

DESCRIPTION

This unit describes the skills and knowledge required to control vehicle and pedestrian traffic using stop-slow bats, hand signals and approved communication devices in the resources and infrastructure industries.

It applies to those working in operational roles. They generally work in teams in live traffic environments under some degree of supervision.

The Key Features of this program are:

- Prepare for traffic control duties
- Co-ordination of traffic using a Stop-slow bat
- Planning and preparing traffic control
- Assess risk associated with traffic control
- Control and direct traffic
- Communicate by radio
- Correct usage of signage, devices, tools and equipment
- Shut down aspects of the site related to traffic control

ACCREDITATION

This unit of competency is nationally recognised under the Australian Qualifications Framework (AQF).

Duration

Up to one day.

Course Delivery Location:

69 Osborne Avenue, Springvale VIC 3171 or other hired training locations.

Mode of Delivery

Face to face

Course Fees

Tuition Fees: Refer to the statement of fees on website

CEA does not charge any fees for reassessment. Please refer to Fee Charges and Refunds Policy and Procedure for more information.

CLIENT GROUPS

This program is for domestic students, intended to align with the following occupational roles:

- Mining industry
- Civil construction
- School crossing supervisor
- Traffic Control Environment

ENTRY REQUIREMENTS***Program Package Entry Requirements***

There are no prerequisites, however participants must be able to converse and comprehend basic English.

Community Education Australia (CEA) Admission requirements:

CEA has the following admission requirements:

Participants must

- Be at least 18 years of age
- Provide photo ID (e.g. passport, driver's licence, proof of age card, student card)
- Have at least a Year 12 level of numeracy, literacy and communication skills
- Have the ability to read, write, speak and understand English

PATHWAY FROM THE QUALIFICATION***Training Pathway***

This program offers pathways into :

RII30815 - Certificate III in Civil Construction Plant Operations

Employment Pathway

Students who complete this program can expect to work under the following occupational titles that could include:

- Traffic Controller
- Crossing Guard
- Traffic Control Team Leader

TRAINING AND ASSESSMENT

Face-to-face classroom-based training sessions to develop the knowledge and theoretical understanding required. The training and assessment involve a theory and practical assessment. CEA will make sure that the student gets access to internet, whiteboards and other resources needed to run the classes. Practical training will be delivered in simulated environment facilities. CEA will ensure that environments are suitable and WHS compliant for training and assessment. Learners will complete their training through activities to be held throughout the duration of their qualification and the Institute will ensure the learners are developing their skills under training.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Please contact CEA for further details if required.

PROGRAM STRUCTURE

This program will focus on minimising the risks associated with traffic movement; control traffic to enable drivers to negotiate through, past, or around an active work site safely. Participants will learn how to ensure directions given to traffic is consistent with the displayed traffic signals and maintain traffic control while minimising delays to traffic.

Participants will also be taught how to prepare and carry out a traffic guidance scheme to manage the movement of vehicles around road disruptions.

Program Outline

- Overview of OHS roles and responsibilities
- Hazard and risk management
- Principles of traffic controlling
- Prepare and implement traffic management plans
- Working with road users
- Set up signage schemes
- Monitor traffic flow
- Close down and clean up
- Storage and maintenance of equipment

Program Inclusions

- Training conducted by an experienced industry trainer with strong knowledge of relevant legislation and Australian Standards
- Practical hands-on training
- All equipment provided

ASSESSMENT METHODS

Assessment of the program incorporates a combination of theory and practical. Practical assessment is conducted by participating in a simulated security environment.

If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks for example incident report.

COMPLETION

Upon successful completion of this program, student will receive a nationally recognised **RIIWHS302E - Implement traffic management plans**.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides
- Legislative documentation where required

Physical Resources***Facilities, Equipment and Learning Resources***

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of each unit according to its requirements. PCA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the course.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

RIIWHS302E - Implement traffic management plans

<https://training.gov.au/Training/Details/RIIWHS302E>

DESCRIPTION

This unit describes the skills and knowledge required to set out, monitor and close down traffic management plans and traffic guidance schemes in civil construction.

It applies to those working in supervisory roles. They generally work in teams in live traffic environments and hold some responsibility for the outcomes of others.

This qualification will prepare you to:

- Correctly directing motorists using a stop/slow bat
- Understanding stopping sight distances
- Maintaining incident reports
- Assessing and responding to changes in road conditions
- Implementing risk assessments for worker safety
- Communicating effectively using a variety of devices
- Preparing and implementing vehicle management plans
- Setting up proper signage
- Monitoring the flow of vehicles
- Understanding how to close access to motorists
- Storing and maintaining equipment and signage

ACCREDITATION

This unit of competency is nationally recognised under the Australian Qualifications Framework (AQF).

Duration

Up to one day.

Course Delivery Location:

69 Osborne Avenue, Springvale VIC 3171

Mode of Delivery

Face to face

Course Fees

Tuition Fees: AUD 100

CEA does not charge any fees for reassessment. Please refer to Fee Charges and Refunds Policy and Procedure for more information.

CLIENT GROUPS

This program is for domestic students, intended to align with the following occupational licencing outcomes:

- Traffic Controller
- Crossing Guard
- Traffic Control Team Leader

ENTRY REQUIREMENTS***Program Package Entry Requirements***

There are no prerequisites, however participants must be able to converse and comprehend basic English.

Community Education Australia (CEA) Admission requirements:**CEA has the following admission requirements:**

Participants must

- Be at least 18 years of age
- Provide photo ID (e.g. passport, driver's licence, proof of age card, student card)
- Have at least a Year 12 level of numeracy, literacy and communication skills
- Have the ability to read, write, speak and understand English

PATHWAY FROM THE QUALIFICATION***Training Pathway***

- Traffic Management
- Construction Induction Training (White Card)

Employment Pathway

Students who complete this program can expect to work under the following occupational titles that could include:

- Traffic Controller
- Crossing Guard
- Traffic Control Team Leader

TRAINING AND ASSESSMENT

Face-to-face classroom-based training sessions to develop the knowledge and theoretical understanding required. The training and assessment involve a theory and practical assessment. CEA will make sure that the student gets access to internet, whiteboards and other resources needed to run the classes. Practical training will be delivered in simulated environment facilities. CEA will ensure that environments are suitable and WHS compliant for training and assessment. Learners will complete their training through activities to be held throughout the duration of their qualification and the Institute will ensure the learners are developing their skills under training.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Please contact CEA for further details if required.

PROGRAM STRUCTURE

This program will focus on minimising the risks associated with traffic movement; control traffic to enable drivers to negotiate through, past, or around an active work site safely. Participants will learn how to ensure directions given to traffic is consistent with the displayed traffic signals and maintain traffic control while minimising delays to traffic.

Participants will also be taught how to prepare and carry out a traffic guidance scheme to manage the movement of vehicles around road disruptions.

Program Outline

- Overview of OHS roles and responsibilities
- Hazard and risk management
- Principles of traffic controlling
- Prepare and implement traffic management plans
- Working with road users
- Set up signage schemes
- Monitor traffic flow
- Close down and clean up
- Storage and maintenance of equipment

Program Inclusions

- Training conducted by an experienced industry trainer with strong knowledge of relevant legislation and Australian Standards
- Practical hands-on training
- All equipment provided

ASSESSMENT METHODS

Assessment of the program incorporates a combination of theory and practical. Practical assessment is conducted by participating in a simulated security environment.

If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks for example incident report.

COMPLETION

Upon successful completion of this program, student will receive a nationally recognised **RIIWHS302E - Implement traffic management plans**.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides
- Legislative documentation where required

Physical Resources***Facilities, Equipment and Learning Resources***

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of each unit according to its requirements. PCA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the course.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

HLTAID001 - Provide cardiopulmonary resuscitation

<https://training.gov.au/Training/Details/HLTAID001>

Unit overview: This course provides the skills and knowledge required perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines. This course is trained in line with Australian Resuscitation Council (ARC) Guidelines

Unit Code and name: HLTAID001 Provide cardiopulmonary resuscitation

Pre-requisite: Nil

Application:

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide CPR, in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

CLIENT GROUPS

This program is for:

- Domestic Students with existing first aid experience or
- Domestic students who are new to first aid

Duration: Up to 8 hours of pre-course reading and Assessment (Self-directed learning), plus 8 hours face to face training in a classroom environment.

Mode of Delivery: Face to Face in training centres, campus or in workplace with Self-paced reading

Entry Requirements: There are no specific entry requirements are for this course.

However, Community Education of Australia (CEA) has got its own admission requirements:

- All students must be of the age 18 years or over at the time of the scheduled course commencement and must have good command of English language.
- Students will be required to provide their Unique Student Identifier number prior to the commencement of the course (usi.gov.au to register).
- Students will be required to show a photo id on the day of course commencement.
- Students must have the necessary health and fitness to carry out the assessment requirements which are to; Complete continuous 2 minutes of CPR on an adult manikin kneeling on the floor and 2 minutes of continuous CPR on an infant manikin. (Some Students may find the physical aspects of this training strenuous and will be asked to discuss any injuries or physical limitations, with the RTO staff prior to enrolment).
- Students MUST complete pre-course reading (Self-directed learning), provided at the time of enrolment prior to attendance of the classroom phase of the course. (This is a mandatory requirement).
- Students are required to wear comfortable and loose fitting attire including; enclosed flat shoes, slacks and loose fitting shirt/t-shirt for both males and females.

Course fees

Refer to the statement of fees on website

Delivery Location

69 Osborne Avenue, Springvale VIC 3171 or any other hired training locations.

Course Content:

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all workers who may be required to provide CPR, in a range of situations, including community and workplace settings.

Students will be trained and assessed on the following criteria.

Performance Criteria:

1. Respond to an emergency situation

1.1 Recognise an emergency situation

1.2 Identify, assess and minimise immediate hazards to health and safety of self and others

1.3 Assess the casualty and recognise the need for CPR

1.4 Seek assistance from emergency response services

2. Perform CPR procedures

2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines

2.2 Display respectful behaviour towards casualty

2.3 Operate automated external defibrillator (AED) according to manufacturer's instructions

3. Communicate details of the incident

3.1 Accurately convey incident details to emergency response services

3.2 Report details of incident to workplace supervisor as appropriate

3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

Student will also be required to show the evidence that the student has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

Followed DRSABCD in line with ARC guidelines, including:

- performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
- performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- responded appropriately in the event of regurgitation or vomiting
- managed the unconscious breathing casualty
- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an automated external defibrillator (AED)

Responded to at least one simulated first aid scenario contextualised to the candidate's workplace/community setting, including:

- demonstrated safe manual handling techniques
- provided an accurate verbal or written report of the incident

The student will also be trained and assessed on the following:

Knowledge Evidence

The Student 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:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to the provision of CPR
 - safe work practices to minimise risks and potential hazards
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- Legal, workplace and community considerations, including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- Considerations when providing CPR, including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival
 - standard precautions
 - Basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest
 - response/consciousness
 - upper airway and effect of positional change

Assessment Methods:

Assessment of this unit incorporates a combination of theory and practical assessment tasks through group discussions, role plays and self-paced reading to ensure practice the most out of it. Practical assessment is conducted by participating in a simulated environment.

If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment Tasks:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks according to instructions.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides

Physical Resources

Facilities, Equipment and Learning Resources

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of the unit according to its requirements. CEA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the unit of competency.

Assessment Conditions:

Skills will be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- AED training device
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form

Simulated assessment environments simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

Licensing/ Regulatory Information

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

This course is valid for 3 years from your course completion.

COMPLETION

Upon successful completion of this course, student will receive a Statement of Attainment for the unit of competency HLTAID001 Provide Cardiopulmonary Resuscitation.

Please note that CEA does not provide any guarantee of:

- An employment Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

HLTAID003 - Provide first aid

<https://training.gov.au/Training/Details/HLTAID003>

Unit overview: This course provides the skills and knowledge required to administer first aid, basic life support in an emergency and CPR. This course is trained in line with Australian Resuscitation Council (ARC) Guidelines

Unit Code and name: HLTAID003 Provide First Aid

Pre-requisite: Nil

Application:

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

CLIENT GROUPS

This program is for:

- Domestic Students with existing first aid experience or
- Domestic students who are new to first aid

Duration: Up to 8 hours of pre-course reading and Assessment (Self-directed learning), plus 8 hours face to face training in a classroom environment.

Mode of Delivery: Face to Face in training centres, campus or in workplace with Self-paced reading

Entry Requirements: There are no specific entry requirements are for this course.

However, Community Education of Australia (CEA) has got its own admission requirements:

- All students must be of the age 18 years or over at the time of the scheduled course commencement and must have good command of English language.
- Students will be required to provide their Unique Student Identifier number prior to the commencement of the course (usi.gov.au to register).
- Students will be required to show a photo id on the day of course commencement.
- Students must have the necessary health and fitness to carry out the assessment requirements which are to; Complete continuous 2 minutes of CPR on an adult manikin kneeling on the floor and 2 minutes of continuous CPR on an infant manikin. (Some Students may find the physical aspects of this training strenuous and will be asked to discuss any injuries or physical limitations, with the RTO staff prior to enrolment).
- Students MUST complete pre-course reading (Self-directed learning), provided at the time of enrolment prior to attendance of the classroom phase of the course. (This is a mandatory requirement).
- Students are required to wear comfortable and loose fitting attire including; enclosed flat shoes, slacks and loose fitting shirt/t-shirt for both males and females.

Course fees

Refer to the statement of fees on website

Delivery Location

69 Osborne Avenue, Springvale VIC 3171 or other hired training locations

Course Content:

This unit of competency covers describes the skills, knowledge and techniques required to provide a first aid response to a casualty in a range of situations. Students will be trained and assessed on the following criteria.

Performance Criteria:

1. Respond to an emergency situation
 - 1.1 Recognise an emergency situation
 - 1.2 Identify, assess and manage immediate hazards to health and safety of self and others
 - 1.3 Assess the casualty and recognise the need for first aid response
 - 1.4 Assess the situation and seek assistance from emergency response services
2. Apply appropriate first aid procedures
 - 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
 - 2.2 Provide first aid in accordance with established first aid principles
 - 2.3 Display respectful behaviour towards casualty
 - 2.4 Obtain consent from casualty where possible
 - 2.5 Use available resources and equipment to make the casualty as comfortable as possible
 - 2.6 Operate first aid equipment according to manufacturer's instructions
 - 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Communicate details of the incident
 - 3.1 Accurately convey incident details to emergency response services
 - 3.2 Report details of incident to workplace supervisor as appropriate
 - 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies
4. Evaluate the incident and own performance
 - 4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents
 - 4.2 Participate in debriefing to address individual needs

During the assessment process, the Student will be required to 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.

Student will also be required to show the evidence that the student has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

Followed DRSABCD in line with ARC guidelines, including:

- performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
- performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- responded appropriately in the event of regurgitation or vomiting
- managed the unconscious breathing casualty
- followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- followed the prompts of an Automated External Defibrillator (AED)

Responded to at least two simulated first aid scenarios contextualised to the Student's workplace/community setting, including:

- conducted a visual and verbal assessment of the casualty
- demonstrated safe manual handling techniques
- post-incident debrief and evaluation
- provided an accurate verbal or written report of the incident

Applied first aid procedures for the following:

- allergic reaction
- anaphylaxis
- bleeding control
- choking and airway obstruction
- envenomation, using pressure immobilisation
- fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation techniques
- respiratory distress, including asthma
- shock

The student will also be trained and assessed on the following:

Knowledge Evidence

The Student 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:

State/Territory regulations, first aid codes of practice and workplace procedures including:

- ARC Guidelines relevant to provision of CPR and first aid
- safe work practices to minimise risks and potential hazards
- infection control principles and procedures, including use of standard precautions
- requirements for currency of skill and knowledge

legal, workplace and community considerations including:

- awareness of potential need for stress-management techniques and available support following an emergency situation
- duty of care requirements
- respectful behaviour towards a casualty
- own skills and limitations
- consent

- privacy and confidentiality requirements
- importance of debriefing
- considerations when providing first aid including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival
 - standard precautions
 - how to conduct a visual and verbal assessment of the casualty
 - principles and procedures for first aid management of the following scenarios:
 - abdominal injuries
 - allergic reaction
 - anaphylaxis
 - basic care of a wound
 - bleeding control
 - burns
 - cardiac conditions, including chest pain
 - choking and airway obstruction
 - crush injuries
 - diabetes
 - dislocations
 - drowning
 - envenomation
 - environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
 - eye and ear injuries
 - fractures
 - febrile convulsions
 - head, neck and spinal injuries
 - minor skin injuries
 - needle stick injuries
 - poisoning and toxic substances
 - respiratory distress, including asthma
 - seizures, including epilepsy
 - shock
 - soft tissue injuries, including strains and, sprains
 - stroke
 - unconsciousness
 - basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest
 - response/consciousness
 - upper airway and effect of positional change
 - considerations in provision of first aid for specified conditions
 - Legal and other requirements
 - Basic Life Support (DRSABCD)

- CPR and AED
- Abdominal injuries
- Allergic reaction
- Anaphylaxis
- Bleeding and wound care
- Burns and scalds
- Cardiac conditions
- Choking and airway obstruction
- Crush injuries
- Diabetes
- Drowning
- Envenomation
- Extremes of heat and cold
- Eye and ear injuries
- Head, neck and spinal injuries
- Musculoskeletal injuries: fractures and dislocations, strains and sprains
- Poisoning and toxic substances
- Respiratory distress, including asthma
- Seizures/Convulsions
- Shock management
- Stroke
- Unconsciousness

Assessment Methods:

Assessment of this unit incorporates a combination of theory and practical assessment tasks through group discussions, role plays and self-paced reading to ensure practice the most out of it. Practical assessment is conducted by participating in a simulated environment.

If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment Tasks:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks according to instructions.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides

Physical Resources

Facilities, Equipment and Learning Resources

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of the unit according to its requirements. CEA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the unit of competency.

Assessment Conditions:

Skills will be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device
- placebo bronchodilator and spacer device
- roller bandages
- triangular bandages
- workplace First Aid kit
- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form for written reports
- wound dressings

Simulated assessment environments simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

Licensing/ Regulatory Information

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

This course is valid for 3 years from your course completion.

COMPLETION

Upon successful completion of this program, student will receive a Statement of Attainment for the unit of competency HLTAID003 Provide First Aid.

Please note that CEA does not provide any guarantee of:

- An employment Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

HLTAID006 – Provide advanced first aid

<https://training.gov.au/Training/Details/HLTAID006>

Unit overview: This unit describes the skills and knowledge required to provide an advanced first aid response, including management of the incident and other first aiders, until the arrival of medical or other assistance. This course is trained in line with Australian Resuscitation Council (ARC) Guidelines

Unit Code and name: HLTAID006 Provide Advanced First Aid

Pre-requisite: Nil

Application:

This unit describes the skills and knowledge required to provide an advanced first aid response, including management of the incident and other first aiders, until the arrival of medical or other assistance.

The unit applies to workers who may be required to provide, coordinate and manage a first aid response across a range of complex situations, including community and workplace settings

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

CLIENT GROUPS

This program is for:

- Domestic Students with existing first aid experience or
- Domestic students who are new to first aid

Duration: Up to 8 hours of pre-course reading and Assessment (Self-directed learning), plus 8 hours face to face training in a classroom environment.

Mode of Delivery: Face to Face in training centres, campus or in workplace with Self-paced reading

Entry Requirements: There are no specific entry requirements are for this course.

However, Community Education of Australia (CEA) has got its own admission requirements:

- All students must be of the age 18 years or over at the time of the scheduled course commencement and must have good command of English language.
- Students will be required to provide their Unique Student Identifier number prior to the commencement of the course (usi.gov.au to register).
- Students will be required to show a photo id on the day of course commencement.
- Students must have the necessary health and fitness to carry out the assessment requirements which are to; Complete continuous 2 minutes of CPR on an adult manikin kneeling on the floor and 2 minutes of continuous CPR on an infant manikin. (Some Students may find the physical aspects of this training strenuous and will be asked to discuss any injuries or physical limitations, with the RTO staff prior to enrolment).
- Students MUST complete pre-course reading (Self-directed learning), provided at the time of enrolment prior to attendance of the classroom phase of the course. (This is a mandatory requirement).
- Students are required to wear comfortable and loose fitting attire including; enclosed flat shoes, slacks and loose fitting shirt/t-shirt for both males and females.

Course fees

Refer to statement of fees on website

Delivery Location

69 Osborne Avenue, Springvale VIC 3171 or other hired training locations

Course Content:

This unit of competency covers describes the skills, knowledge and techniques required to provide an advanced first aid response including management of the incident and other first aiders, until the arrival of medical or other assistance. Students will be trained and assessed on the following criteria.

Performance Criteria:

1. Respond to an emergency situation
 - 1.1 Recognise an emergency situation
 - 1.2 Identify, assess and manage immediate hazards to health and safety of self and others
 - 1.3 Assess the casualty and recognise the need for first aid response
 - 1.4 Assess the situation and seek assistance from emergency response services
 - 1.5 Deploy resources to appropriate locations as required in line with workplace procedures

2. Apply appropriate first aid procedures
 - 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines
 - 2.2 Provide first aid in accordance with established first aid principles
 - 2.3 Display respectful behaviour towards casualty
 - 2.4 Obtain consent from casualty where possible
 - 2.5 Use available resources and equipment to make the casualty as comfortable as possible
 - 2.6 Operate first aid equipment according to manufacturer's instructions
 - 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
3. Coordinate first aid activities until arrival of medical assistance
 - 3.1 Identify available resources required and establish communication links with appropriate personnel, emergency management services and medical assistance as appropriate
 - 3.2 Deploy correct amount of required resources to appropriate locations in an effective manner to ensure timely arrival
 - 3.3 Document the provision of resources and recommend modifications as required
 - 3.4 Monitor the condition of casualties in accordance with first aid principles and workplace procedures
 - 3.5 Coordinate evacuation of casualties according to relevant evacuation procedures
 - 3.6 Arrange support services for personnel involved in the incident in accordance with relevant principles and procedures
4. Communicate details of the incident
 - 4.1 Accurately convey incident details to emergency response services
 - 4.2 Report details of incident to workplace supervisor as appropriate
 - 4.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

5. Evaluate the incident and own performance

5.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents

5.2 Participate in debriefing to address individual needs

5.3 Evaluate management of the incident and develop an action plan in consultation with relevant parties

5.4 Review contingency planning to identify and select alternative management principles and procedures as required

During the assessment process, the Student will be required to 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. Student will also be required to show the evidence that the student has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

- Followed DRSABCD in line with ARC guidelines, including:
 - performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
 - performed at least 2 minutes of Bag-valve-mask ventilation and at least 2 minutes of compression during a two rescuer procedure on an adult resuscitation manikin placed on the floor
 - responded appropriately in the event of regurgitation or vomiting
 - managed the unconscious breathing casualty
 - followed the prompts of a Automated External Defibrillator (AED)
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
- responded to at least three simulated first aid scenarios contextualised to the candidate's workplace/community setting, including:
 - demonstrated safe manual handling techniques
 - conducted a visual and verbal secondary survey assessment of the casualty
 - assessed vital signs (respirations, pulse and temperature)
 - communicated effectively with a first aid team providing direction and coordination of other first aiders
 - post-incident debrief and evaluation
 - provided an accurate verbal and written report of the incident

- applied first aid procedures for the following:
 - allergic reaction
 - anaphylaxis
 - bleeding control
 - choking and airway obstruction
 - conducted a basic triage for multiple casualty incident
 - envenomation (using pressure immobilisation)
 - fractures, sprains and strains (using arm slings, roller bandages or other appropriate immobilisation principles)
 - head, neck and spinal injuries (using immobilisation principles)
 - respiratory distress - including asthma
 - seizures - including epilepsy
 - shock
- located and interpreted workplace policies and procedures

The student will also be trained and assessed on the following:

Knowledge Evidence

The Student 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:

State/Territory regulations, first aid codes of practice and workplace procedures including:

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC guidelines relevant to provision of CPR and first aid
 - guidelines of Australian national peak clinical bodies
 - safe work practices to deal with risks and potential hazards including manual handling, hazardous substances, dangerous goods and chemicals
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations including:

- awareness of potential need for stress-management techniques and available support following an emergency situation
- capabilities of emergency management services
- consent
- duty of care requirements
- importance of debriefing
- own skills and limitations
- legal requirements of administration of medication and the rights and responsibilities of the First Aider in the workplace regarding medication
- privacy and confidentiality requirements
- respectful behaviour towards a casualty
- considerations when providing first aid including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - assessment and interpretation of vital signs, including respirations, temperature and pulse
 - chain of survival
 - how to conduct a visual and verbal secondary survey assessment of casualty
 - priorities of management in first aid when dealing with life-threatening conditions
 - procedures for dealing with casualties who are aged or infirmed
 - procedures for dealing with major and minor accidents in the workplace
 - procedures when providing first aid to children
 - standard precautions
- principles and procedures for first aid management of the following scenarios, including complications:
 - abdominal injuries
 - allergic reaction
 - anaphylaxis
 - basic care of a wound
 - bleeding control

- burns, including thermal, chemical, friction and electrical
- cardiac conditions, including chest pain
- choking and airway obstruction
- crush injuries
- diabetes
- drowning
- emergency childbirth
- envenomation
- environmental impact including hypothermia, hyperthermia, dehydration and heat stroke
- eye and ear injuries
- febrile convulsions
- head, neck and spinal injuries
- levels of consciousness
- needle stick injuries
- poisoning and toxic substances
- respiratory distress, including asthma
- seizures, including epilepsy
- shock
- skin injuries
- soft tissue musculoskeletal, including injuries including sprains, strains, dislocations and fractures
- stroke
- substance misuse, including common drugs and alcohol, including illicit drugs
- basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest, skeleton, joints and muscles
 - response/level of consciousness
 - upper airway and effect of positional change
 - considerations in provision of first aid for specified conditions

Assessment Methods:

Assessment of this unit incorporates a combination of theory and practical assessment tasks through group discussions, role plays and self-paced reading to ensure practice the most out of it. Practical assessment is conducted by participating in a simulated environment.

If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment Tasks:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks according to instructions.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides

Physical Resources

Facilities, Equipment and Learning Resources

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of the unit according to its requirements. CEA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the unit of competency.

Assessment Conditions:

Skills will be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.

Assessment resources include:

- adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
- adrenaline auto-injector training device
- AED training device.
- bag-valve-mask
- eye patch
- placebo bronchodilator and spacer device
- roller bandages
- thermometer
- triangular bandages
- workplace first Aid kit

- workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
- wound dressings

Simulated assessment environments simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

Licensing/ Regulatory Information

Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.

This course is valid for 3 years from your course completion.

COMPLETION

Upon successful completion of this program, student will receive a Statement of Attainment for the unit of competency HLTAID006 Provide Advanced First Aid.

Please note that CEA does not provide any guarantee of:

- An employment Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

CPPSEC3101 - Manage conflict and security risks using negotiation

<https://training.gov.au/Training/Details/CPPSEC3101>

DESCRIPTION

This unit specifies the skills and knowledge required to manage conflict and security risks using negotiation techniques.

It includes:

- reviewing and applying workplace procedures and policies including workplace health and safety (WHS) to comply with legal rights and responsibilities
- maintaining situational awareness to identify and assess sources of conflict and risk, and selecting and implementing response options within the scope of own authority
- using negotiation and communication techniques to resolve conflict, minimise risk and encourage a shared approach to conflict resolution

- working with others to report, evaluate and improve response procedures.

It applies to people working independently or under limited supervision as members of a security team.

This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities

ACCREDITATION

This unit of competency is nationally recognised under the Australian Qualifications Framework (AQF).

Duration

Up to one day.

Course Delivery Location:

Training locations in Queensland hired by CEA

Mode of Delivery

Face to face

Course Fees

Refer to the statement of fees on website

CEA does not charge any fees for reassessment up to three attempts in total. Please refer to Fee Charges and Refunds Policy and Procedure for more information.

CLIENT GROUPS

This program is for domestic students, intended to align with the following occupational licencing outcomes:

- Crowd Controller
- Bodyguards

ENTRY REQUIREMENTS***Program Package Entry Requirements***

There are no prerequisites, however participants must be able to converse and comprehend basic English.

Community Education Australia (CEA) Admission requirements:

CEA has the following admission requirements:

Participants must

- Be at least 18 years of age
- Provide photo ID (e.g. passport, driver's licence, proof of age card, student card)
- Wear safety boots
- Entry into this course requires successful completion of an Australian Year 12 qualification or equivalent. However, selection is not based purely on academic performance. Relevant work experience, work samples and other documentation submitted will also be considered.
- Have the ability to read, write, speak and understand English

PATHWAY FROM THE QUALIFICATION

This unit forms the part of the refresher unit for maintaining the security license in Queensland.

TRAINING AND ASSESSMENT

Face-to-face classroom-based training sessions to develop the knowledge and theoretical understanding required. The training and assessment involve a theory and practical assessment. CEA will make sure that the student gets access to internet, whiteboards and other resources needed to run the classes. Practical training will be delivered in simulated environment facilities. CEA will ensure that environments are suitable and WHS compliant for training and assessment. Learners will complete their training through activities to be held throughout the duration of their qualification and the Institute will ensure the learners are developing their skills under training.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Please contact CEA for further details if required.

PROGRAM STRUCTURE

This program will focus on :

- reviewing and applying workplace procedures and policies including workplace health and safety (WHS) to comply with legal rights and responsibilities
- maintaining situational awareness to identify and assess sources of conflict and risk, and selecting and implementing response options within the scope of own authority
- using negotiation and communication techniques to resolve conflict, minimise risk and encourage a shared approach to conflict resolution
- working with others to report, evaluate and improve response procedures.

Program Outline

- Review work instructions, procedures and policies including WHS to confirm own responsibilities and authority to ensure compliance with legal rights and responsibilities when performing security work.
- Select and use personal protective equipment to ensure own safety, and communication equipment to exchange information with relevant persons.
- Observe the work environment to maintain situational awareness and identify sources of conflict and security risk to people, property or premises.
- Assess conflict situation and nature and degree of risk, and use communication equipment to seek assistance from relevant persons

- Use interpersonal techniques to exchange and gather information to clarify conflict situation.
- Use negotiation techniques to offer options and encourage a shared approach to conflict resolution.
- Use even tone of voice and positive non-verbal and spoken communication that takes account of individual social and cultural differences throughout negotiation.
- Anticipate factors that might escalate conflict or risk safety and security, and apply contingency measures.
- Report incident observations and response actions using workplace documentation.
- Discuss response with relevant persons and review procedures to evaluate effectiveness and identify improvements.
- Recognise effects of stress and manage own well-being using stress management techniques.

Program Inclusions

- Training conducted by an experienced industry trainer with strong knowledge of relevant legislation and Australian Standards
- Practical hands-on training
- All equipment provided

ASSESSMENT METHODS

Assessment of the program incorporates a combination of theory and practical. Practical assessment is conducted by participating in a simulated security environment.

If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks for example incident report.

COMPLETION

Upon successful completion of this program, student will receive a nationally recognised statement of attainment- CPPSEC3101 - Manage conflict and security risks using negotiation.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides
- Legislative documentation where required

Physical Resources***Facilities, Equipment and Learning Resources***

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of each unit according to its requirements. PCA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the course.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

CPPSEC3121 - Control persons using empty hand techniques

<https://training.gov.au/Training/Details/CPPSEC3121>

DESCRIPTION

This unit specifies the skills and knowledge required to control persons using empty hand techniques.

It includes:

- identifying threats posed by persons presenting a risk to the safety of self or others and assessing response and withdrawal options
- negotiating with subjects to defuse conflict and give spoken warnings and directions
- applying recognised empty hand techniques using the minimum amount of force necessary to remove the immediate threat while avoiding vital areas of the body and without harming subjects
- isolating subjects at a safe distance from members of the public and monitoring their wellbeing and safety.

It applies to people working independently or under limited supervision as members of a security team.

This unit may form part of the licensing requirements for people engaged in security operations in those states and territories where these are regulated activities.

ACCREDITATION

This unit of competency is nationally recognised under the Australian Qualifications Framework (AQF).

Duration

Up to one day.

Course Delivery Location:

Training locations in Queensland hired by CEA

Mode of Delivery

Face to face

Course Fees

Tuition Fees: Refer to statement of fee on website.

CEA does not charge any fees for reassessment upto three attempts in total. Please refer to Fee Charges and Refunds Policy and Procedure for more information.

CLIENT GROUPS

This program is for domestic students, intended to align with the following occupational licencing outcomes:

- Crowd Controller
- Bodyguards

ENTRY REQUIREMENTS***Program Package Entry Requirements***

There are no prerequisites, however participants must be able to converse and comprehend basic English.

Community Education Australia (CEA) Admission requirements:**CEA has the following admission requirements:**

Participants must

- Be at least 18 years of age
- Provide photo ID (e.g. passport, driver's licence, proof of age card, student card)
- Entry into this course requires successful completion of an Australian Year 12 qualification or equivalent. However, selection is not based purely on academic performance. Relevant work experience, work samples and other documentation submitted will also be considered.
- Have the ability to read, write, speak and understand English

PATHWAY FROM THE QUALIFICATION

This unit forms the part of the refresher unit for maintaining the security license in Queensland.

TRAINING AND ASSESSMENT

Face-to-face classroom-based training sessions to develop the knowledge and theoretical understanding required. The training and assessment involve a theory and practical assessment. CEA will make sure that the student gets access to internet, whiteboards and other resources needed to run the classes. Practical training will be delivered in simulated environment facilities. CEA will ensure that environments are suitable and WHS compliant for training and assessment. Learners will complete their training through activities to be held throughout the duration of their qualification and the Institute will ensure the learners are developing their skills under training.

Please note that CEA does not provide any guarantee of:

- A migration Outcome.
- A learner will successfully complete a training product on its scope of registration; or
- A training product can be completed in a manner which does not meet the requirements of the relevant training package or VET accredited course; or
- A learner will obtain a particular employment outcome.
- Licensing outcome

Please contact CEA for further details if required.

PROGRAM STRUCTURE

This program will focus on :

- identifying threats posed by persons presenting a risk to the safety of self or others and assessing response and withdrawal options
- negotiating with subjects to defuse conflict and give spoken warnings and directions
- applying recognised empty hand techniques using the minimum amount of force necessary to remove the immediate threat while avoiding vital areas of the body and without harming subjects
- isolating subjects at a safe distance from members of the public and monitoring their wellbeing and safety

Program Outline

- Review workplace procedures and policies including WHS to ensure compliance with legal rights and responsibilities when using empty hand techniques for security work.
- Identify subject of threat and continually observe and anticipate movement and aggression.
- Ensure stance and distance from subject maximises range of defensive options and tactical advantages in physical contact.
- Assess alternative response and withdrawal options for viability and incorporate defensive options into selected response.
- Check and confirm personal safety needs and identify available escape routes.
- Use interpersonal techniques to exchange information with the subject and give spoken warnings and directions.
- Use empty hand techniques and ensure that grip on subject is secure, firm and applied using level of force proportionate to the threat context.
- Quickly apply holds to appropriate areas of the body in a safe manner.
- Anticipate strikes and blows from subject and adopt, parry or block positioning.
- Limit contact with subject to the minimum necessary to remove immediate threat, and use lower force options immediately when threat decreases or ceases.
- Isolate and contain subject at a safe distance from members of the public, and minimise opportunities for escape.
- Identify situations requiring specialist assistance and seek assistance or advice from relevant persons using communication equipment.
- Escort subject from the incident scene to a secure location and monitor their wellbeing and safety.
- Use communication equipment to report incident details and subject location to relevant persons.
- Review and evaluate effectiveness of response against incident circumstances and observations, in consultation with relevant persons.
- Identify improvements to future security response procedures using defensive techniques.
- Complete incident report and securely maintain documentation in accordance with workplace requirements.

- *Recognise effects of stress and manage own well-being using stress management techniques.*

Program Inclusions

- Training conducted by an experienced industry trainer with strong knowledge of relevant legislation and Australian Standards
- Practical hands-on training
- All equipment provided

ASSESSMENT METHODS

Assessment of the program incorporates a combination of theory and practical. Practical assessment is conducted by participating in a simulated security environment.

If students are unable to achieve competency, additional support is provided through mentoring and access to re-assessment as outlined in our policies and procedures. Assessment requires achievement across all tasks to demonstrate competence and may include:

- Practical assessment:
- Theory Tasks (Written questions)

Theory Tasks (Written questions): The student will answer a series of written question i.e. multiple choice questions and descriptive questions. and will demonstrate the knowledge for the unit of competency.

Practical assessment: The student will participate in role play and demonstrate skills and knowledge as per instructions provide in the assessment tasks. The student will also submit the required documents as a part of practical tasks for example incident report.

COMPLETION

Upon successful completion of this program, student will receive a nationally recognised statement of attainment- CPPSEC3121 - Control persons using empty hand techniques.

RESOURCES / MATERIALS

Apart from Human Resources including training and assessment staff, support staff, following will be provided by CEA.

Learning Resources

The learning resources provided to students during the training and assessment include but not limited to:

- PowerPoint presentations
- Learner guides
- Legislative documentation where required

Physical Resources***Facilities, Equipment and Learning Resources***

CEA will provide facilities, equipment and all the learning resources required to deliver training and assessment of each unit according to its requirements. PCA will provide training / assessment facility in form of classrooms and simulated environment for training and assessment and all other resources required to deliver the course.

CEA's responsibilities to the students:

- Providing Quality Training and Assessment
- Complying with the standards for RTOs 2015.
- Issuing AQF certification, when all the assessment and financial requirements are met by the students.

ENROLMENT PROCESS FOR DOMESTIC STUDENTS (CERTIFICATE 3 GUARANTEE)

Step 1: Go through the information

To begin the enrolment process, applicants are invited to carefully read the information available (Policies and Procedures and other related information) available on Community Education Australia (CEA) website <https://communityeducation.edu.au/>. Applicants can also contact CEA regarding any queries or information using email info@communityeducation.edu.au.

Step 2: Select Course and complete the Application

The **Enrolment Application Form** can be downloaded from CEA website <https://communityeducation.edu.au/> or can be requested through email at info@communityeducation.edu.au. The completed **Enrolment Application Form** should be submitted to CEA, along with the following attachments:

- a copy of the student's photo identification document
- a residential address proof of Queensland.
- proof of being a domestic student (Australian citizenship proof or proof of New Zealand citizenship or proof of Australian permanent residency)
- Evidence of Date of birth

Enrolment Entry requirements

Points of entry for domestic students:

- Applicants must be 15 years or more of age.
- Please go through the link for the eligibility <https://training.qld.gov.au/site/providers/Documents/funded/certificate3/c3g-factsheet-student.pdf>
- No minimum education standard is set as a prerequisite to entry to this course. However, general command of spoken and written English, as well as the ability to write a simple report is required. This course requires the demonstration of skills in a regulated education and care service as well as in class.
- Holds a current Queensland Working with Children Check or will be able to attain this within 8-12 weeks of enrolling into the course. Please note that students must have the Working with children check before going to placement in family day care or any child care center as part of their training.
- ACSF exit levels 3 are required for enrolment into the courses.

Step 3: Processing the Enrolment Application

All applications are processed by Admissions Team in accordance with the information provided in **Enrolment Application Form** and documentation submitted along with enrolment application. Domestic applicants will go through the following:

- Assessment of Eligibility to access Government Funding under PQS agreement.
- A day will be fixed before training commencement, when the prospective student will undertake a **Pre-Training Review** session.



- If during the **Pre-Training Review**, prospective student is found to have competency in the same unit as we are delivering or proven skills and experience related to the units we are delivering, Credit transfer or RPL process will trigger and the amount of training will be reduced accordingly.
- If any support is identified during the enrolment process, CEA will arrange the support according to its relevant policies and procedure.
- On the same day, **LLN test** will be conducted to make sure that the applicant meet the minimum course entry standard for Language, Literacy and Numeracy (LLN).
- Training commencement will only happen after the prospective student has passed the LLN Test up to the level of course entry requirements and Pre-training review has been conducted. LLN Test outcome will be communicated to the student within 5 working days max.

Step 4: Orientation and Induction

Admission department will communicate the outcome of PTR and LLN to the student within 5 days of undertaking LLN test and PTR. Orientation and Induction will be conducted after LLN and PTR. It may be anytime upon the successful completion of LLN test and PTR. Upon successful outcome of enrolment processing, Admissions Department will confirm the enrolment and will provide the following documents on the same day

- **Confirmation of Enrolment**
- **USI factsheet,**
- **Copy of Policies and Procedures or the link to the policies and procedures/Student handbook**
- **Tax invoice** and the **Receipt** of the payment to the CEA.
- **Proposed Training plan**

Step 5: Training Commencement

The student must attend the training sessions as per the **Training plan** provided to them on the day of orientation and Induction.

ENROLMENT PROCESS FOR DOMESTIC STUDENTS (FEE FOR SERVICE)

Step 1: Go through the information

To begin the enrolment process, applicants are invited to carefully read the information available (Policies and Procedures and other related information) available on Community Education Australia (CEA) website <https://communityeducation.edu.au>. Applicants can also contact CEA regarding any queries or information using email info@communityeducation.edu.au.

Step 2: Select Course and complete the Application

The **Enrolment Application Form** can be downloaded from CEA website <https://communityeducation.edu.au> or can be requested through email at info@communityeducation.edu.au. The completed **Enrolment Application Form** should be submitted to CEA, along with the following attachments:

- a copy of the student's photo identification document
- Academics.
- proof of being a domestic student (Australian citizenship proof or proof of New Zealand citizenship or proof of Australian permanent residency)

Enrolment Entry requirements

Points of entry for domestic students:

CEA has the following admission requirements:

- Entry into this course requires successful completion of an Australian Year 12 qualification or equivalent. However, selection is not based purely on academic performance. Relevant work experience, work samples and other documentation submitted will also be considered.
- In addition to meeting the academic requirements applicants must demonstrate their competence in literacy and numeracy levels when enrolling into the course. ACSF exit levels 3 are required for enrolment into this course.
- All students must be of the age 18 years or over at the time of the scheduled course commencement.
- ACSF exit levels 3 are required for enrolment into the courses.

Step 3: Processing the Enrolment Application

All applications are processed by Admissions Team in accordance with the information provided in **Enrolment Application Form** and documentation submitted along with enrolment application. Domestic applicants will go through the following:

- Assessment of Eligibility to enter into the course.
- A day will be fixed before training commencement, when the prospective student will undertake a **Pre-Training Review** session.
- If during the **Pre-Training Review**, prospective student is found to have competency in the same unit as we are delivering or proven skills and experience related to the units we are delivering, Credit transfer or RPL process will trigger and the amount of training will be reduced accordingly.

- If any support is identified during the enrolment process, CEA will arrange the support according to its relevant policies and procedure.
- On the same day, **LLN test** will be conducted to make sure that the applicant meet the minimum course entry standard for Language, Literacy and Numeracy (LLN).
- Training commencement will only happen after the prospective student has passed the LLN Test up to the level of course entry requirements and Pre-training review has been conducted. LLN Test outcome will be communicated to the student within 5 working days max.

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Step 5: Training Commencement

The student must attend the training sessions as per the **Training plan** provided to them on the day of orientation and Induction.

ACCESS AND EQUITY POLICY AND PROCEDURE

POLICY PURPOSE

The purpose of this policy is to ensure that Community Education Australia (here after known as 'CEA') provides fair and equitable access and opportunity to its student and staff. This policy also includes:

- Opportunities for reasonable adjustments are made to students.
- Students are given equitable access to facilities and services on and off campus.
- Staff members deal with all students fairly by considering the relevant circumstances of the individual. This does not necessary mean that all students will be rates the same. Fairness is considered in the context of relevant circumstances.
- Decisions regarding student's entry to, progression through and completion of the courses are made on case – by – case basis.
- All relevant policies, procedures and forms are accessible to all staff and students working with in the CEA and that these policies and procedures are implemented in a fair way.
- The student admissions process is based on entry requirements of each course. These entry requirements are published on our website and our marketing materials.
- Individuals raising concerns, complaints or grievances are treated with respect and are not discriminated.
- Students can access relevant policies, procedures and form through CEA website and a hard copy can be requested from the CEA via email or .
- Students are also provided with all relevant policies, procedures and forms during enrolment process in the form of 'Student Handbook'.
- Staff can access relevant policies, procedures and form through CEA website and Version Control Software.
- Staffs are inducted in relation to all relevant policies and procedures during their induction process.
- Staffs are updated with any new changes and updates in relevant policies and procedures by staff meeting, emails and memos.

SCOPE

This policy applies to all enrolled students and prospective students in all modes of delivery.

LEGISLATION

Australian federal and state legislation makes it unlawful for organisations to discriminate against people because of their age, gender, race, marital status, sexuality, or physical or intellectual disability.

The following legislation underpins all matters related to access and equity at CEA:

- Anti-Discrimination Act 1977
- Disability Act 2006
- Equal Opportunity Act 2010
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984

- Working with Children Act 2005

POLICY

1. Supporting students to succeed

- CEA acknowledges the diverse background of its students and commits to make its practices as inclusive as possible and not unreasonably prevent its students from accessing learning.
- CEA undertakes to be responsive to the individual needs of students, whether they relate to age, gender, cultural or ethnic background, health, sexuality, employment, location or other personal circumstance, and not unreasonably present barriers to their learning.

2. Recruitment, admissions and enrolment

- Recruitment and admissions processes and policies are free from discrimination and are based on the requirement that students meet pre-requisites for a course. Access and equity issues are considered when setting course entry requirements and prerequisites. Course design and assessment can be flexible to make reasonable adjustments. Teaching and learning documents are non-discriminatory, using inclusive language and examples.

3. Student services

- Students have equal access to learning and assessment materials and support services.

4. Academic and learning support

- Reasonable adjustments can be made to accommodate students needing supplementary academic and learning support. Reasonable adjustments may include:
- Additional academic and learning support, including literacy and numeracy support.
- Alternative methods of assessment where reasonable. Extra time to complete assessments.
- Assessments are designed to be fair, reliable, and consistent. Students are given details on required assessments for each subject at the beginning of each study period. Assessments for subjects delivered online are adapted to flexible delivery.
- Students may appeal assessment decisions through the Complaints, Grievance and Appeals Policy and Procedure.
- Special consideration may apply for extenuating circumstances.

Support is provided to those with special needs. Reasonable adjustment is provided to those with a disability or special needs according to individual circumstances. This means providing the appropriate services and/or facilities for student learning and assessment.

Reasonable adjustment may include but is not restricted to:

- educational support
- alternative assessment methods
- learning and assessment aids such as papers in large print or the use of scribes or interpreters
- extra time to complete a course or assessment

Learning support is facilitated for those with basic literacy, numeracy or English language difficulties or other identified areas of learning difficulty.

Special consideration may be granted if through misadventure (e.g. illness, bereavement or personal trauma) a student is prevented from completing an assessment or sitting an examination; or believes that their performance in an assessment event has been affected by the incident.

CEA's premises provide appropriate access to those with a physical disability. Where CEA provides training and assessment at other venues, CEA will ensure to the best of its ability that venues are accessible to people with a disability.

Complaints and appeals are addressed in a fair and equitable manner. Individuals who believe they have been treated unfairly are encouraged to use CEA's student complaints and appeals procedures. CEA will promptly and thoroughly investigate all complaints and appeals in accordance with stated procedures.

Students also have the right to appeal against any decisions as set out in the complaints and appeals procedure.

PROCEDURE:

Strategy: To include questions in all enrolment forms that requests learners to provide details of their background.

Responsible Official: Chief Executive Officer, Training manager

Measure: All enrolment forms assessed for inclusion of appropriate questions.

Strategy: Feedback forms to make available opportunities for learners to raise any access issues.

Responsible Official: Chief Executive Officer/ Training manager

Measure: All surveys forms assessed for inclusion of appropriate questions.

Strategy: Trainer to assess learner for any LLN concerns at induction through ensuring learner completes their own enrolment form and other appropriate documentation.

Responsible Official: Trainer/ Training manager

Measure: Ongoing

Strategy: All policies, procedures, and contact information is to be made available to the general public through our internet website.

Responsible Official: Compliance Manager/ Training manager

Measure: Ongoing

Strategy: Any access issues raised by the public are to be addressed immediately to ensure it does not affect the enrolment and training of potential learners.

Responsible Official: Chief Executive Officer/ Training manager

Measure: Ongoing

Strategy: Allow for flexibility (when appropriate) for extensions of time to lodge enrolment forms, assessment tasks and other related forms, in particular for members of identified groups, in order to cater to those with different social and cultural backgrounds.

Responsible Official: Chief Executive Officer/ Training manager

Measure: Ongoing

Strategy: To provide a barrier free environment for learners and stakeholders for all people through offering multiple methods of contact, training and assessing

Responsible Official: Chief Executive Officer/ Training manager

Measure: Ongoing

COMPLAINTS AND APPEALS POLICY AND PROCEDURE

POLICY

Community Education Australia (CEA) is committed to ensuring the highest quality support for our students. This policy and procedure supports Standard for Registered Training Organization Standard 6 Clause 6.1 - 6.6 in providing a process for complaints and appeals to be heard and actioned.

PURPOSE

CEA has a Complaints & Appeals Policy & Procedure to ensure all complaints and appeals are handled as efficiently and effectively as possible. CEA aims to resolve complaints and appeals honestly, fairly and without bias and in an easily accessible manner which is inexpensive to the parties involved using this policy document.

SCOPE

The policy and procedure applies to all staff, contractors, and other personnel employed with CEA. CEA will provide students with access to a clear and consistent Complaints and Appeals process. Our staff will communicate an individual's rights, the RTO responsibilities and provide acknowledgement of any concerns as they arise. All staff will also ensure that a student does not feel intimidated or victimised for the lodgment of a complaint or appeal.

This policy and procedure relates to complaints and appeals related to:

- CEA
- CEA's staff
- Students/Students
- Third parties

The policy and procedure is not implemented where complaints are anonymous.

DEFINITIONS

Complaint can be defined as a person's expression of dissatisfaction with any aspect of CEA's services and activities, including both academic and non-academic matters.

Examples of complaints would be where a member of the public or a student considers that there has been:

- Harassment, bias or unfair discrimination.
- Dissatisfaction about the enrolment, induction/orientation process.
- Dissatisfaction about the quality of education provided.
- Academic issues, including student progress, assessment, curriculum and awards in a VET course of study.
- Unauthorised handling of personal information and access to personal records.
- Failure to provide a service at the right time or to the standard expected of the service.
- Dissatisfaction in answering a query or responding to a request for a service.
- Failure to follow CEA's agreed policy, or procedures.
- Failure to take proper account of relevant matters in coming to a decision.
- Discourteous or dishonest behaviour by a member of staff.

If you are dissatisfied or have concerns about the standard of service

e, actions or lack of action by CEA or its staff, we have a formal complaints procedure.

An appeal is where a member of the public or student seeks a review of the decision made by the CEA. An appeal could relate to:

- Any decisions made in relation to a complaint outcome.
- Any decisions made in relation to a refund application.
- Any decisions made in relation to an academic decision, for example, about admission (or re-enrolment) to study, an assessment, a certificate, progression within a course of study or termination of study, etc.

Our service standard is to contact the complainant within 2 business days to acknowledge in writing receipt of their complaint/appeal.

Appellant(s) is/are the person(s) lodging an appeal to the outcome of a complaint or grievance.

Complainant(s) is/are the person(s) lodging the complaints or grievance.

Grievance is a concern about academic matters, perceived discrimination, a situation, a process, a person or people, a facility or a support service provided by RTO, which the student brings to the attention of the RTO in an informal way, i.e. it is spoken about, not written down.

Respondent is/are the person(s) against whom the complaints or grievance has been made.

PROCEDURE

General Process

- The Complaints and Appeals policy & procedure, and forms are made available to all students and other stakeholders by directly contacting CEA, through the CEA's website, and Student handbook.
- Where possible all informal attempts shall be made to resolve the issue (Informal Complaint). This may include advice, discussions, meeting with the student or stakeholder, emails and general mediation in relation to the issue and the student / stakeholder issue.
- Any staff member can be involved in this informal process to resolve issues but once a student has placed a formal complaint / appeal, the following procedures must be followed.
- Any student, potential student, employee or third party may submit a formal complaint to CEA with the reasonable expectation that all complaints will be treated with integrity and privacy. There is no cost for the complaints process unless it is referred to a third party.
- Complainants have the right to access advice and support from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorised by the Chief Executive Officer (CEO).
- Any person wishing to submit a formal complaint or appeal can do so by completing the Complaints and Appeals Form and state their case providing as many details as possible. This form can be obtained by contacting Administration staff at CEA, or through the CEA website.
 - As per policy, complaints are to be made in writing by the complainant.
 - CEA should review all complaints upon receipt.
 - Acknowledge receipt of complaint in writing by sending a letter to complainant or email.
 - Record details of the complaint on the Complaints and Appeals Register.
- Once a complaint or appeal is received and checked for, it should be forwarded to the appropriate personnel for review.

- There will be no charge to the complainant or appellant for the lodgement or presentation of their case. Incidental expenses for attending CEA offices to lodge the document or attend a meeting or any charges incurred (e.g. telephone) will NOT be reimbursed.
- All complainants and appellants must be given the opportunity to formally present their case and to be accompanied by a friend or third party to support them (and if language is an issue, to help them present their case). Any payments to accompany the friend/third party will be made by complainants or appellants.
- The Review Personnel may gather evidence and constitute a review committee as they see fit.
- This process must be commenced within 10 working days of the lodgement of the complaint or appeal (and receipt of all supporting evidence) and should be completed within a reasonable time period, usually 10- 15 working days.
- If further evidence is requested, then the Review Personnel must communicate with the complainant or appellant as soon as possible and within 5 working days of asking for evidence, it should be submitted.
- The process will be put on hold until the evidence is received.
- The decision will be advised in the written response to the complainant or appellant.
- In case of complaint, if the complainant is not happy with the decision they may appeal. That appeal is on the fairness and objectivity of the decision.
- A template for a formal written response has been developed for when the complaint is accepted or rejected. This also includes the complainant's right to access the Internal Appeals process.
- A template for a formal written response has been developed for when the appeal is accepted or rejected. This includes the appellant's right to access the External Appeal process.
- All documentation relating to a formal complaint or appeal MUST be recorded on the student file, in case of student. This must include the initial form, supporting evidence, meeting minutes, copy of correspondence with all concerned parties. This information will be kept confidently and stored securely for 7 years.
- Documentation of all complaints and appeals and their outcomes is securely maintained. Potential causes of complaints and appeals are identified and CEA takes appropriate corrective actions to eliminate or mitigate the likelihood of reoccurrence.
- All formal complaints or appeals must be logged in the Complaints and Appeals Register.
- A complaint or appeal is a learning opportunity for CEA. The outcome will be seen as an input to the continuous improvement process. Any decisions that support students will be immediately implemented.

Detailed Process

Complaints may be made in relation to any of CEA's services and activities such as:

- The application and enrolment process
- Marketing information
- The quality of training and assessment provided
- Training and assessment matters, including course progress, student support and assessment requirements
- Student amenities and facilities
- Discrimination
- Sexual harassment
- The way someone has been treated
- The actions of another student
- Other issues that may arise

Appeals should be made to request that a decision made by CEA has to be reviewed. Decisions may have been about:

- Course admissions
- Refund assessments
- Response to a complaint
- Assessment outcomes / results
- Other general decisions made by CEA

CEA is committed to developing a procedurally fair complaints and appeals process that is carried out free from bias, following the principles of natural justice. Through this policy and procedure, CEA ensures that complaints and appeals:

- Are responded to in a consistent and transparent manner.
- Are responded to promptly, objectively, with sensitivity and confidentiality.
- Are able to be made at no cost to the individual.
- Are used as an opportunity to identify potential causes of the complaint or appeal and take actions to prevent the issues from recurring as well as identifying any areas for improvement.
-

Where possible, all informal attempts shall be made to resolve the issue (Informal Complaint). This may include advice, discussions, meeting with the complainant, emails and general mediation in relation to the issue. Any staff member can be involved in this informal process to resolve issues, but once a complainant has placed a formal complaint / appeal, the following procedures must be followed.

If a complainant is uncomfortable in speaking directly to the person involved or the informal process does not resolve the issue to the complainant's satisfaction, the formal process should be followed as described later on in the document.

Where a student is unhappy with the outcome of an assessment decision, this will be dealt with under internal appeals. Please refer to Assessment appeals points in the Appeals section.

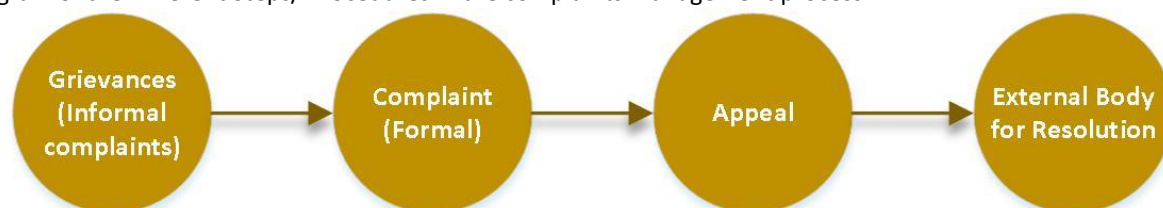
CEA reduce complaints through:

- providing excellent ongoing service
- addressing complaints quickly and fairly
- making sure similar kind of complaint/incident does not occur again

When a complainant has a genuine complaint, CEA may:

- thank them for raising the matter
- treat them with genuine empathy, courtesy, patience, honesty and fairness
- respond to the complaint quickly
- tell the complainant how CEA will handle it and when to expect a response
- speak to the complainant in person

Diagram of the Different Steps/ Procedures in the complaints management process:



Informal Complaint

- Students / potential students / stakeholders are encouraged, wherever possible, to resolve grievances directly with the person(s) concerned. For example: if the issue concerns an academic matter, the complainant should talk honestly to the trainer through Student Support Staff about his/her concerns. Issues about fees should be discussed in the first instance with the Accounts Department through Student Support.
- Any student with a question or complaint may raise the matter with CEA Student Support staff and attempt an informal resolution of the question or complaint. This can be done online, or by telephonic conversation. In some cases, face-to-face will also be accepted.
- Questions or complaints dealt with in this way do not become part of the formal complaint process and will not be formally documented, recorded or reported on unless the staff member involved determines that the issue, question or complaint was relevant to the wider operation of CEA.
- If the student / potential student / stakeholder has attempted to resolve the issue directly, but is not satisfied with the outcome or does not wish to approach the person(s) concerned directly, then he/she may discuss the issue with the Compliance Manager. In case of face-to-face meeting, he/she may be accompanied or assisted by a support person during this process.
- The Compliance Manager will consider the issue and may either suggest a course of action to resolve the issue, or attempt to mediate between the complainant and the person(s) concerned.
- Within ten (10) days of receiving the grievance, the Compliance Manager will provide the complainant and any other person(s) directly concerned, with a written report summarising the actions that were taken, or will be taken, to resolve the issue.
- If the complainant is not satisfied with the outcome, a formal complaint can be lodged under this policy.

Formal Complaint

- Students or any other stakeholders who are not satisfied with the outcome of the informal process, or, who want to register a formal complaint may do so.
- To register a formal complaint, a student must complete the Complaints and Appeals Form and contact the Student Support Staff to arrange a meeting with Compliance Manager, if required (a nominated person if Compliance Manager is not present for the particular case). It is better to provide as many details as possible.
- Once a formal complaint is received it will be entered into the Complaints and Appeals Register and written acknowledgment will be sent to complainant. The information to be contained and updated within the register is as follows:
 - The name of the complainant
 - Date of the complaint
 - Type of complaint
 - Name of investigating officer / department assigned to deal with the complaint
 - Response from those involved in the allegations
 - Analysis of the matter
 - Outcome of complaint
 - Action recommended to address systemic issues (if any)
 - Time taken to investigate complaint
 - Complainant satisfaction with the outcome.
- There is no cost for the complaints process unless it is referred to a third party.

- Complainants have the right to access advice, support, assistance or company from independent external agencies/persons at any point of the complaint and appeals process. Use of external services will be at the complainant's costs unless authorised by the CEO.
- At the stage of the complaint meeting (if required), the complaint must be recorded in writing and signed and dated. The complaint is recorded in writing by completing the Complaints and Appeals Form prior to the meeting or a new document can be prepared and signed during the meeting.
- The Compliance Manager will then refer the matter to the appropriate staff members to resolve, or make a decision on the complaint within 10 working days and keep the complainant informed of any decisions or outcomes concluded, or processes in place to deal with the complaint.
- Where a decision is expected to take longer than 60 days, CEA will advise the student in writing of the delay and including the reasons for the delay. Thereafter the student will be provided with weekly updates in writing of the progress of the complaint.
- Weekly updates to both complainant and appellant will be provided by the Compliance Manager.
- If decision is taking more than 60 days, matter can be forwarded to an external complaints resolution organisation as well for resolution.
- At the end of the resolution phase, the Student Support Staff will report CEA decision to the complainant in writing. The decision and reasons for the decision will be documented by the Compliance department and will update the records accordingly.
- Following the resolution phase, CEA must implement the decision as conveyed to the complainant. CEA will immediately implement any decision and/or corrective and preventative actions that are required.
- Where the formal complaint process does not find in favour of the complainant, s/he will be notified that they have the right of appeal. He/she may institute an internal appeals process by completing the Complaints and Appeals Form.
- To appeal a decision, CEA must receive, in writing, grounds of the appeal within 10 days of the date of the notice of the decision.
- Copies of all documentation, outcomes and further action required will be placed on the Complaints and Appeals Register by the Compliance Manager or representative and also in the student's file, in case of student as complainant
- We will ensure that the investigation process is impartial and encompasses the Principles of Natural Justice. No assumptions will be made nor any action be taken until all relevant information has been collected and considered.
- There will be no victimisation against anyone who makes a complaint.
- Nothing in this procedure inhibits complainant's rights to pursue other legal remedies. Complainants are entitled to resolve any dispute by exercising their rights to other legal remedies. Complainants wishing to take this course of action are advised to:
 - Contact a solicitor; or
 - Contact the Law Institute of Victoria, 470 Bourke St., Melbourne 3000, and telephone 03 9602 5000 for a referral to a solicitor; or
 - Contact Legal Aid Queensland (<https://www.legalaid.qld.gov.au/Home>) at 1300 65 11 88
 - and 44 Herschel Street Brisbane Qld 4001

Internal Appeals

- All students and stakeholders have the right to appeal decisions made by CEA where reasonable grounds can be established. The areas in which a student or stakeholder may appeal a decision made by CEA may include:
 - Any other conclusion/decision that is made after a complaint has been dealt with CEA in the first instance as described in the complaints process above. This is referred to as general appeals and internal appeals).
 - Assessments decisions as set out below (assessment appeals).

- To activate the appeals process, the appellant must complete a Complaints and Appeals Form that is to include a summary of the grounds the appeal is based upon. The reason the appellant feels the decision is unfair, is to be clearly explained and help and support with this process can be gained from CEA staff.
- Where an appellant has appealed a decision or outcome of a formal complaint, s/he is required to notify CEA in writing within 10 working days, of the grounds of her/his appeal. Any supporting documentation should also be attached to the appeal.
- A CEA representative must record the details in the Complaints and Appeals Register.
- The process for all formally lodged appeals will begin within 10 working days of the appeal being lodged in writing.
- The Compliance Manager or a nominee appointed by Compliance Manager will be notified and will seek details regarding the initial documentation of the appeal and make a decision based on the grounds of the appeal.
- The appellant will be notified in writing of the outcome with reasons for the decisions, and the Complaints and Appeals Register updated. Particularly the appellant will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The appellant is required to notify RTO if they wish to proceed with the external appeals process.
- Compliance Manager ensures CEA acts on any substantiated appeal. Compliance Manager determines the validity of the appeal and organises a meeting with all parties involved in the matter and attempts to seek resolution where appropriate.
- Where students wish to appeal an assessment or RPL, they are required to notify their Trainer / Assessor in the first instance. Where appropriate their Assessor may decide to re-assess the student to ensure a fair and equitable decision is gained. The Assessor shall complete a written report regarding the re-assessment outlining the reasons why re-assessment was - or was not - granted.
- If this is still not to the student's satisfaction, the student may formally lodge an appeal. They will lodge this with the Compliance Manager or a nominee appointed by the Compliance Manager and the appeal will be entered in the Complaints and Appeals Register.
- The Compliance Manager will be notified and will seek details from the Assessor involved and any other relevant parties. A decision will be made regarding the appeal either indicating the assessment decision stands or details of a possible re-assessment by a third party. The third party will be another Trainer/Assessor appointed by CEA.
- The student will be notified in writing of the outcome with reasons for the decision, and the Complaints and Appeals Register will be updated. The student will also be provided the option of activating the external appeals process if they are not satisfied with the outcome. The student is required to notify CEA if they wish to proceed with the external appeals process.
- We recognise the right of individuals to approach an external agency if the formal complaint or internal appeal has not resolved the issue to their satisfaction.
- The student's enrolment must be maintained whilst an appeal is in progress and the outcome has not been determined.
- A maximum time of 30 calendar days from the commencement of the appeal resolution phase will be allowed for the appeal resolution unless all parties agree in writing to extend this time.

External Appeals

- If not satisfied with the internal appeal processes, the complainant / appellant may request that the matter be further reviewed by an external dispute resolution process, by the body appointed by CEA for that purpose.
- The details of these external bodies are as follows:

Resolution Institute, previously as LEADR and IAMA, has been accrediting mediators since the mid-1990s.

<https://www.resolution.institute/>

Or

The Dispute Settlement Centre of Victoria (DSCV)
Dispute Assessment Officer
Level 4, 456 Lonsdale Street
Melbourne VIC 3000 Tel: 9603 8370 <http://www.disputes.vic.gov.au>

Or

<https://www.qld.gov.au/law/legal-mediation-and-justice-of-the-peace/settlingdisputes-out-of-court/mediation>

Or

South Queensland Dispute Resolution Centre
Hours: Monday-Friday, 9.00am-4.30pm Address:
Level 1 363 George Street Brisbane Qld 4001
Email: drc.sq@justice.qld.gov.au
Phone: (07) 3239 6007; 1800 017 288 (toll free outside Brisbane)
Fax: (07) 3239 0200

- The division of the expenses associated with the mediation e.g. mediator's fee, room hire and possibly travel expenses are to be shared equally between CEA and the complainant / appellant.
- You can also contact the Victorian Civil and Administrative Tribunal (VCAT), www.vcat.vic.gov.au.
- CEA will immediately implement recommendations arising from the external review within at least 10 working days of the receipt of the recommendations.
- If a student or stakeholder are still dissatisfied with the decision of CEA, they may wish to seek advice or make a complaint about CEA to ASQA directly. If, after CEA's internal complaints and appeals processes have been completed, and they still believe CEA is breaching or has breached its legal requirements, they can submit a complaint to ASQA by completing the "The Complaint about a training organisation operating under ASQA's jurisdiction" form. While ASQA will not be able to act as their advocate, the lodgement of their complaint will inform ASQA's risk assessment of CEA and a complaint audit may be conducted.

- **Contact details for ASQA are:**

Australian Skills Quality Authority

- Melbourne - Level 6, 595 Collins Street
- Brisbane - Level 7, 215 Adelaide Street
- Sydney - Level 10, 255 Elizabeth Street
- Canberra - Ground Floor, 64 Northbourne Avenue
- Perth - Level 11, 250 St Georges Terrace
- Adelaide - Level 5, 115 Grenfell Street
- Hobart - Level 11, 188 Collins Street

Telephone: 1300 701 801
Email: complaintsteam@asqa.gov.au
Website: www.asqa.gov.au

Principles of natural justice and procedural fairness

- CEA Staff may also use this complaints and appeals process. CEA will use all complaints as an opportunity for continuous improvement.
- All parties to a complaint or appeal have the opportunity to put their case and have this properly considered.

- Any allegation against a CEA staff member or member of a subcontractor party is made known to that person and CEA will provide an opportunity to present their side of the matter.
- Investigations and decisions are made by persons who do not exercise bias.
- A complainant/appellant should feel confident that they will not suffer any discrimination as a result of using the complaint or appeal process.
- Confidentiality shall be maintained to the extent of the people that need to be directly involved in the complaint or appeal process.
- All the information regarding this policy can also be found:
 - On the CEA website;
 - In the Student Handbook;
 - In the Staff Handbook.
- The complainant / appellant can be supported or accompanied by an independent person or friend during the complaints and appeals process.
- It is normal CEA policy that whilst a student is going through any formal complaint or appeals process, the student remains enrolled at CEA and continues their studies and assessments in the normal way. It should be noted that if the complaint or appeal has resulted in the student being suspended or excluded due to a breach of the Student Code of Conduct, then the suspension or exclusion shall continue until either it has expired or the result of the complaint or appeal is decided in the student's favour.
- CEA has a fair and transparent informal and formal complaints and appeals process, but should the complainant / appellant require it, access is available to an independent mediator who can review the complaint and/or appeals process.

NOTE: If the outcome is in the appellant's favour then CEA will implement any changes recommended by the adjudicator immediately and advise the appellant of the outcome and actions taken.

Responsibilities

- CEO has overall responsibility for this policy.
- Compliance Officer conducting investigation into all formal complaints.
- Student Support Staff will assist stakeholders at every phase, as required.

FEES AND CHARGES/FEES MANAGEMENT POLICY AND PROCEDURE

POLICY

This policy/procedure provides all staff and students information on the process for determining fees and charges for all courses provided. CEA will ensure that it maintains sound financial practices, ensuring the financial security of the RTO and enabling its ongoing viability, profitability and growth. Conservatism will prevail as the key influence over financial decisions. Equally, an uncompromising commitment to integrity and professionalism will remain the keystone to all finance, banking, investment and general business transactions.

The following principles underpin this policy.

Financial Management

CEA aims to maintain a sound financial position, which facilitates its stability, planned business growth and profit projections through

- CEA business planning, including forecast income and expenditure;
- CEA monitoring Cash flow;
- Formulation of and adherence to annual budgets;
- Ongoing reinvestment in the business to ensure it remains well-resourced to meet client needs;
- Maintenance of adequate cash reserves to meet planned commitments, as well as unforeseen events;
- Striving to remain debt free as part of its overall strategy of optimising return on investment and consequently maintaining price competitiveness;
- Careful safeguarding of assets, via comprehensive insurance and security measures

PURPOSE

Community Education Australia (CEA) is committed to establishing a long term presence in the vocational education and training sector, as a provider of quality training and assessment services. A key factor in attaining this aim is the ongoing financial stability and wellbeing of CEA, resulting from careful, responsible and hands-on financial management, aligned to the business goals, the nature of its operations and the nuances of the market in which it competes

This policy ensures that CEA uses efficient financial management practices and systems complying with the Standards for Registered Training Organisations (SRTOs) 2015.

SCOPE

This policy and procedure include implementing the fee management mechanisms as outlined below. This policy applies to CEA management staff.

Responsibilities

The CEO is responsible for:

- Ensuring compliance with financial management policies, procedures and systems.

- Ensuring compliance with Financial Viability Risk Assessment Requirements 2011.
- Monitoring and reporting on compliance with these financial management policies and procedures.
- Undertaking reviews of the effectiveness of the policies, procedures and systems annually and to use the results of such reviews to drive further improvements.
- When requested, provide VET Registration body with a formal assurance that has sound financial management standards for matters relating to the Scope of Registration and scale of operations.

Definitions

The following words and expressions have the following specific meaning, as in the SRTOs 2015.

- **Financial Viability Risk Assessment Requirements means** the requirements made under section 158 of the National Vocational Education and Training Regulator Act 2011 or equivalent requirements made or adopted by the VET Regulator of a non-referring State as the case requires.
- **Registration means** registration as an RTO by the VET Regulator, where that registration is then entered on the National Register.
- **Scope of registration means** the training products for which an RTO is registered to issue AQF certification documentation. It allows the RTO to:
- **both provide training delivery and assessment** resulting in the issuance of AQF certification documentation by the RTO; or
- **provide assessment resulting** in the issuance of AQF certification documentation by the RTO.

VET Regulator means:

- the National VET Regulator; and
- a body of a non-referring State that is responsible for the kinds of matters dealt with under the VET legislation for that State.

Financial Viability Risk Assessment Requirements

Intent

- The VET Regulator can request to demonstrate its financial viability at any point in time.
- The assessment of the 'Financial Viability' by the VET Regulator is directed evaluating the likelihood of business continuity, and its capacity to achieve quality outcomes. The assessment informs a judgement about whether has the financial resources necessary to:
- Acquire the requisite assets and physical resources to deliver all qualifications on its scope of registration;
- Employ sufficient appropriately qualified staff to cover the courses for which it takes enrolments;
- Provide appropriate levels of student services to students;
- Remain in business to ensure that each student can achieve completion;
- Meet the above requirements even in an unsure environment.

Obligation to submit assessment

- CEA must submit an assessment of financial viability risk by a qualified independent financial auditor nominated by the VET Regulator at any time during the registration period.

- The obligation to submit also applies to parent organisations, affiliated companies or organisations that have a vested interest in the organisation.

Indicators for Assessment

The assessment will be undertaken by assessing common indicators of financial performance and position.

These may include, but are not limited to :

- Liquidity – including current ratio and cash flow assessments;
- Solvency – including debt to assets assessment, debt to equity assessment;
- Economic Dependency (e.g. reliance upon government funding or a particular cohort of clients);
- Revenue, profit and cash flow;
- Commercial risk
- Audit opinion;
- Contingencies;
- Compliance with all statutory obligations(e.g. GST, taxation, superannuation)
- Compliance with accounting standards;
- Accounting policies – impact of organisation accounting policies on its financial risk.

Information to be assessed

Information that could be used to assess the common indicators may include, but are not limited to:

- Independent review of financial projections, including underlying assumptions;
- Business planning, including forecast income streams and forecast expenditure;
- Assets and liabilities;
- Financial statements audited by an independent qualified auditor;
- Financial records for the previous 12 months, including profit and loss, balance sheets;
- Cash flow and bank accounts;
- Short term budgets and forecasts, including assumptions;
- Information on current and projected student enrolments, including assumptions;
- Tax records;
- Information about current debts and debtors, credit and creditors, loans and repayments;
- Plans, and information on any legal disputes;
- Inter-company dealings, transfers, ownerships and loans;
- Contingent liabilities;
- Ultimate ownership details;
- Post reporting activities.

PROCEDURE

All fees are to be confirmed prior to enrolment and the commencement of training. The amount to be charged for training and assessment services will be determined by the CEO and this will be consistently documented through all marketing materials and enrolment documentation (Enrolment Form).

Students will be informed of the amount of the course on enrolment and required to pay their course fees/deposit to confirm their enrolment. The collection of the student fees will be documented by Administration in the Student File.

Student fees are protected by the CEA fair and reasonable refund policy and procedure which is provided to students prior to enrolment.

COURSE FEES

- CEA will strive to maintain highly competitive fair and reasonable fee structures, outlining these in a “statement of Fees”.
- CEA adjusts its fees and charges from time to time. Changes to fees will be fairly and equitably applied, advertised and clearly indicate the date from which the change will take effect.
- CEA provides details of course fees in all course information.
- Course fees may be negotiated with individual clients, as approved by CEO.
- The CEO may discount or waive course fees (for example in cases of severe financial hardship) at their discretion, and where such waiver falls into compliance with any “Funding body” policy (as relevant).
- Confidentiality regarding fee arrangements is expected from clients.
- CEA will ensure these fees are applied and communicated to clients at the time of enrolment.
- CEA charges AUD 250.00 for the enrolment application fees which is non-refundable.
- Payment of no more than AUD1,500 from each individual student prior to the commencement of the course.
- Regarding payment plans - Monies for an individual client will not exceed AUD1500 at any given time.
- In accordance with the Standards for RTOs 2015, CEA adopts the following to protect fees paid in advance:
 - Flexible payment arrangements/ options will accommodate individual circumstances.
 - Fees must be paid in full before certification will be issued
 - CEA reserves the right to suspend the clients learning or assessment (or both) until all fee payments are up-to-date, in the event payment instalment arrangements become overdue and remain unpaid for a period in excess of 14 days.
- Acceptable payment options can be made via credit card, direct debit, and EFT remittance to accommodate the diverse financial situations of clients.

Payment terms

- AUD1500 Deposit – Invoiced prior to commencement due on commencement of training.
- AUD500 invoiced every 30 days for remaining months balance outstanding on completion of the training.

NOTE: 10 working day cooling off period applies prior to commencement

Current fees and charges

CEA currently charges is as follows:

Course fees include Tuition, Materials and student amenities fees. Concession tuition rates are available for concession card holders who meet eligibility requirements. Eligible students who do not hold a concession card will pay basic the Basic Fee unless special conditions apply. All other students (i.e not eligible for government funding) are required to pay the Full fee.

Course Code	Course name	Full Fee payin g stude nts	Certificat e 3 Guarante e Program Co- contribut ion fees
CPP20218*	Certificate II in Security Operations	\$250 0.00	\$1 4.0 0 \$1.0 0 for each unit
SIT50416	Diploma of Hospitality Management	\$16, 750. 00	\$2 8.0 0 \$2.0 0 for each unit
SIT30816	Certificate III in Commercial Cookery	\$15, 750. 00	
SIT40516	Certificate IV in Commercial Cookery	\$16, 750. 00	
RIIWH205E	Control traffic with stop-slow bat	\$150 .00	
RIIWH302E	Implement traffic management plans	\$150 .00	
CPCCWHS1001	Prepare to work safely in the construction industry	\$150. 00	
HLTAID006	Provide advanced first aid	\$150. 00	
HLTAID001	Provide cardiopulmonary resuscitation	\$150. 00	
HLTAID003	Provide first aid	\$150. 00	
CPPSEC3121	Control persons using empty hand techniques	\$150. 00	
CPPSEC3101	Manage conflict and security risks using negotiation	\$150. 00	

* Co-contribution Fee represents the total non-government subsidised portion of essential training costs for the participant to undertake the qualification. This fee includes enrolment charges, tuition, services, materials fees and all other costs associated with delivering the training and assessment services and awarding the qualification to the participant.

RPL FEES

Students wishing to apply for Recognition of Prior Learning (RPL) must pay additional fees. The cost of RPL is AUD 250.00 per unit of competency. RPL Application forms can be requested from CEA.

Other Fees:

CEA charges AUD 250.00 for the Enrolment Application Fees, which is non-refundable.

- Replacement of Certificate or SOA - \$25
- Re-assessment

The student is given 3 attempts (one original and two reassessments) free of charge. The student can request to be reassessed after the 3 attempts at a cost of AUD250 per unit and any attempt thereafter.

Refunds

Applies refunds in accordance with the Refund Policy.

Asset Management

Acquisitions of assets are in accordance with strategic planning, training and assessment strategies and budgetary considerations.

Projected budget for asset acquisition will be included in annual strategic planning and the overall viability review for individual projects.

Access & Equity

The Access & Equity Policy applies. (See Access & Equity Policy)

Records Management

All documentation from financial management processes are maintained in accordance with Records Management Policy. (See Records Management Policy)

Monitoring and Improvement

All Financial Management practices are monitored by the CEO and subject to ongoing review during monthly Financial Review meetings. Areas for improvement identified and acted upon.

PLAGIARISM AND ACADEMIC MISCONDUCT POLICY AND PROCEDURE

SCOPE

This policy applies to all:

- Staff of CEA
- Past, current and perspective learners of CEA

REFERENCE

Standards for Registered Training Organisations 2015 (Standard 1).

DEFINITIONS

Academic Misconduct is defined as any action(s) or behaviour likely to result in an unfair academic advantage, whether by unfairly advantaging a learner or disadvantaging another. Acts of academic misconduct include, but are not limited to:

- possession of unauthorised material before, during or after an assessment or exam
- refusing to observe the instructions during the assessment process
- sharing or publishing assignment materials
- collusion with another learner
- learner substitution
- plagiarism
- cheating

Plagiarism refers to attempts by learners to use the work, words or ideas of others without proper acknowledgement. In the context of assessment, plagiarism occurs if a learner;

- presents any phrase or extracts, word for word without using quotation marks or referencing the author
- paraphrases all or part of an author's work and presents it without referencing the author, or providing
- inadequate reference to the author
- copies or paraphrases all or part of another learner's work and presents it as their own
- presents all or part of an assessment item previously submitted for assessment in another course or unit of work.

Collusion is an agreement or cooperation in order to cheat or deceive for a fraudulent purpose. Collusion can apply to learners (past or present) who intentionally cooperate to gain an unfair advantage towards the achievement of a qualification, statement of attainment or credit towards these. Collusion also refers to the following practices which are not considered allowable;

- unauthorised and unacknowledged joint effort in an assessment
- unauthorised and unacknowledged copying of material prepared by another person for use in an assessment
- unauthorised and unacknowledged assistance from another person.

Non-academic Misconduct is any action or conduct by learners relating to people or property which does not meet CEA standards. Non-academic misconduct includes but is not limited to:

- a learner behaving inappropriately in a forum of batch on online portal;
- obstructing any CEA Personnel or representative in the performance of their duties;
- acting dishonestly or knowingly making false or misleading representations in relation to enrolment in a course;
- misusing, stealing, damaging or destroying any property of CEA, a staff member or representative, or another learner;
- willfully disobeying or disregarding any order, direction or condition made by CEA Personnel or representative;
- harassing or intimidating another learner or staff member based on race, ethnicity, sex, marital status,
- sexual preference, disability, age, religious or political convictions or for any other reason;
- prejudicing the good name, academic standing or good order and government of CEA; and
- failing to comply with an outcome resulting from this policy.

POLICY

This policy applies to incidents of academic misconduct by any Learner enrolled in a program offered by CEA but includes reference to non-academic misconduct. CEA will implement this policy in accordance with the following principles:

- Each case of alleged misconduct will be dealt with on its merits, in consideration of all circumstances surrounding the case, and in accordance with this policy. The outcomes of the Learners work will not be finalised until after the case of alleged academic misconduct has been properly investigated and any appeal process has concluded; and
- The initial investigation of misconduct will be undertaken by the Training Manager and may be referred to the CEO.

CEA is committed to operating within the following principles:

- CEA will treat all Learners facing allegations of misconduct fairly and equitably and with due consideration of their privacy regardless of gender, race, ethnicity, age, disability or background consistent with equal opportunity and the principles of natural justice and procedural fairness;
- Any Learner who is the subject of an allegation of misconduct is entitled to be regarded as not having committed the act of alleged misconduct until they admit to the misconduct; or a fair and proper investigation leads to the determination that they committed the act of misconduct;

- Knowledge that a Learner has acted in a particular way in the past will not be assumed to be evidence that they have acted in the same manner again. Such knowledge may be evidence that a Learner is aware that such action constitutes misconduct, and may be relevant to any penalty imposed; and
- Where any work (or part of work) submitted for assessment by two or more Learners is deemed by a CEA assessor to be the same or substantially the same, CEA will consider this to be evidence of academic misconduct by those Learners.

PROCEDURE

Penalties

It is CEA's policy that the penalty or disciplinary action imposed should be appropriate to the type and severity of the misconduct. A decision of the appropriate penalty for any act of misconduct will be made by the Training Manager with the final decision resting with Chief Executive Officer (CEO), and will consider, but not be limited to review of:

- the previous record of the learner;
- whether the learner admitted the misconduct and whether, in so doing, they came forward of their initiative;
- whether the learner assisted or hindered the investigation process;
- whether there was significant extenuating or mitigating factors;
- the type of misconduct;
- the number of learners affected or involved and the impact of the misconduct on the operations of CEA and other learners; and
- Any benefit derived from the misconduct by the learner.

Academic Misconduct

Where academic misconduct is proven, the following penalties may apply:

- a formal caution or reprimand to be recorded on the learners' record with CEA;
- the annulment or disallowance of results in a particular assessment;
- a requirement to undertake further or supplementary assessments with the associated costs borne by the learner;
- the exclusion of the learner from CEA programs either permanently or for a period of time;
- results withheld from the learner;
- suspension of enrolment; and/or
- any other penalty as determined by a CEA.

Non-academic Misconduct

Where non-academic misconduct is proven penalties including, but not limited to the following may apply:

- the learner is required to apologise formally to any aggrieved party where appropriate;
- the learner undertakes some form of remediation, such as counselling;
- the learner provides full reimbursement of the cost of any damage caused to CEA;

- the learner is expelled (permanent exclusion) from CEA courses;
- the learners may have their enrolment suspended; and
- any such other penalty or action considered appropriate including referral to law enforcement agencies.

Notification

Learners who are subject to disciplinary decisions will be notified in writing of their misconduct (where appropriate) and the actions that will be taken by CEA. CEA will notify learners of the disciplinary outcome within a reasonable time of the incident being raised.

Appeals Process

Learners may appeal against the any disciplinary decision. This appeal must be submitted in writing to Training Manager.

Appeals against the disciplinary decision must be made within 10 working days of receiving the disciplinary decision notification. Disciplinary appeals that are submitted outside of this time will not be considered.

The written appeal must state the grounds on which the appeal is to be made, and must contain an explanation of why the learner believes the original disciplinary recommendation/decision is inappropriate.

The CEA Administration will consider the appeal by reviewing the initial disciplinary decision and the learner's written submission and may discuss the matter directly with the Learner and/or his/her representative. Individuals involved may also be contacted, for further information as required.

The Learner will be informed of the outcome of the disciplinary appeal within 10 working days of its lodgement as identified by the date of receipt by CEA. The decision of the appeal to the CEA Administration shall be final and no appeals of this decision will be made.

Detailed Procedure

Where an allegation of academic, or non-academic misconduct as outlined in this policy is made, the Training Manager will review the allegation and initiate contact with the Learner(s) to advise that they are under review.

The Training Manager will commence an investigation into the allegation of academic misconduct and may engage the services of an independent third party reviewer.

An investigation will take ten (10) working days or otherwise as specified by the Training Manager.

The Training Manager will contact the Learner(s) in writing to advise them of the outcome of the investigation and invite them to respond within ten (10) working days of the date of the letter or email.

Upon receipt of a response, the Training Manager may make further investigations (if required) and/or refer the matter to the CEO along with a recommendation for an appropriate course of action in relation to the allegation.

If no response is received from the Learner(s) by this date, the Learner(s) will be removed from the course.

All outcomes of the Learners work will not be finalised until after a case of alleged academic or non-academic misconduct has been properly investigated and resolved.

The Training Manager and/or CEO will consider all cases of alleged academic or non-academic misconduct, and Learner response to these allegations on a case by case basis.

A decision on the outcome and to be communicated to a Learner will be decided based on the outcome of any investigation and/or Learner appeal of a decision (if applicable).

A decision of the appropriate penalty for any act of misconduct will be made by the Training Manager with the final decision resting with CEO, and will consider, but not be limited to review of:

- the previous record of the Learner;
- whether the Learner admitted the misconduct and whether, in so doing, they came forward of their initiative;
- whether the Learner assisted or hindered the investigation process;
- whether there was significant extenuating or mitigating factors;
- the type of misconduct;
- the number of Learners affected or involved and the impact of the misconduct on the operations of CPA Australia RTO and other Learners; and
- Any benefit derived from the misconduct by the Learner.
- The Learner(s) will be notified in writing by the Training Manager of the outcome of this decision.

Any costs associated with the outcome of this decision are to be borne by the Learner(s).

If the decision is taken to remove a Learner(s) from the course, no refund will be granted and no statement of attainment, record of results or relevant testamur will be given by CEA to the Learner.

A Learner may appeal against a decision made in relation to an allegation of academic or non-academic misconduct by completing the Complaints and Appeals Form and submitting this to the CEA within ten (10) working days of receipt of the decision.

Learners should refer to the CEA Complaints and Appeals policy and procedure for further information on the appeals process.

PRIVACY POLICY AND PROCEDURE

SCOPE

This policy applies to all:

- staff of CEA
- learners of CEA

PURPOSE

This statement outlines the policy on how Community Education Australia (CEA) uses and manages personal information provided to or collected by it. CEA is bound by the National Privacy Principles contained in the Commonwealth Privacy Act.

POLICY

CEA may, from time to time, review and update this Privacy Policy to take account of new laws and technology, changes to RTO operations and practices and to make sure it remains appropriate to the changing RTO environment.

Learners may be contacted and requested to participate in a National Centre for Vocational Education Research (NCVER) survey or a Department-endorsed project or audit or review.

The Education and Training Reform Act 2006 requires CEA to collect and disclose personal information for a number of purposes including the allocation to learners of a Unique Learner Identifier (USI).

In the course of its business, CEA may collect information from learners or potential learners, either electronically or in hard copy format, including information that personally identifies individual users. We may also record various communications that learners or potential learners have with us.

In collecting personal information we will comply with the national privacy principles set out in the Privacy Act 1988.

PROCEDURE

Collection and use of personal information

CEA will only collect personal information by fair and lawful means which is necessary for the functions of CEA and is committed to ensuring the confidentiality and security of the information provided to us.

The personal information supplied by individuals to CEA will only be used to provide information about study opportunities, program administration, and academic information and to maintain proper academic records. If an individual chooses not to give CEA certain information, then we may be unable to enrol the individual in a program or supply them with appropriate information.

Disclosure of personal information

Personal information about learners studying with CEA may be shared with the Australian Government, designated authorities and Education department. CEA needs to share the information for AVETMISS reporting and NCVET survey. This information includes personal and contact details, program enrolment details and changes, and the circumstance of any suspected breach of a learner visa condition.

Any person or organisation to whom personal information is disclosed as described in this procedure will be required to not use or disclose the information for a purpose other than the purpose for which the information was supplied to them.

CEA will not disclose an individual's personal information to another person or organisation unless:

- the individual concerned is reasonably likely to have been aware, or made aware that information of that kind is usually passed to that person or organisation;
- the individual concerned has given written consent to the disclosure;
- CEA believes on reasonable grounds that the disclosure is necessary to prevent or lessen a serious and imminent threat to the life or health of the individual concerned or of another person;
- the disclosure is required or authorised by or under law.

Security of personal information

CEA will take all reasonable steps to ensure that any personal information collected is relevant to the purpose for which it was collected, is up to date and complete.

CEA will store securely all records containing personal information and take all reasonable security measures to protect, personal information collected by us from unauthorised access, misuse or disclosure.

Right to access and correct records

Individuals have the right to access or obtain a copy of the personal information that the CEA holds about them. Requests to access or obtain a copy of personal information must be made in writing using Access to Records Request Form. There is no charge for an individual to access personal information that CEA holds about them; however, we may charge a fee to make a copy, if it required to be posted. Individuals will be advised of how they may access or obtain a copy of their personal information and any applicable fees within 10 days of receiving their written request.

If an individual considers their personal information to be incorrect, incomplete, out of date or misleading, they can request that the information be amended using Personal Detail Form or Learner Request Form. Where a record is found to be inaccurate, a correction will be made. Where an individual requests that a record be amended because it is inaccurate but the record is found to be accurate, the details of the request for amendment will be noted on the record.

Written requests for access to or to obtain a copy of personal information held by CEA should be done using Student General Request form. The written form can be scanned and email to Student Support Services at info@communityeducation.edu.au.

QUALIFICATION ISSUANCE POLICY AND PROCEDURE

PURPOSE

The purpose of this policy and procedure is to describe the process involved in relation to the issuance of qualifications and statements of attainment for successful and partial completion of Community Education Australia (CEA) training programs, in compliance with the Australian Qualifications Framework (AQF) and the Standards for RTOs 2015.

SCOPE

This policy applies to all:

- Staff of CEA, who are responsible in the issuance of qualifications and statements of attainment.
- Current, prospective and previous learners.

REFERENCE

Standards for Registered Training Organisations 2015 (Standard 3)

DEFINITIONS

Certificate/Testamur is defined by the AQF as “an official certification document that confirms that a qualification has been awarded to an individual”. Certificates or testamurs refer to official documents that confirm that an AQF qualification has been awarded to an individual. A learner who has been assessed as meeting the requirements of a training product as specified in the relevant training package or VET accredited course is entitled to receive the following certification documentation on award of the qualification:

- A Certificate, and
- A Record of Results

The Record of Results will be provided to the learner on a separate page.

Statement of Attainment will only be issued if a learner successfully completes one or more units of competency but does not meet the requirements for a qualification (as specified in the Training Package). The Statement of Attainment will list all of the units of competency achieved.

POLICY

CEA will provide a Statement of Attainment of the completed units upon request of learner at any time during the course.

CEA will provide Certificate / Record of Results to the learner when final assessment being completed as academic requirement and all the official requirements are met.

PROCEDURE**Certificate Issuance**

- On completion of each unit or module, the assessor is required to update the completed work into the Learner Management System (SMS) in online submission case, and to Records department in case hardcopy is submitted, for filing.
- CEA will issue AQF qualification documentation within 30 calendar days of the learner's final assessment being completed or their exiting their course, providing all fees have been paid, so learners can provide proof of their competence to employers (or potential employers) and obtain any industry licences or accreditation.
- When a learner has completed their course, they are required to complete either Qualification Issuance Form and submit it to the Student Support Services via email/post/in person, for processing, provided that the learner has fully completed the course and paid all necessary fees. Qualification Issuance staff has to check the requirements according to Qualification Issuance Checklist, the details of which are detailed hereafter.
- In order to process the learner's request, the Record department is to firstly check that the learner has a Unique Learner Identifier (USI). If the learner provides a USI, this must be verified.
- If the learner does not have a USI, CEA will not issue a Certificate unless an exemption applies under the Learner Identifiers Act 2014. For example, if CEA will deliver the course in country other than Australia, then Learner is exempted of USI.
- Provided the learner has provided a verified USI, the Records department must then check that the learner has completed all the units or modules of competency as outlined in the course by checking the SMS and by checking that the academic record contains all the completed assessments.
- In the event that evidence is missing, the Facilitator/Trainer will be asked to submit the remaining assessments before any further action can be taken.
- In the event that the learner has not completed all the required units or modules for that course, the learner will be asked to complete the outstanding units or modules before any further action can be taken.
- When the SMS and the learners' academic record have both been checked and found to be in order, the Records department should then check with the Accounts department that all agreed fees are paid.
- If there are any outstanding fees, the learner will be required to settle those before a certificate can be issued, as per the enrolment form which the learner has previously signed and agreed to.

- If all fees are cleared, the Records department is to generate the Certificate using SMS, and print the Certificate to be issued. The certificate must be in the same name as on their Enrolment Application form.
- Once the Certificate and Record of Results are printed, the CEO is required to check, sign and stamp the documents when satisfied that the units meet the training package rules.
- The Certificate is to be stamped on the reverse side with “Record of Results attached”.
- Once signed and stamped with the CEA seal, the Records department should go through the Qualification Issuance Checklist and sign, which is on the reverse of the Qualification Issuance form. This is a final check prior to issuance of Qualification.
- The Certificate is then to be recorded on the Certificate Issuance Register outlining the learner name, ID number, and course name and certificate number.
- A copy of the certificate is to be placed on the learner file. The copy is to be stored for 30 years.
- The Records Officer must then sign and date the Qualification Issuance Form to state that the certificate has been issued.
- The learner must also sign the Form and Qualification Issuance Register to acknowledge receipt of the certificate.
- The Certificate may now be issued to the learner.

AQF Certificates must include the following information:

- Name of provider
- RTO code
- RTO logo
- Learners’ full name
- Learner ID
- Course code and title
- CEO Signature
- AQF logo or statement
- NRT Logo
- Certificate number / Document number
- CEA Seal
- Date of issue

The Record of Results must include the following information:

- Name of provider

- RTO code
- Learners' full
- Learner ID
- Course code and name
- Core / Elective Unit Codes
- Core / Elective Unit Names
- Result for each unit
- CEO Signature
- CEA seal
- Date of issue
- Document number

Statement of Attainment Issuance

- Where a learner has not completed their course in full but has completed one or more of the units of competency, s/he can request a Statement of Attainment (SOA).
- CEA will issue SOA documentation of the completed units or modules upon request at any time during the course and SOA will be issued within 10 working days of the learner's request or their exiting the course, provided all official requirements are met, so learners can provide proof of their competence to employers (or potential employers) and obtain any industry licences or accreditation, or other requirements.
- They are required to complete a Qualification Request Form and submit it to the reception via email / post / in person, for processing, provided that the learner has paid all necessary fees.
- In order to process the learners request, the CEA personnel is to firstly check that the learner has a Unique Learner Identifier (USI). If the learner provides a USI, this must be verified.
- If the learner does not have a USI, CEA will not issue a Certificate unless an exemption applies under the Learner Identifiers Act 2014. For example, If CEA will deliver the course in country other than Australia, then Learner is exempted of USI.
- Provided the learner has provided a verified USI, the Records department is to then check which unit(s) the learner has completed by checking the SMS and by checking the academic file.
- In the event that evidence is missing and the learner file and the SMS do not match, the learners' facilitator / trainer will be asked to confirm which assessments the learner completed.
- When the SMS and the learners' file have both been checked and found to be in order, the Records department should then check with the Accounts department that all agreed fees are paid.
- If there are any outstanding fees the learner will be required to settle those before a Statement of Attainment can be issued, as per the Enrolment Application Form which the learner has previously signed and agreed to.
- If all fees are cleared, the Records department is to generate SOA using SMS, and print the SOA to be issued. The SOA must be in the same name as on the Enrolment Application Form, and only include the units completed by the learner.
- Once the SOA is printed, the CEO is required to check, sign and stamp the document when satisfied that the information is correct.

- Once signed and stamped with the CEA seal, the Records department should check that the learners' name, course name, unit names and codes are correct.
- The SOA is then to be recorded on the Qualification Issuance Register, outlining the learner name, ID number, course and SOA number.
- A copy of the SOA is to be placed on the learner file. The copy is to be stored for 30 years.
- The Records Officer must then sign and date the Qualification Issuance Form to say the SOA has been issued.
- The learner must also sign the Form and Qualification Issuance Register to acknowledge receipt of the SOA.
- The SOA may now be issued to the learner.

The SOA must include the following information:

- Name of provider
- RTO code
- Learners' full name
- Learner ID
- Course code and name
- NRT Logo
- CEO/ Authorised personnel Signature
- Date of issue
- Statement number
- The statement "A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more accredited units".
- The words "These unit of competency form part of (course code, course title)".

Given below is the table detailing what logos should be on a Certificate and Statement of Attainment used:

Logos	Certificate / Testamur	Statement of Attainment
NRT Logo	Yes	Yes
AQF logo or words	Yes	No
State or territory registering body logo	No	No
ASQA logo	No	No

Re-issuing Qualifications

- In some instances, re-issue of/or replacement of qualification documentation is to be carried out by staff at CEA based on a learner making request as the relevant application on a Student General Request Form. The cost of this is AUD80 per document and will be completed by the Records department within 10

working days of receipt of the request. The learner must provide photographic proof of identity to the Records department for a replacement Qualification or Statement of Attainment. This can be done via email/post/in person.

- The earlier issued Certificate / Statement of Attainment should be cancelled in SMS and new qualification document will be printed in lieu of cancelled document, once the required fee is collected.
- After the printing of the new Certificate or Statement of Attainment, it should be stamped as “Re-Issued”.
- Afterwards, the CEO is required to check, sign and stamp the documents when satisfied that the information is correct.
- The statement will be printed on the reverse of that “This is Qualification Document is issued in lieu of Qualification Document No. XXXXXX”, where XXXXXX is the number of cancelled qualification document.
- The Certificate / Statement of Attainment is then to be recorded on the Qualification Issuance Register outlining the learner name, ID number, date of re-issue.
- A copy of the re-issued qualification document is to be placed on the learner file.
- The Records Officer must then sign and date the Student Genral Request Form to close-out that the certificate/SOA has been re-issued.
- The certificate/SOA may now be re-issued to the learner.

Revoked Qualifications

- CEA reserves the right to revoke Certification (AQF Qualifications or Statements of Attainment) that it is has issued in the following instances:
 - Where incorrect information has been included in a Certificate / Statement of Attainment.
 - Where acts of plagiarism by a learner have been proven.
- CEA will contact all learners who have had their Certificates or Statements of Attainment revoked and inform them of the revocation action in writing. Learners will be sent a letter advising them of the need to return their completion documents. In the letter they are advised that they have 10 working days to do so.
- In case of incorrect information in Qualification Document, CEA will immediately reissue an amended version of revoked Certificate or Statement of Attainment where incorrect information has been used. The learner name, ID, date and reason for revocation should be recorded in Qualification Issuance Register.
- If incorrect qualification document is already issued to learner, then new qualification documents should be stamped “Revised” and reason of revision will be printed on the back of document.
- The incorrect version should be crossed through and placed on the learner file along with a copy of the new, corrected version.

Unique Learner Identifier (USI)

- CEA will not issue any AQF certification documentation to an individual without being in receipt of a verified USI for that individual, unless an exemption applies under the Learner Identifiers Act 2014.
- If a learner has an exemption, CEA will inform the learner prior to either the completion of the enrolment or commencement of training and assessment, whichever occurs first, that the results of the training will not be accessible through the Commonwealth and will not appear on any authenticated VET transcript. The exemption is already stated in the policy.
- CEA has record keeping processes in place to ensure the security of learner identifiers and all related documentation, including information stored in the SMS. Refer to Record Management Policy for details.
- CEA can generate USI on learner's behalf but s/he has to submit USI Application Form to Student Support Services via email/post/in person.

Retention requirements

- Records of Statements of Attainment and Qualifications issued will be kept for a period of 30 years.

APPEALS

Applicants who are not satisfied with the outcome of their application, may seek to appeal the decision via the Complaints and Appeals Policy and Procedure using Complaints and Appeals Form available from CEA website.

REFUND POLICY AND PROCEDURE

POLICY

The policy of the organization is committed to work within the fair and transparent framework for charging of fees, the provision of protection for fees in advance and the refund of payments. We ensure that these policies will be equitable for the registered students of Community Education Australia (here after known as 'CEA'). This policy and procedure supports Standard for Registered Training Organisations 2015.

SCOPE

Fees and Refunds Fees are levied on all courses. The policy and procedure of the organisation is at all times to be fair and equitable to registered students. Applications for refunds can be made at the reception or sending the refund application form and supporting documents to info@communityeducation.edu.au. This policy applies to all domestic students of CEA.

PURPOSE

This policy and procedure will be equitable for the registered students of CEA. This is made for students to arrange for a refund request prior to their scheduled training.

DEFINITION

'Provider Default' is where the registered provider fails to provide a course or ceases to provide a course to the student.

'Student Default' where a student does not start a course or withdraws from a course.

PROVIDER DEFAULT

In the cases below a full refund will be provided to students within 2 weeks of the course default date:

- The course does not commence on the agreed start date, or
- The course ceases to be provided at any time after it starts but before it is completed, or
- The course is not provided in full to the student because a sanction has been imposed on the registered provider. CEA needs to postpone a course for any reason every effort will be made to reschedule the course within the following two months.

In the event that CEA is unable to deliver the course in full, the student will be offered a refund of all the course fees the student has paid to date. The refund will be paid to the student within 2 weeks of the default date. Alternatively, the student may be offered enrolment in an alternative course at CEA at no extra cost to the student than the total cost as advertised or given in the student's offer letter. The student has the right to choose whether to take a full refund of course fees or to accept a place in another course. If the student chooses placement in another course, CEA will ask the student to sign a document to indicate acceptance of the placement.

STUDENT DEFAULT

In the circumstances below there will be no refund of any fees paid.

- Students are not permitted to transfer course fees to another student, or

- The course starts on the agreed starting day, but the student does not start the course on that day (and has not previously withdrawn), or
- The student failed to pay an amount he or she was liable to pay to the provider in order to undertake the course.
-

PROCEDURE

1. For full fee paying students

If the student is unable to commence, a refund of 90% of the full fees will be forwarded to the student if 7 or more days' notice is given to CEA. Less than 7 days' notice student will get 50% refund of the fees.

2. Government Funding

Refunds must be requested in writing 7 days prior to withdrawal.

For Government Funding (Certificate 3 Guarantee) co-contribution refunds, this must be requested by writing Refund Request Form seven (7) days prior to withdrawal. This must be signed by the student and must have supporting documents. Refunds will be based on the remaining units not completed. Refunds will be processed via Electronic Funds Transfer (EFT) 7 days after a decision is made on the refund request.

- If a student is disadvantaged and cannot complete his/her course as a result of a situation that is reasonable and instigated by CEA then a full refund for the non-delivered portion of the course will be made and a Statement of Attainment will be issued for the units completed.

The student will be advised to write a formal letter stating the reasons behind the request for the cancellation of the studies and will have to fill up a Refund Request Form and will have to wait for the management's decision after the instigation of the case.

However, students are strongly advised to consider their work and/or personal commitments before enrolling to avoid this situation occurring.

- If the student does not complete the course or withdrew on their own discretion or desire then the "no refund after commencement of course" will be applied.
- For Government Funding co-contribution refunds, this must be requested by writing Refund request Form seven (7) days prior to withdrawal. This must be signed by the student and must have supporting documents. Refunds will be based on the remaining units not completed.

In order to access refunds under the circumstances mentioned above, students must:

- Refund request must be made on the Refund Request Form. This must be signed by the student.
- Fill out and submit the Refund Request Form by means of:

Emailing a signed form to info@communityeducation.edu.au

Or

Posting directly it to our Campus Address.

- Assessment on the request will be conducted and CEA will recommend promptly of the Refund outcome.
- If refund is applicable, the student will get a payment receipt.



- If the refund is not granted, then the student will be notified with a letter on the reasons for the outcome.
- If student is not satisfied on the result, the student can access our Complaints and Appeals form via our website (<https://communityeducation.edu.au/>)

LEARNER PROTECTION POLICY AND PROCEDURE

PURPOSE

This policy is to make sure that CEA takes all steps prior to commencement of training and assessment to enable Learner to make informed decisions about undertaking training with CEA.

SCOPE

Learners and CEA staff.

REFERENCE TO RTO 2015

Clause 5.2

PROCEDURE

- Prior to the commencement of training and assessment CEA conducts Pre-training review and LLN Test, CEA provides advice to the prospective learner about the training product appropriate to meeting the learner's needs, taking into account the individual's existing skills and competencies.
- Prior to the commencement of training and assessment Learners may go on the website and download the copy of the student handbook or can request a copy from the staff at CEA, CEA will make sure that

Learner has got access to student handbook either in printed copy or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:

- a. the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register
- b. their training and assessment, and related educational and support services CEA will provide to the learner including the:
 - i. estimated duration
 - ii. expected locations at which it will be provided
 - iii. expected modes of delivery
 - iv. name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf, and
 - v. any work placement arrangements
- c. CEA's obligations to the learner, including that CEA is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation.
- d. the learners' rights, including:
 - i. details of CEA's complaints and appeals process as detailed in the complaints and appeal policies and procedures
 - ii. If CEA closes or ceases to deliver any part of the training product that the learner is enrolled in
- e. the learner's obligations:

- i. any requirements CEA requires the learner to meet to enter and successfully complete their chosen training product, and
 - ii. any materials and equipment that the learner must provide
- f. information on the implications for the learner of government training entitlements, and subsidy arrangements in relations to the delivery of the services

Where CEA collects fees from the individual learner, CEA provides or directs the learner to information prior to the commencement of training and assessment, specifying:

- a. all relevant fee information including
 - i. fees that must be paid to CEA
 - ii. payment terms and conditions including deposits and refunds
- b. the learner's rights as a consumer, including but not limited to any statutory cooling-off period, if one applies
- c. the learner's right to obtain a refund for services not provided by CEA in the event the:
 - i. arrangement is terminated early, or
 - ii. CEA fails to provide the agreed services

Where there are any changes to the agreed services, CEA advises the learner as soon as practicable, including in relation to any new third party arrangements of a change in ownership or changes to existing third party arrangements.

STUDENT CODE OF CONDUCT POLICY AND PROCEDURE

PURPOSE

The purpose of the Student Code of Conduct is to ensure that there is a peaceful and conducive study and work environment at the CEA for all students and staff.

SCOPE

This Student Code of Conduct applies to all students of the CEA community, across all courses, sites, campuses and modes of delivery.

STUDENT RIGHTS:

All students have the right to:

- Be treated fairly and with respect by CEA staff and other students;
- Learn in an environment free of discrimination and harassment;
- Learn in a supportive and stimulating environment in which to pursue their goals;
- Have access to counselling if desired or required;
- Privacy concerning records that contain personal information, subject to statutory requirements;
- Be given information about assessment procedures at the beginning of the subject/competency/module and progressive results as they occur;
- Lodge a complaint without fear of retaliation or victimization;
- Have Principles of Natural Justice applied during any investigation process concerning a breach of the Student Code of Conduct.
- Formally notify the CEA of any absence of greater than three consecutive study days or of any withdrawal from enrolment

STUDENT RESPONSIBILITIES:

All students have a responsibility to:

- Treat other students and CEA staff with respect and fairness
- Follow any reasonable direction from a member of CEA staff
- Refrain from swearing, drinking and eating in classrooms and other learning areas (water only allowed).
- Behave responsibly by not littering, harassing fellow students or staff, damaging, stealing, modifying or misusing CEA or other student's property
- Behave responsibly by not possessing or being under the influence of drugs and alcohol.
- Refrain from using mobile phones, pagers or any other electronic devices that may disrupt classes.
- Attend scheduled classes and CEA activities regularly and complete all assessments within the required timeframe.

- Do all assessment tasks and examinations honestly, and not engage in plagiarism, collusion or cheating.
- Follow CEA safety practices, including wearing approved clothing and protective equipment and following both written and verbal directions given by CEA staff.
- Not to behave in a way that would offend, embarrass or threaten others.
- Comply with all lawful regulations, rules or procedures of the CEA that pertain to them.
- Pay all fees and charges levied by the CEA within the required timeframe.
- Attend all meetings called by the CEA to discuss academic or course progress
- Meet or carry out all activities agreed with the CEA in relation to maintaining course progress or academic performance

BREACH OF CONDUCT

A Student breach of conduct occurs when a student behaves in a manner described below:

- Assaults, attempts to assault or threatens a person on the CEA premises.
- Acts contrary to Equal Opportunity practices of the CEA which is committed to the prevention and elimination of discrimination on the grounds of:
 - o Age;
 - o Impairment;
 - o Industrial activity;
 - o Lawful sexual activity;
 - o Marital status;
 - o Physical features;
 - o Political belief or activity;
 - o Pregnancy;
 - o Race;
 - o Religious belief or activity;
 - o Sex;
 - o Status as a parent or a carer;
 - o Personal association (whether as a relative or otherwise) with a person who is identified by reference to any of the above attributes.
- Disobeys or disregards any lawful direction given by an officer of the CEA.
- Acts dishonestly or unfairly in connection with an examination, test, assignment or other means of assessment conducted by the CEA
- Deliberately obstructs any teaching activity, examination or meeting of the CEA
- Engages in any conduct or activity prejudicial to the management and good governance of the campus.
- Deliberately obstructs or attempts to deter any officer or employee of the CEA in the performance of their duties
- Willfully damages or wrongfully deals with any CEA property.

- Attends the CEA whilst under the influence of alcohol or affected by drugs, etc. or possesses, uses or traffics a drug of addiction or drug of dependence within the meaning of the Crimes Act
- 1958 or the Drugs Poisons and Controlled Substances Act 1981 or any Act in substitution thereof.
- Carries or uses such items as firearms, knives, syringes, etc as a weapon
- Fails by or within the agreed required date or period, to pay any fee or charge payable to the CEA
- Fails to comply with WH&S regulations or willfully places another person in a position of risk or danger
- Fails to consistently and regularly attend scheduled classes and activities
- Constantly interrupts class time through the use or presence of mobile phones and pagers
- Uses abusive language.
- Fails to attend meetings called to discuss academic or course progress
- Fails to carry out actions or engage in activities agreed with the CEA to maintain course or academic progress.
- Fails to formally notify the CEA of any prolonged absence, change of address and contact details or of any withdrawal from enrolment.

Queensland Domestic student (Government Funding under PQS Agreement)

Source: <https://www.ftta.com.au/program-fact-sheets-qld.pdf>

RECEIPT

I herewith confirm that I have read this Student Handbook prior to enrolment and understand the contents. I agree that I will follow the rules and requirements that are listed here and will follow these rules and requirements at all times.

I have been given orientation training talking about the requirements under the National Training Packages and the course requirements including further study options.

Name:

Signature.....

Date