

Home of Australia wide
CARETRAINING



STUDENT HANDBOOK

Student Handbook

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In the spirit of reconciliation the National Care Academy and affiliated companies acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.



Introduction

Welcome to Care Academy

The National Care Academy is dedicated to providing the best training to care and support workers in Australia. We have Registered Training Organisations in individual states to deliver Nationally Recognised Training as well as non-accredited and CPD training.

The details of the state RTOs and provider IDs are:

- Care Academy QLD RTO 40497
- Care Academy NSW RTO 90166
- Care Academy VIC RTO 21436
- Smart Nation Education RTO 41032

Care Academy is a Registered Training Organisation that offers Nationally Recognised Training. Our courses are nationally recognised training packages providing high quality training that meet the Australian Qualification Framework (AQF) standards.

Care Academy is dedicated to providing quality training and assessment for students who wish to gain a formal qualification or skill set, our training is delivered by passionate people who actually work in Industry. We have a team of industry experts that will support you in gaining the required skills and knowledge to undertake your chosen career, all of our helpful staff are well qualified in delivering training to the highest standard with years of experience in the industry. Our Trainer / Assessors all hold the required qualifications to deliver your chosen course and have worked in the specific field for a minimum of 5 years.

This Student Handbook provides important information regarding an overview of our key policies and procedures to assist and inform you. These policies and procedures have been developed to guarantee you consistent quality throughout your training and assessment with Care Academy.

Code of Practice – Our commitment to you

Care Academy values its employees and relationship with our students, clients and stakeholders. We strive at all times to demonstrate ethical behaviour and standards in all of our dealings.

Aims and Objectives

- Commitment to providing high quality, interesting training that is relevant to students, employers and industry
- Our aim is to make every training Student feel welcome and ensure they receive the maximum benefits from our training services.
- Recognise and accept AQF Qualifications and Statements of Attainments issued by all other Registered Training Organisations.
- Maintain a friendly and helpful; approach to all students, clients and stakeholders.
- Uphold all legislation and comply with all regulatory requirements relevant to the operation of our organisation.
- Provide services that are efficient and consistent through continuous improvement planning incorporating student, client, stakeholder and staff feedback.
- Quality training and assessment trained staff and resources of a high standard.

- Endeavour to ensure that no student is unfairly disadvantaged. This includes making reasonable adjustments to the training environment, resources, and delivery and assessment strategies to accommodate student needs.
- Market services accurately and professionally.
- Offer skills recognition (RPL) as an assessment option to all of our students.
- Ensure training is appropriate to student/client needs by continual review of scope and delivery.
- Take reasonable care to look after the health and safety of others.
- Respect the privacy and confidentiality of clients and client information.
- Welcome and actively seek student, client and stakeholder feedback as the basis for continuous improvement of our systems, resources, and the services we provide.
- Provide a fair and equitable process through which students can appeal assessment decisions. This is detailed in the Care Academy Complaints and Appeals Procedure.

For more information on any of the provisions in our Code of Practice, please contact Care Academy.

Accredited Training Courses

Accredited Training Courses can only be delivered by Registered Training Organisations (RTOs) and the RTO must own the course or have permission from the course owner to use it or be approved to deliver the course and on the RTOs scope of registration. Care Academy scope of registration is on the National Training Register which can be found via www.training.gov.au

A Training Package

A training package is a set of nationally endorsed standards and qualifications for recognising and assessing people's skills in a specific industry, industry sector or enterprise. They are developed by national Industry Skills Councils (ISCs). Service Skills Australia is an industry skills council.

Training packages are a key feature of Australia's national vocational education and training (VET) system. They are used as the basis for most of the programs delivered in the VET system, including Australian Apprenticeships, training courses offered by TAFE and private training organisation, VET in schools programs, recognition of existing skills, and occupational licensing.

Training packages are designed to enable diverse and relevant vocational learning outcomes, and to regulate training outcomes through nationally recognised qualifications.

Despite the name, training packages do not describe how people should be trained. Rather, they provide the nationally endorsed industry standards against which training can be developed and flexibly delivered to meet particular local, individual, industry and enterprise requirements.

Training packages are developed with industry and are not owned by an individual training provider. The aims of training packages are:

- To help the VET system achieve a better match between skills demand and supply
- To encourage flexible and relevant workforce development and learning
- To provide for the national recognition of the vocational outcomes of learning
- To guide and support individuals in their choice of training and career.

Industry endorsed qualifications

What is in it for me?

By being a student of Care Academy, you will receive development that has been customised to your needs, we are committed to working closely with you as a student, your organisation and other employees as appropriate to achieve agreed outcomes. You will be supported throughout the program in developing skills in specific areas. You will benefit from interaction with people from all areas of your organisation.

List of Training Programs

Care Academy offer a range of Training Programs included not limited to the following:

- CHCSS00070 - Assist Clients with Medication Skill Set
- CHC33015/CHC33021 – Certificate III in Individual Support
- CHC43115 – Certificate IV in Disability
- CHC43315 – Certificate IV in Mental Health
- CHC43415 – Certificate IV in Leisure and Health
- CHC43015 – Certificate IV in Ageing Support

Completion Timeframe expectations

- Care Academy staff will endeavour to, as much as possible, help every student achieve successful completion of their qualification.
- the following completion timeframes are in place so that we may meet compliance expectations and to maintaining our standards. Students who have not completed their qualifications within the specified timeframe, and who have not made arrangements for an extension or deferment will be withdrawn.

Certificate III in Individual Support (CHC33015/CHC33021)

- **Full time**
- The Certificate III course is delivered over a period of 10 weeks. Placement may be integrated during this time or completed as a block at the end extending the course to potentially 13 weeks.
- Students are expected to complete all aspects of the course including 120 hours of placement within **6 months** of their original course start date.
- **Part Time students**
- Students are expected to complete all aspects of the course within **12 months** of their original course start date.

Certificate IV Qualifications

- The Certificate IV courses are a combination of self-paced learning and face to face workshops.
- Students are expected to have completed all aspects of the course including 120 hours placement within **18 months** of the original course start date.

Skill Sets

- Skills sets are additional units that enhance the skills and knowledge gained during a Certificate III or Certificate IV qualification.

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- Students are expected to have completed all aspects of the course including any placement hours or workplace practical assessments within **6 months** of the course start date.
- Student who have not been granted an extension or deferment to extend their completion time beyond

Study options

Classroom

We offer various classroom opportunities to students. Please speak to our team at Care Academy and Training about the range of classroom times and days available.

Traineeships

Traineeships are available for eligible students. Traineeships combine paid work with structured training and on the job training to achieve a nationally recognised qualification in an occupation.

Traineeships are a great career pathway. They combine on-the-job training with formal study to give you the skills and experience employers are looking for. Traineeships generally take around 1-2 years to complete, and trainees earn a salary while they learn.

Traineeships include new entrant (new employees) and existing workers (employed by an organisation for over three months).

Online

We offer a range of training programs online and provide the opportunity for our students to undertake hybrid learning which is a combination of traditional face to face classroom and online learning. Please speak to our team at Care Academy to discuss online and hybrid study options further.

Nationally Registered Training Workshops

We organise workshops throughout each year for various national accredited and non-accredited training and non-national registered training as well as custom designed sessions based on individual requirements and needs. Courses on offer can be studied either part or full time.

Selection and Enrolment

Prospective Students will be given marketing information that they need to read and will be directed to our website to ensure they're fully informed about the course they wish to enrol into. All Prospective Students will

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need to attend an information session and if the prospective student wishes to go ahead with an enrolment into one of our courses, prospective students are asked to complete the enrolment process with the support from Care Academy authorised delegate.

Be assured that recruitment of prospective students is conducted in an ethical and responsible manner and processes are fair and comply with equal opportunity legislation.

Prospective Students are admitted to Care Academy programs by demonstrating a genuine interest in the area and a determination to complete the course.

Class sizes are limited, and prospective students are encouraged to book a place as early as possible.

Entry Requirements

All of our Training Programs have entry requirements that must be met to undertake the course, please refer to the course information available on our website via <https://nationalcareacademy.com.au/>

Students of our training programs need to be able to read, comprehend and discuss in plain English and write simple statements.

Students must complete a Pre-Training Review and Language, Literacy and Numeracy (LLN) Assessment prior to commencement of training which enables Care Academy to identify any additional or special needs the student may have.

To be eligible for a Traineeship Program, you must meet the criteria set by the relevant funding body; which will be explained to you prior to signing up.

Information Session

All students enrolled in a Care Academy training program, shall prior to commencement of the training program receive information about Care Academy and the training program which includes but is not limited to:

- Introduction to Care Academy
- Overview of the Industry, which includes Pros & Cons of working in the industry, expected job outcome upon completion of the course, pay rate averages and physical components of the job
- Overview of Practical Placement
- The duration, time/s and place/s of the delivery of the training program
- Training Program content
- The details of the relevant unit/s of competence related to the training program
- Overview of fees, Government Funding, eligibility and impact on future training
- Details of the assessment requirements, including RPL and recognition of qualifications issued by other training organisations.

NSW ONLY Care Academy will only carry out notifications of enrolment via the portal in accordance with the Notification of Enrolment process. This process will be carried out simultaneously with Care Academy's enrolment process and not before the delivery of training to the student.

Unique Student Identifier (USI)

Each student's Unique Student Identifier (USI) is a mandatory requirement of full Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS) enrolment and competency issuance data.

Students must provide their USI and give permission for Care Academy to access USI information for the duration of their course, as is required to meet compliance requirements.

Credit Transfer

Recognition of Prior Learning (RPL), or credit transfer, refers to the recognition of previous informal and formal training, work experience, professional development, professional licensing and examinations, and other work-based education and training.

You need an overall number of units or subjects during a course to earn your qualification. If you bring work or study experience from somewhere else, your new provider may allow credit that contributes to your total, so you don't have to repeat classes or learning. Credit given may reduce the time required for a student to achieve the qualification this is referred to as Credit transfer. Care Academy will recognise and award credit for students presenting with current competence. Where a student is seeking credit for a unit of competence that is on our scope of registration and the student can provide satisfactory evidence that the unit has been previously awarded to the student, credit will be awarded.

The credit transfer process involves:

- mapping, comparing and evaluating the extent to which the learning outcome, discipline content and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes, discipline content and assessment requirements of the individual components of another qualification, and
- making a judgment about the credit to be assigned between the matched components of the two qualifications.

Decisions on credit must ensure that integrity of qualification outcomes is maintained and that there is consistency, fairness and transparency in the decision-making process.

Credit transfer may be provided to students on an individual basis or may apply to groups of students

Whilst students may apply for credit transfer at any time, they are encouraged to apply before commencing a training program. An applicant will be required to present their Statement of Attainment or qualification and relevant Record of Results for examination and verification by Care Academy and should speak to the relevant administrative staff for more information.

Recognition of Prior Learning (RPL)

Care Academy provides a user-friendly, supportive, streamlined framework for the assessment and recognition of various types of prior competencies obtained by an individual through previous or current training, work experience and / or life experience.

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The underlying principle of Recognition of Prior Learning (RPL) is that no individual / participant should be required to undertake a unit of study in a training session for which they are able to demonstrate satisfactory achievement of the required competency standard or learning outcome for entry into, and/or partial or total completion of a qualification.

Recognition of Prior Learning (RPL) is available for all Units of Competency. The learning outcomes of each unit provide the RPL benchmarks. Students may receive full recognition or advanced standing for the competencies required for a course or module. Individuals 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 class/workshop opportunities offered should they be unsuccessful in the RPL process.

Details of the RPL process for Care Academy students

Students requesting RPL must obtain and lodge an application including the application fee for "Recognition of Prior Learning". The 'RPL Application form' will specify the units to be completed and students will be required to identify how they address the elements and performance criteria of each unit included in the RPL application. Once the RPL application form is completed, they are required to submit this with associated evidence to Care Academy.

Successful Students are notified promptly of the RPL application outcome, to either process further with the application submission or be directed to complete training. More information on Care Academy's RPL process can be found in the Recognition of Prior Learning policy.

Student Support, Welfare and Guidance

Language, Literacy and Numeracy (LLN)

Each Training Package sets a minimum requirement in language, literacy and numeracy skills of students, in which Care Academy must abide.

We utilise an online Language, Literacy and Numeracy Assessment using LLN Robot as our preferred method of assessment. <https://llnrobot.com.au/>

Care Academy makes appropriate concessions for language, literacy and numeracy issues of clients where these concessions do not compromise the requirements of the relevant Training Package and the integrity, equity and fairness of assessment.

Where a Client is deemed, either prior to enrolment or throughout the training program, to possess a lower level of language, literacy or numeracy than is the minimum requirement for the requirements of the Training Package, Care Academy will provide appropriate advice and support to the Student regarding further learning options. At times, further language or literacy development or remedial assistance may be required to be completed prior to the continuation or completion of the Student's course of study.

Support Services

We will assist all students in their efforts to complete our training programmes.

If you are experiencing any difficulties with your studies we would recommend that you see your rainer, or another member of Care Academy's Staff.

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

Should you be experiencing any personal difficulties you should make contact directly with Care Academy's Manager who will assist you to the full extent of our capacity.

If your needs exceed the Care Academy's support capacity, we will refer you onto a specialist from the following providers:

- Centrelink 13 10 21
- Reading and writing hotline <https://www.readingwritinghotline.edu.au/> 1300 655 506
- AMES 13 26 37
- Beyond Blue <https://www.beyondblue.org.au/> 1300 22 4636
- Headspace <https://headspace.org.au/>
- Kids Helpline <https://kidshelpline.com.au/>

To read the FAQ put out by Centrelink and you can possibly receive assistance click on this link:

http://www.centrelink.gov.au/internet/internet.nsf/services/literacy_numeracy.htm

Marketing

Care Academy markets its learning and development programs with integrity, accuracy and professionalism. In the provision of information, no false or misleading comparisons are drawn with any other provider or course.

Care Academy will always provide accurate and accessible information to prospective and current students and will:

- Ensure information, whether disseminated directly by us or on our behalf, is both accurate and factual
- Accurately represent the services we provide and the training products on our scope of registration
- Ensure we refer to another person or organisation in our marketing material only if the consent of that person or organisation has been previously obtained
- Ensure the NRT logo is utilised only in accordance with the conditions of use as specified in the NVR Standards
- Make it clear where a third party is recruiting prospective students on our behalf
- Publish where we are delivering training and assessment on behalf of another RTO or where training and assessment is being delivered on our behalf by a third party
- Include the code and title of any training product, as published on the National Register
- Only advertise or market a non-current training product while it remains on our scope of registration

- Only advertise or market that a training product we deliver will enable students to obtain a licensed or regulated outcome where this has been confirmed by the industry regulatory in the jurisdiction in which it is being advertised

A student's written permission will be gained before Care Academy Learning and Development uses information about that Student in any marketing materials.

Legislation

Care Academy is bound by a wide range of regulatory requirements including but not limited to;

- AQF Australian Qualifications Framework
- State Occupation Health and Safety legislation
- Environmental protection legislation
- Workplace Relations Act 1996
- Privacy Act 1988
- Age Discrimination Act 2004
- Australian Human Rights Commission Act 1986
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Sex Discrimination Act 1984
- Australian Child Protection Act 2005
- Child Protection (Working with Children) Act 2012

Confidentiality and Privacy Issues

As a Registered Training Organisation, Care Academy is obliged to maintain effective administrative and records management systems. This involves the retention of client records. All staff must be scrupulous in using client information only for the purposes for which it was gathered.

Care Academy protects the privacy and confidentiality of students by ensuring that all records and information about individual students are kept in a secure place and are only accessed by or disclosed to authorised people who need the information to fulfil the Care Academy's responsibility to the student.

Care Academy will not disclose any information that we gather about you to any third party. We use the information collected only for the services we provide. No client information is shared with another organisation.

Student Access to Records

Students may access their own personal records at any time. This can be arranged through contact with Care Academy Staff. Students must provide verifiable forms of identity when seeking to access their own records.

Equal Opportunity Policy

Equal opportunity acts around Australia are developed to provide the right to fair treatment as established by law. The Acts are created in order to eliminate sexual and racial harassment in the workplace, education and

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accommodation. The Acts also aims to promote equal; opportunity and eliminate discrimination. At Care Academy we support this act and ensure a training environment that supports the following.

Protection from Harassment

Care Academy has implemented management practices that maintain high professional standards and safeguard the interest and welfare of students in situations that might result in their harassment.

Bullying and harassment in any form, including sexual harassment, will not be tolerated under any circumstances. All students of Care Academy programs have a right to participate in training in an environment free from intimidation and harassment.

Care Academy acknowledges workplace harassment is against the law in any workplace context, including conferences, work- or business-related functions and training groups, and expects its workplace and training environment at all times to reflect the principles of law for the benefits of its employees, students and visitors.

Disciplinary Procedure

Care Academy has a duty of care to its clients and staff to ensure the safe and effective operation of the training and assessment service and fair treatment of all. A breach of policy, procedure or statutory regulation by staff and/or student will be sufficient grounds for disciplinary action ranging from verbal notification, formal counselling or immediate dismissal. Students are expected to abide by the responsibilities for students set out in this Handbook. All disciplinary matters will be handled by the CEO.

Workplace Health and Safety

With regard to Workplace Health and Safety, Care Academy is obliged to:

- Ensure the health and safety of each of their workers, students, visitors and guests.
- Ensure that people can come to work or a training venue with a minimum of risk of injury or illness.
- Ensure that any equipment used by staff or students is safe when properly used.

Students are obligated to:

- Obey instructions regarding their health and safety and the health and safety of others.
- Not deliberately interfere with or misuse anything that has been provided for workplace health and safety.
- Not deliberately endanger the workplace health and safety of others, or deliberately injure themselves.

Travel Safe –Student Safety Plan

Care Academy will typically deliver training from 9am – 3pm in the classroom or approved facility however, this can vary depending on the training program and location of your training.

Although our offices and training sites are located in a well accessible area, it's important that our students are aware of the public transport that is available in the area. If the student is required to use public transport, please ensure the following steps are explained to all students to maximise safety.

- If possible, walk with a friend or someone you are familiar with;

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- Walk along well lit-areas and try to walk along areas where other people are around;
- Walk with confidence and a steady pace and avoid walking in poorly lit side street;
- If verbally harassed, ignore and do not respond and keep walking towards an where there are other people such as a shopping centre;
- When leaving after training if you are concerned, please seek assistance from our staff;
- Call for staff assistance if you need to on 1300 275 908 and put this number in your phone;
- In case of emergency contact police or other emergency services by dialling 000;

Guidance Services for Students

Care Academy's Trainers and Assessors are there to provide support to students in meeting their learning needs and in achieving the required competencies.

Students are encouraged to discuss any aspect of their enrolment, learning or assessment with the Care Academy Managers or Trainers and Assessors between the hours of 9am to 5pm Monday to Friday.

Australian Skills Quality Authority (ASQA)

The Australian Skills Quality Authority (ASQA) is the national regulator for vocational education and training (VET) in Australia, established on 1 July 2011. The agency was established as part of a commitment of the Council of Australian Governments to improve the quality and consistency of VET training in Australia.

The core functions of the agency are to regulate courses and training providers to ensure national quality standards, as outlined in the National Vocational Education and Training Regulator Act 2011, are met. This is achieved through registering and accrediting courses by assessing the performance of providers against the standards.

For more information visit <https://www.asqa.gov.au/>

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. Delivered through the Australian Government Department of Education, Skills and Employment in consultation with the states and territories, it incorporates the qualifications from each education and training sector (schools, vocational and higher education) into a single comprehensive national qualifications framework.

For more information visit <http://www.aqf.edu.au/>

The VET Quality Framework

The Vocational Education and Training (VET) Quality Framework comprises of the following:

- [Standards for Registered Training Organisations \(RTOs\) 2015](#)
- [Australian Qualifications Framework](#)
- [Fit and Proper Person Requirements](#) (which, as of 2015, are part of the Standards)
- [Financial Viability Risk Assessment Requirements](#), and
- [Data Provision Requirements](#)

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The VET Quality Framework aims to achieve greater consistency the registration and monitoring of RTOs, and the enforcement of standards in the VET sector. To become a registered training organisation (RTO), organisations must comply with every component of the framework.

Access and Equity

Care Academy is committed to the principles of Access and Equity through the provision of timely and appropriate information and learning support services, which will assist students to achieve their qualifications. To enable Care Academy to provide a service to meet your needs, you need to advise of any learning disability so reasonable adjustment may be made. Care Academy will work with you to make a plan to assist you to complete the qualification of units of competence. For each of the disabilities nominated a discussion of the disability, its effect, and suggested workplace modifications to minimise the disability's impact in the workplace and in the assessment of workplace skills will take place. Having access to this information will assist the assessor in considering assessment adjustments.

If you are employed, Care Academy will work with your employer to develop these reasonable adjustments.

Delivery and Assessment

Care Academy adopts policies and management practices which maintain high professional standards in the delivery of learning and development services, and which safeguard the interests and welfare of students.

Any Student found to be in breach of the Care Academy assessment policy will be given a fair and reasonable opportunity to explain any anomalies including plagiarism.

Care Academy will take into consideration any learning difficulties or disabilities experienced by the Student.

Care Academy may suspend a Student's enrolment until all issues are resolved. Care Academy may cancel a Student's enrolment.

The Student has the right to appeal any decision made by Care Academy as described in this Student Handbook.

Shared Responsibility Model of Learning

Your commitment	Care Academy Commitment
Be open to new ideas	We aim to provide you with an appropriate delivery mode for your learning
Put into practice what you have learnt	Evaluate the effectiveness of assessment and training
Have a positive and professional attitude	Provide the correct resources
Review what you have learnt	Constantly improve our performance through analysing feedback
Share your knowledge with others	Encourage and foster a positive learning experience
Give feedback	Provide a consistently high standard of training
Participate	Provide competent learning and assessment Trainers and Assessors

Allow others to learn	Visit you in your workplace and provide other opportunities for you to learn
Be mentally prepared to be assessed and to learn	Target training to the right level
Be punctual	

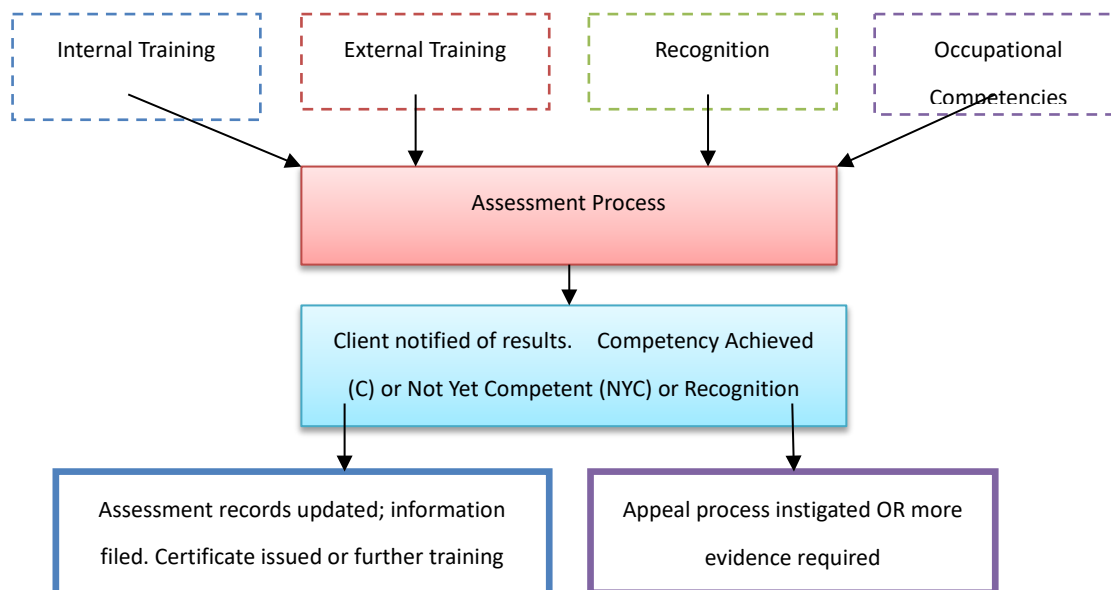
Student and Workplace Commitment

- Keep your Manager informed of assessment and learning dates and times
- Inform your Manager in writing if you're unable to attend any training sessions or if you need to leave a training session early
- Inform Care Academy in writing if you're unable to attend a training session or if you need to leave a training session early
- Ensure that all work submitted is authentic and that no part has been copied from another person

Flexible Learning and Assessment Procedures

Assessment tools have been developed to encompass the learning styles of all trainees. When planning your assessment with a Workplace supervisor/buddy, you will be given the opportunity to request certain assessment tools to suit any special needs you may have. This is to be negotiated with the assessor.

Assessment Overview



Assessment Model

Assessment context

Care Academy recognises the importance of establishing the right context for students during their assessment. Assessment context refers to the physical and non-physical environment in which skills and knowledge are assessed. This may be a workplace such as an office setting. The non-physical environment refers to things such as workplace policy and procedure, workplace tempo and culture.

It is our responsibility to ensure that students are provided with the right context to undertake their assessment activities. To achieve this, we will apply the following strategies:

- Incorporation of the student's own workplace policies and procedures into the assessment scenario or activity.
- Conduct of the assessment by using the student's workplace project and tasks.
- Integration of relevant industry codes of practice and other industry information into the assessment activity.
- Incorporation of industry job descriptions for students to align with during realistic simulated workplace scenarios and case studies.
- Incorporation of certification from professional bodies which applies to some qualifications.
- Tailoring the program outcomes to meet the organisational training needs of the enterprise without compromising the Training Package requirements.
- Creating assessment activities which require the student to conduct specific research relating to industry situations and occurrences.
- Provide a realistic simulated workplace when necessary.

Three Levels of Assessment:

Various levels of assessment may be used, including:

- **Diagnostic** also known as pre-assessment provides information about prior knowledge and skills. This baseline information may diagnose a problem or training requirement.
- **Formative** assessment assists and supports training by monitoring and advising clients of their performance and rate of progress against the training outcomes. This provides feedback to the client,

supervisor and trainer on what development activities are needed to achieve the required competencies. Assessment accumulates.

- **Summative** assessment evaluation of achievement of the Training outcome. Often conducted in the workplace, summative assessment confirms achievement of the competency requirements. Assessment culminates.

Assessment modes may include:

- On-the-job
- As part of training
- Off-the-job (Simulation)
- Blended learning on and off the job
- Completion and submission of assignments / work projects
- Recognition of Prior learning (RPL)
- Evidence gathering methods commonly used by Care Academy may include, but are not limited to:
 - Task 1 - Knowledge based questions – Questioning, Written tests,
 - Task 2 – Scenarios/case studies – Projects, Written Assignments, Documentation,
 - Task 3 – Practical – Documentation, Demonstration, Role play, Simulation, Oral presentations
 - Task 4 – Workplace assessment – Observations Workplace assignments, Workplace performance, Documentation, Demonstration,
- Supplementary evidence to make an informed judgement - Third party reports, reflective journal/log-book
- Assessment is carried out in accordance with the requirements of the relevant Training Package, on a consistent and timely basis to ensure that learning has taken place and that clients have acquired the knowledge and skills required to demonstrate competency.
- All assessments will be recorded in accordance with Care Academy Records Management Policy and procedures using appropriate documentation and the Student Management System (SMS).
- Assessment outcomes will be recorded and securely maintained in both electronic and manual systems.
- Feedback is provided to students and includes the assessment outcome and guidance for further learning and assessment (as appropriate).

Principles of Assessment

There are Four Principles of Assessment that Care Academy must implement within our assessment system including the following:

- **Fairness** – The individual student's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the training provider to consider the individual student's needs. The training provider informs the student the assessment process and provides them with the opportunity to challenge the result of assessment and be reassessed if necessary.
- **Flexibility** – Assessment is flexible to the individual learner by reflecting the learner's needs, assessing competencies held by the learner no matter how or when they have been acquired, 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.
- **Validity** – Validity requires assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to compete performance, assessment of knowledge and skills is integrated with their practical application, assessment to be based

on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations, judgement of competence is based on evidence of learner 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.

Assessment Information

Assessment information is the information provided to both students and assessors to guide their conduct of the assessment and the completion of assessment activities. This information is used to draw out a response from a student.

Examples of assessment information include:

- Instructions to set the framework for the assessment activities such as who, what, where, when and how.
- The expected outcomes refer to the 'what' and it is critical that from reading the assessment information, the required (expected) outcome is straight forward and in line with the student's preparation during learning or through other competency development pathways
- Scenario information includes information that sets the context for a simulated assessment activity. This may be a simple case study or a deep scenario which requires analysis and interpretation. It is important to note that the higher the AQF qualification level, the greater the requirement to analyse and apply cognitive skills to produce workplace outcomes. Scenario information used to support assessment at a Diploma level, for example, should be relatively deep and complex to allow the student to exercise their analytical skills and produce viable workplace products and outcomes.

At Care Academy our Final assessments are to be supported by clear assessment information that will ensure a reliable assessment across our operation. Ultimately, the quality of assessment outcomes produced by a student will be directly affected by the quality of the information provided at the commencement of the activity. Suitable assessment information for all assessment activities are provided by Care Academy.

Workplace Assessment Manager/Supervisor Requirements

- Support and encourage students
- Identify and endorse suitable supervisor/buddy's
- Support student's supervisor/buddy
- Accommodate rostering to enable students to attend off the job training
- Report problems/needs to Care Academy Learning and Development as soon as they arise
- Allow students access to resource materials in the workplace
- Workplace observations to be conducted without interruption

Supervisory Responsibilities

- Conduct workplace observation in accordance with Care Academy Learning and Development and legislative requirements
- Report difficulties to Care Academy as they arise
- Ensure the observation process is not interrupted
- Support and encourage students
- Assist students to access relevant resources in the workplace
- Provide students with feedback on workplace performance

Workplace Supervisor Role

Student Handbook



Both the Care Academy Assessor and a workplace supervisor will be involved in your assessment in the workplace. Feedback from a workplace supervisor is crucial to your assessment process. There are those occasions where assessment by an 'outsider' would compromise the privacy and dignity of clients in the organisation you work for. Either your Manager or the Care Academy Assessor will assist you in organising a workplace supervisor. The workplace supervisor will work in your organisation and be able to comment on the way you perform your work tasks.

The Care Academy Assessor will arrange to meet with the workplace supervisor early on in your assessment process, and then at prearranged intervals. The Care Academy Assessor will let the workplace supervisor know how they can assist with your assessment.

Staff Time for Observation

For Students undertaking a Workplace Training Program, observation must be conducted in paid time. Workplace Supervisors need time to conduct the observations. Workplace observation is part of the essential process of supervising, supporting, developing and mentoring staff. Workplace observations are conducted in the Workplace Supervisor work time.

It is an expectation of professional conduct when an observation is in progress, neither the Supervisor/buddy nor student will be interrupted.

Re-assessment and Appeal

It is inevitable that some students will not meet the requirements of the assessment evidence and will be judged as not-yet-competent. At Care Academy, our approach to these situations is the work with the student in order to address deficiencies and to build their skill and knowledge in preparation for additional three assessments. This will be undertaken within the scheduled training plan or may be completed under alternative arrangements agreed between the student and the assessor.

In some rare circumstances, students may find it difficult to develop the necessary skills and knowledge within the constraints of the scheduled training plan. When this occurs, arrangements may be agreed to that allows the student to undertake additional learning in their own time and return for additional assessment at a time suitable for Care Academy. This may be during a period of reduced training activity or at a time when planned assessments are occurring and it is convenient to facilitate the additional assessment of the student. As a general guide, assessors are to make alternative arrangements to provide opportunities for assessment within the constraints of available time and resources. In all circumstances, the assessment is to be a planned activity that is conducted in accordance with the assessment procedures in the following section.

In some cases, after alternative arrangements have been exhausted, it will be suitable to find a student as not-yet-competent and record this result with their statement of attainment.

The student is given 3 attempts free of charge. The student can request to be reassessed after the 3 attempts at a cost of \$200 per unit and any attempt thereafter.

Recognition of Prior Learning (RPL)

- All RPL assessments are to comply with the requirements detailed in the curriculum documentation or training product documentation.
- RPL Applications are available from Care Academy.

- The general principle to be observed is that “As the level of risk increases, there should be a corresponding increase in the rigor of the RPL processes”.

Care Academy RPL Policy is based on National Assessment Principles:

“Care Academy assessment process shall provide for the recognition of prior learning regardless of where this has been acquired”

RPL Assessment Processes

The assessment process will cover the following:

- Assessment processes should cover the broad range of skills and knowledge needed to demonstrate competency.
- Assessment of competency should be a process that integrates knowledge and skills with their practical application.
- During assessment, judgments to determine an individual's competency, wherever practicable, are based on evidence gathered on a number of occasions and in a variety of contexts or situations, including the validation of evidence.
- Assessment processes should be monitored and reviewed to ensure that there is consistency in the interpretation of evidence.
- Assessment should cover both on and off the job components of training.
- Assessment processes should provide for the recognition of competencies no matter how, where or when they have been acquired.
- Assessment processes should be made accessible to individuals so that they can proceed readily from one competency standard to another.
- Assessment practices must be equitable to all groups or individuals.
- Assessment procedures and the criteria for judging performance must be made clear to all individuals seeking assessment.
- The assessment approach should be participatory – the process of assessment should be jointly developed / agreed between the assessor and the student.
- A referee check will be conducted if required to confirm the authenticity of evidence.

Certificates or Statements of Attainment will not be issued until all fees are paid.

Plagiarism policy

Care Academy delivers programs which are nationally recognised. Care Academy issues qualifications which have credibility in the marketplace within the regions we deliver in. Employers and those undertaking the training have faith in the expertise and knowledge Care Academy trained individuals bring with them.

The desire to do better is an admirable pursuit in prospective or new employees but this may on occasions, drive a student to act fraudulently when writing and submitting assessments. This is often done through plagiarism.

Plagiarism can arise from failing to understand research methodology and referencing systems, dishonest attempts to use and obtain recognition for another person(s) work and / or poorly referenced work.

Student Handbook



To plagiarise is to take and use the thoughts, ideas, inventions, music etc. of another person(s) and present it/these as one's own.

This procedure includes all enrolments for accredited and non-accredited training under the Care Academy scope of registration.

The objectives of the Care Academy Student Plagiarism Policy, procedures and related strategies are to:

- Identify and define ethical issues in research and reporting; including copyright, referencing, bibliographies, citations etc.
- Facilitate students' achievement of information literacy competence.
- Provide readily accessible references and tools for staff and students to prevent and manage plagiarism.
- Provide appropriate training and induction for members of staff charged with implementing the Student Plagiarism Policy to maintain consistency in the way it is implemented. This includes guidelines for writing and conducting assessment events and assessment of student group research projects.

Trainers and Assessors are responsible for:

1. Applying the Student Plagiarism Policy and providing the Student Information.
2. Counselling students and collaborating with management to determine whether corrective or disciplinary action is appropriate when plagiarism breaches occur.
3. Recording breaches in student notes/files.
4. Arranging support services such as tutoring, counselling and to assist students to achieve competence in information literacy.

All Students are required to:

1. Be aware of their responsibility regarding Plagiarism as outlined in the Student Handbook.
2. Reference all assignments for submission appropriately.
3. Seek advice and support from Care Academy Trainers & Assessors.

Actions and Penalties

Remedial Actions May be determined by:

1. Counselling or training on proper academic conventions and techniques.
2. Attempt the assessment item again without loss of marks.
3. Attempt the assessment item again with a capped mark.
4. Completion of a new piece of work with a capped mark.
5. Award no marks for the assessment item.
6. A grade fail in the unit of competency RTO Manager.

Practical Placement

For certain qualifications, completing practical placement is an integral and compulsory part of your training and assessment.

The partnership between you the student, Care Academy and the organisation hosting your placement is a

mutually beneficial one, in which each party plays a part in making your work placement enjoyable and worthwhile.

Students must be aware of the following requirements and expectations for Practical Placement.

1. Industry requirements **MUST** be met prior to commencing work placement, including:
 - a. **A clear criminal history check** – i.e. you must have no criminal convictions. Because you potentially will be working across ageing, and disability and with children, most organisations will ask for all of the following.
 - **Police Check** - Most organisations will only accept an **Australian Federal (AFP) National Police Check**; therefore, Care Academy will only accept this. There are others online. Save your money because we will ask you to go back and get the correct one.
 - **NDIS Workers Screening Check** - The NDIS Worker Screening Check is an assessment of whether a person who works, or seeks to work, with people with disability poses a risk to them. The assessment determines whether a person is cleared or excluded from working in certain roles with people with disability.

Care Academy will provide you with instructions on how to apply for these checks.

- b. **Vaccinations** – To protect the vulnerable people you will be working with and yourself, you will be required to have vaccinations.
 - **Current Flu vaccinations** - are mandatory for all staff in residential aged care. This has been extended to include anyone entering aged care facilities.
 - **COVID-19 vaccinations** – Students are required to be fully vaccinated against COVID-19 prior to commencing practical placement and it is a condition of employment for residential aged care workers. Additional regulations may apply during emergency periods.
 - **Other vaccinations** – some organisations may require other vaccinations for example Hepatitis B.

Home and Community organisations have varying vaccinations requirements from the above.

Disability organisations vaccination requirements in some areas, for example Supported Independent Living accommodation. Some organisations have their own requirements for students and staff to be fully vaccinated against COVID-19.

2. Care Academy will arrange placement for students, as much as possible to be convenient for the student but will not guarantee, for example, to place the student near where they live. Care Academy will work with students to arrange placements with specific organisations if the student has an existing relationship with that organisation. You must advise if you have a relationship with a client at any organisation to prevent a conflict of interest.
3. You will be expected to work as part of the team, according to industry standards and requirements and to follow organisational policies and procedures.
4. Your schedules will be aligned with the workers who will be supervising you, so that you are able to experience the required range of tasks, and to give you an insight into what it will be like to work in the industry. You must be prepared to undertake shift work; this may include starting at 6am and finishing as late as 11pm.
5. Prior to placement, you will be given training with relevant information and expectations, and clear guidelines in how to complete your Work Placement Assessment Record. Your trainer/assessor and Care Academy administrations staff will be there to answer questions and provide support throughout your work placement.

6. You will be required to complete a **minimum of 120 hours** for a single qualification. The number of days that this will take will vary depending on the organisation you are placed with. E.g. if you work 7.5-hour days = 16 days.
7. You must be dressed appropriately, clean and well groomed.
8. Workplace standards, policies and procedures must be observed. This includes no smoking policies and no mobile phone policies.
9. Students are expected to have exemplary conduct during placement as per the student's code of conduct in this book. Specifically, regarding practical placement students must;
 - a. Be on time for shifts and tell someone if you need to leave the area you are working in for any reason
 - b. Work as part of the team
 - c. Be respectful of co-workers and clients
 - d. Use appropriate communication skills.
 - e. Not use inappropriate language.
 - f. Where is the line?
 - g. If you are uncomfortable with what is asked of you. Say so.
 - h. Bullying is NOT ACCEPTABLE
 - i. Acknowledge and respond to constructive criticism.
 - j. Demonstrate an understand of the organisations approach.
 - k. Observe professional boundaries.
 - l. If you are not sure about anything. ASK.
 - m. If you are sick, you must not attend placement. Contact the organisation as soon as you can to let them know you will not be in.
10. More information on your placement is available in the Practical Placement Evidence Record book.

Placement Agreement

A written practical placement agreement is a mandatory component of any practical placement. It is a legal agreement and must stipulate the rights, obligations and duties of the employer, Care Academy and the student.

Care Academy is required to enter into an agreement in writing with the employer about the placement of a particular student. If the agreement is not in writing, the student will not be entitled to Workover in the event an injury occurs while the student is on a practical placement.

It is the responsibility of Care Academy to ensure that the practical placement is a meaningful experience for the student. The learning obtained during the practical placement should relate directly to the course outcomes at the appropriate skill level and to the actual competencies required for employment.

Care Academy ensures that all practical placement agreements are executed prior to the eligible individual commencing the relevant practical placement.

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In addition to the relevant details of Care Academy, the employer and student, the written practical placement agreement Care Academy enters with an employer about a practical placement student should include:

- The course of study with Care Academy and the relevant skills required as part of that course to be developed, reinforced and/or assessed during the practical placement
- The length of the practical placement expressed as hours
- Payment arrangements, if any (see further below under minimum rate of pay)
- Signatures of the student, the employer and the RTO
- Start and end dates for practical placement
- Maximum number of placement hours per week

The original of the written, signed practical placement agreement is to be securely filed by Care Academy for future reference. A copy should be given by Care Academy to both the employer and the student.

Subsidised Training

Overview

There are opportunities for state government subsidised training and higher-level courses to help you get skills to find a job and advance your career. Funded training can provide eligible students with;

- An entitlement to government subsidised training up to Certificate III
- Government funding for Certificate IV and above in targeted priority areas

Fees and Refunds

Policy Overview

This policy ensures that all prospective students are aware of the fees and charges associated with enrolment in a Training Program. This policy also provides the guidelines for the eligibility and assessment of refunds.

We must ensure the protection of all fees and aim to provide clear and accessible information to prospective students about fees and charges prior to and throughout their enrolment. Each qualification, unit of competency, Skill Set or accredited course offered has a specific course fee. The course fee is the maximum fee that may be charged to the student for their chosen training program.

Students who are engaged with a third party such an employer or job service provider are responsible for informing them of the fees and refund information outlined in this policy.

Policy

The Chief Executive Officer or nominated delegate is responsible for approving the Fees and Charges. As a minimum the Fees and charges are to include the following and be published on our website:



Student Handbook

- The total amount of all fees including course fees
- Administration fees
- Material fees and any other charges for enrolling in a training program
- Payment terms, including the timing and amount of fees to be paid
- The fees and charges for additional services
- Replacement qualification parchment or statement of results
- Re-assessment fees

Once a prospective student has enrolled into a Training Program, they are provided with a Statement of Fees and upon acceptance they're required to pay the fees prior to the commencing of the training program unless an authorised payment plan arrangement has been put in place. Care Academy will not hold a deposit of more than \$1,500 (prepaid threshold) may be collected from each individual student prior to the commencement of the Training Program.

Current Fees

Please note-that student eligibility can only be determined at enrolment and the fees below are subject to meeting the eligibility criteria and are indicative to change.

Qualification/Skill Set	Delivery Mode	Government Subsidised Training *									Fee for Service
		SA+ RTO Code: 41032 	QLD RTO Code: 40497 	VIC** RTO Code: 21436 	NSW# RTO Code: 90166 						
		Co-contribution/Tuition Fees									
		Concession	Non-Concession	Concession	Non-Concession	Concession	Non-Concession	Concession	1 st Qualification	2 nd Qualification	
CHC33015 Certificate III in Individual Support	Classroom	\$195	\$325	\$195	\$325	\$28.40	\$144	\$240	\$1,450	\$1,750	\$3,499
CHC33015 Certificate III in Individual Support	Traineeship Existing Worker	\$0	\$0	\$0.64 per nominal hour	\$1.60 per nominal hour	\$0	\$0	\$0	\$0	\$0	\$3,499
CHC43015 Certificate IV in Ageing Support	Classroom	\$270	\$450	\$270	\$450	\$48.20	\$241	\$240	\$1,990	\$2,320	\$3,999
CHC43015 Certificate IV in Ageing Support	Traineeship Existing Worker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,999
CHC43115 Certificate IV in Disability	Classroom	\$210	\$350	\$210	\$350	\$37.20	\$186	\$0	\$0	\$0	\$3,999
CHC43115 Certificate IV in Disability	Traineeship Existing Worker	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,999
CHC43315 Certificate IV in Mental Health	Classroom							\$0	\$0	\$0	\$3,999
CHC43415 Certificate IV in Leisure and Health	Classroom	\$255	\$425	\$255	\$425	\$41.80	\$209	\$0	\$0	\$0	\$3,999
CHCS500067 Administer and Monitor Medication Skill Set	Onsite										\$399
CHCS500070 Assist Clients with Medication Skill Set	Classroom	\$50	\$100	\$50	\$100						\$549
CHCS500075 – Chronic Disease Self-Management Skill Set	Classroom	\$50	\$100	\$50	\$100						\$499
CHCS500095 – Dementia Support Skill Set	Classroom										\$499
CHCS500096 – Behaviour Support Skill Set	Classroom	\$50	\$100	\$50	\$100						\$499
CHCS500097 – Individual Support Ageing Skill Set	Classroom	\$45	\$75	\$45	\$75						\$499
CHCS500098 – Individual Disability Support Skill Set	Classroom	\$60	\$100	\$60	\$100						\$699
CHCS500105 – Palliative Approach Skill Set	Classroom										\$499
HLTS500064 – Infection Control Skill Set	Classroom										\$299

The student tuition fees as published are subject to change given individual circumstances at enrolment. People with a disability are encouraged to apply. Care Academy does not guarantee successful completion of this course and/or employment.

*Eligibility Criteria applies

** This training is delivered with Victorian and Commonwealth Government funding

This training is subsidised by the NSW Government.

Additional Fees

Additional fees	Care Academy Fee
Recognition of Prior Learning (RPL)	\$250 application fee
RPL resources & materials full qualification	\$300.00 per Unit of Competency
RPL resources & materials single unit	\$350
National Police Check* (student choice)	up to \$50*
NDIS Worker's check varies by state	Speak to your state Care Academy staff
Replacement of Certificate or Statement of Attainment	\$55
Re-Assessment Fee	\$200.00 per Unit of Competency
Lost or damaged Training Record book	\$20
Gap assessment single unit	\$100
Re application fee (partial completed students who have withdrawn)	\$150

Giving notice of enrolment cancellation

A student who wishes to cancel their enrolment must give notice in writing by completing the Student Withdrawal Form. Our staff who are approached with initial notice of cancellation are to ensure the student understands their rights with regards to the refunding of fees. The student is also to be advised of other options such as suspending the enrolment and re-commencing in another scheduled training program. This should occur in accordance with our Student Withdrawal Policy and the appropriate fee policy.

Students who provide written notice to cancel their enrolment and who are eligible for a refund are to be provided with a "Refund Request Form." Students who may not be eligible but are requesting a refund should also be provided with the refund request form so the request can be properly considered by the Chief Executive Officer or nominated delegate.

Any student who wishes to recommence training after discontinuing an approved qualification must be treated as a new student and the Notification of enrolment process (only applicable to NSW Smart and Skilled funded students) must be carried out.

Refunds

The following refund policy will apply:

- Students who would like to apply for a refund must complete and submit the Refund Request Form
- The following refunds will be processed as per the below table:

Example Scenarios of Student Refunds	Percentage Refunded:	
	Tuition Fees	Additional Fees (if applicable)
Student withdraws from the Training Program and submits the Refund Request Form		

With a minimum of ten (10) business days or more prior to the Training Program Commencement Date	100%	100%
Within ten (10) business days of the Training Program Commencement Date	50%	0%
After the Training Program Commencement Date	0%	0%
<i>*Students may be given special consideration while applying for a refund if they can prove significant personal circumstances beyond control. This will be reviewed and approved by the Chief Executive Officer or Nominated Delegate.</i>		
Care Academy cancels the Training Program		
Prior to the Training Program Commencement Date	100%	100%
After the Training Program Commencement Date	Pro-Rata calculated based on the Training/Assess ment Delivered	0%
<i>*Additional Fees included (not limited to): Student Services, Amenities, Textbooks, Training Materials.</i>		

Care Academy will process and provide a refund to the student within 14 days of receiving the Refund Request Form providing all requirements are successfully met. The refund will be paid via electronic funds transfer using the authorised bank account nominated by the student on the Refund Request Form. If the refund request is not approved, the student has the right to appeal following our Complaints & Appeals Policy and Procedure.

Extension and deferments

There may sometimes be extenuating circumstances that affect a student's ability to complete a course. Students may request for an extension or a deferment of their qualification.

Any request must be made in writing to Care Academy. The reason for the request should be clearly stated and whether the request is for an extension or deferment. If the request is for a deferment an anticipated time of return to study must be indicated. Care Academy will make every effort to assist enrolled students to continue training wherever possible. All requests will be considered individually and will remain confidential.

If an enrolled student proceeds with the deferral of subsidised training in an approved qualification, Care Academy may only permit a deferral or deferrals totalling no more than 12 months from the date of receipt of notice from the enrolled student. Care Academy must advise the student of the fee implications of deferring their subsidised training in accordance with the relevant fee administration policy.

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An extension may be granted, typically for a few weeks but no more than one month to allow time for the submission of work etc. The student will be informed in writing with the end date of the proposed extension. Any student who has still not completed at the end of the extension period, will be withdrawn from the course.

A deferment may be granted dependent on the circumstances, typically for three months. The student will be informed in writing and their course placed on hold in SMD for the specified period. Once that period of deferment has elapsed the student will be contacted again, if they are still not ready to complete the course they will be withdrawn.

Changes to agreed services

We will advise the student as soon as practical of any changes to the agreement this may include involvement of any new third-party arrangements or a change in ownership or changes to existing third party arrangements.

Complaints & Appeals

Policy Overview

The Complaints and Appeals Policy and related procedure are designed to ensure that we effectively address individual cases of dissatisfaction. This policy outlines our approach to managing complaints and appeals and ensures that all clients, students, staff and other stakeholders are aware of the steps to take to have their dissatisfaction addressed appropriately.

This policy provides an avenue for all complaints and appeals to be addressed in a fair, efficient, transparent and confidential manner.

Policy

Despite all efforts to provide satisfactory services to our students, clients, and other persons, complaints may occasionally arise requiring formal resolution.

We are committed to developing and maintaining an effective, timely, fair and equitable complaints and appeals system which is easily accessible whilst developing a culture that views complaints as an opportunity to improve the organisation and how it works, this is achieved by implementing a complaints and appeals handling system that is client focused and supports the prevention of event that cause complaints and appeals from recurring.

We will ensure that any complaint or appeal is resolved promptly, objectively, with sensitivity and in complete confidentiality whilst ensuring that the views of each complainant and respondent are respected and that any party to a complaint or appeal is not discriminated against nor victimised with a view to achieving a consistent response to complaints and appeals.

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

- the application and enrolment process
- the quality of training and assessment provided
- access to personal records
- decisions made by the us
- the way someone has been treated

When the initial causative factor of the complaint identifies a problem with our policies and / or procedures, the continuous improvement procedure will ensure changes are made to prevent re-occurrence of the problem.

All complaints and appeals will be reviewed quarterly at the continuous improvement meeting. Continuous improvement procedures may be actioned when the complaint / appeal procedure results in identification of factors appropriate for improvement to internal operations.

Complaints Process

Students and clients are encouraged, wherever possible, to resolve concerns or difficulties directly with the person(s) involved prior to formalising a complaint. Our team will provide appropriate support to assist students in resolving their issues.

If the student is not satisfied with the resolution informally, the student is invited to put in a formal written complaint using the complaints and appeals form.

All formal complaints and their outcomes will be recorded in the Complaints and Appeals Registers. In addition, the register will be regularly reviewed by the Senior Management Team and used as an opportunity for continuous improvement and reflection.

A written record of all complaints and appeals handled under this policy and procedure and their outcomes shall be maintained for a period of at least five (5) years to allow all parties to the complaint or appeal appropriate access to these records.

We will maintain a Complaint & Appeals Register to document the course of action and resolution of all formal complaints. All complaints substantiated by the complaint's procedure will be reviewed as part of our continuous improvement procedure.

It is the responsibility of the CEO or nominated delegate to ensure adherence to the complaint procedure and that resolution is sought in all reasonable circumstances. This includes informing and assisting students with the complaint's procedure and supply of complaint forms.

The CEO is responsible for nominating an authorised delegate if required to assist with the complaint or appeal in accordance with this policy and procedure.

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

Consumer Protection Information

Care Academy NSW has a dedicated Consumer Protection Officer, and they can be contacted via email ceo@nationalcareacademy.com.au or by phone 1300 467 100.

Making a Complaint

- Formal complaints and appeals must be made in writing by completing the Complaints and Appeals Form and addressed to the Chief Executive Officer via ceo@nationalcareacademy.com.au or nominated delegate. All parties are encouraged to approach matters with an open view and to attempt to resolve problems through discussion and conciliation.
- Complaints will be investigated by the CEO or nominated delegate and a proposed resolution provided in writing within ten (10) business days.
- If the student remains unsatisfied with the outcome of the formal complaints process, students have the rights to access our appeals process

Appeals

What is an appeal? An appeal is a process where a student disputes a decision made/ intending to be made by Care Academy. This includes a decision made in regard to a complaint or where a penalty is to be imposed e.g. for failure to make satisfactory academic progress, failure to pay fees or for an act of misconduct.

Internal Appeals

- Where a complainant is dissatisfied with the result or conduct of the RTO's internal procedures for handling of a complaint, the student has the right to lodge an internal appeal of the decision. An appeal must be lodged within ten (10) business days of the decision being made.
- An internal appeal will prompt the Chief Executive Officer or nominated delegate to review the decision made in response to the original complaint. The complainant may be asked to provide further information by phone, in writing or in person.
- We will assess the need for an appropriate independent party to mediate where an appropriate outcome cannot be reached internally. Additionally, the complainant may request that an independent party be included in the appeals process.
- A complainant can bring a support person in a meeting as an observer only. They will not be permitted participate in the meeting and discussion. The outcome of the resolution will be solely between the complainant and us.
- The outcome of the internal appeal will be advised in writing within ten (10) business days.
- If the complainant does not appeal within ten (10) business days, all further appeal will be declared null and void unless extenuating circumstances prevail.

Where the complainant remains dissatisfied with the outcome of the internal appeals process, the complainant can access an external complaints or appeals process at their own cost. Complainants must ensure they have accessed the internal processes first.

External Appeals

Complainants have a number of external complaint or appeal options including:

- Administrative Appeals Tribunal | <http://www.aat.gov.au>
- Victoria: Tafe and Training Line | 13 18 23 | tafe.courseline@education.vic.gov.au
- Queensland: Training Ombudsmen | 1800 773 048 | <https://trainingombudsman.qld.gov.au/>
- New South Wales: Smart and Skilled | 1300 772-104 | [Contact Training Services NSW | NSW Government](#)
- Consumer Affairs Victoria | <http://www.consumer.vic.gov.au>
- Consumer Affairs Queensland | <https://www.qld.gov.au/law/fair-trading>
- Consumer Affairs New South Wales | <https://www.fairtrading.nsw.gov.au>

Australian Skills Quality Authority

GPO Box 9928, Brisbane, QLD 4001

Or by contacting the National Training Complaints Hotline via 13 38 73.

We will provide complete cooperation with the organisation investigating the complaint/appeal and will be bound by the recommendations arising out of this process. The CEO or nominated delegate will ensure that any recommendations made are implemented.

Non-Limitation of Policy

Nothing in this policy and related procedure limits the rights of individuals to take action under Australia's Consumer Protection laws. Also, this policy does not circumscribe an individual's rights to pursue other legal remedies.

Certificates and Statements of Attainments

Care Academy will issue a Nationally Recognised certificate indicating the competencies and qualification that have been achieved on completion of all training and assessment components.

If the program is partially completed a Statement of Attainment will be issued for units in which the student has been assessed as competent. Your certificate will only be issued upon successful completion of the required Units of Competence and when FULL monies have been paid to the RTO.

In the event of loss of your Certificate or Statement of Attainment please contact Care Academy. Your Certificate, transcript or Statement of Attainment can be reissued please refer to the below regarding details of costs. To have either your Certificate or Statement of Attainment reissued you will need to provide a Statutory Declaration stating details of the loss. The Statutory Declaration must be signed by a Justice of the Peace.

Re-Issuing Certificates; If your certificate of Statement of Attainment is lost or stolen and you wish Care Academy to issue another Certificate, there will be a cost involved.

Feedback

Care Academy is continuously striving to improve the quality of training & assessment it is extremely useful to receive feedback from our clients and students.

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Reviews will be undertaken during your training and an Evaluation Form will be provided to you on completion of your course.

If you have any further questions pertaining to your enrolment, course or learning please do not hesitate to contact any one of the dedicated friendly training team. You may also receive an NCVER survey and/or an invitation to participate in an Industry endorsed project/ or be contacted by the commission for audit purposes.



Contact Details

Phone: 1300 467 100 | **Website:** <https://nationalcareacademy.com.au/>



Home of Australia wide
CARETRAINING



Contact Us:



www.nationalcareacademy.com.au



1300 467 100



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