CHC33021 Certificate III in Individual Support

Course Handbook

A course delivered by the Institute of Faith Education, RTO No 31402, in partnership with Centacare Brisbane

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About this Guide

This Course Guide and Enrolment Handbook is designed for staff of Centacare who are considering enrolment in *CHC33021 Certificate III in Individual Support*.

The guide is designed to provide you with information so you can make an informed decision about the course before you enrol. It contains an overview of the course content, requirements and processes. It has been developed and should be read in conjunction with the IFE Code of Practice available on our website (www.ife.qld.edu.au). Please keep this guide in a safe place for reference throughout your period of enrolment.

> This course has been designed specifically for employees of Centacare. It is not currently offered to external learners not employed by Centacare.
>
> If you cease your employment at Centacare prior to the completion of this course, we will issue you with a Statement of Attainment for any competencies you have demonstrated. Since IFE does not currently offer this qualification to students not employed by Centacare, if you cease employment with Centacare before you complete the qualification and wish to complete the qualification we will refer you to other Registered Training Organisations where you may be able to continue your studies.

We are here to help and to support you in your studies. If you have any questions about the information in this guide, or if you need assistance, please get in touch with us.

Contact details

Institute of Faith Education

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RTO No.:	31402
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Centacare

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About IFE

IFE is a Registered Training Organisation (RTO 31402) and an agency of the Catholic Archdiocese of Brisbane, like Centacare. It exists to provide relevant, authentic and effective training and formation for staff in Catholic agencies and for the wider Australian community. In this course, we work closely with Centacare to support Centacare services and to Centacare staff.
Five core values underpin IFE:

Inclusion   We build a culture where everyone is welcome, grounded in respect and a commitment to human dignity, solidarity and participation.

Quality   We deliver our best in all we do and hold ourselves accountable. We make learning practical and accessible, grounded in contemporary best practice.

Integrity   We act ethically at all times, committed to justice, equity and transparency.

Responsiveness   We are responsive to learners and to our stakeholders.

Collaboration   We create opportunities to work together meaningfully and effectively.

We are here to help and to support you in your studies with us. If you have any questions about the information in this Handbook, or if you need assistance, please get in touch with us.

Our commitment to you

Your rights as a learner and consumer are important to us.
IFE has policies and management strategies to ensure high professional standards in training and assessment, client services, marketing, financial and administrative practices. Our commitment in these areas underpins our policies and procedures, which are summarised in this Handbook as they apply to this course and are available on our website. IFE reserves the right to update policies and procedures to meet current needs. The applicable policies and procedures will always be the current version, which is available on our website or by contacting IFE.

Quality training and assessment

IFE has a commitment to providing a quality service and a focus on continuous improvement. We use a quality assurance and improvement process to manage and monitor all training operations and reviewing learner and stakeholder satisfaction. We value feedback from learners, staff and Centacare representatives. We tailor formation to meet Centacare and learner needs. We will ensure that learners have access to a fair and equitable process for dealing with grievances and for appealing decisions which affect their progress. We participate in external monitoring and audit processes required by the National VET Regulator.

Qualified trainers and assessors

IFE ensures courses are delivered by appropriately qualified trainers and assessors. This course process has been designed and is delivered by staff who hold relevant qualifications in individual support and/or community services and in Vocational Education and Training. The team delivering this course bring many years' experience in individual support.

Engagement with industry

IFE has consulted, and continues to consult, with Centacare to ensure the content of this course is relevant to learners and to Centacare as the employer. This course is explicitly tailored for Centacare to ensure the training and assessment processes and outcomes are suited to the needs of Centacare clients, staff and services.

Effective, equitable and responsive course processes

IFE develops its policies and procedures to support learners and the effective administration and delivery of its courses. We may update policies and procedures from time to time as part of our continuous improvement processes. The current Course Handbook with the current policies and procedures will always be available on IFE's online learner portal. We will always apply the current policy in our dealings with learners in this course. We will apply policies fairly and consistently, while also ensuring equity and responsiveness to individual circumstances.

About the qualification

CHC33021 Certificate III in Individual Support is a course designed to provide skills and confidence for working as a support worker in Centacare. In this course we aim to equip you to become an effective and confident support worker.

This qualification is nationally recognised within the Australian Qualifications Framework.

Qualification details: CHC33021 Certificate III in Individual Support
https://training.gov.au/Training/Details/CHC33021

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

These individuals take responsibility for their own outputs within the scope of their job role and delegation. Workers have a range of factual, technical and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

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

To achieve this qualification, the candidate must have completed at least 120 hours of work as detailed in the Assessment Requirements of the units of competency and completed 15 units of competencies.

The units of competency are:

CHCCCS031	Provide individualised support
CHCCCS038	Facilitate the empowerment of people receiving support
CHCCCS040	Support independence and wellbeing
CHCCCS041	Recognise healthy body systems
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
CHCLEG001	Work legally and ethically
HLTINF006	Apply basic principles and practices of infection prevention and control
HLTWHS002	Follow safe work practices for direct client care
CHCCCS037	Visit client residence
CHCAGE007	Recognise and report risk of falls
HLTAID011	Provide First Aid

In addition to these competencies, each learner completes three competencies suited to their specific work context in either aged care or disability services.

Aged Care

CHCAGE011	Provide support to people living with dementia
CHCAGE013	Work effectively in aged care
CHCPAL003	Deliver care services using a palliative approach

Disability services

CHCDIS011	Contribute to ongoing skills development using a strengths-based approach
CHCDIS012	Support community participation and social inclusion
CHCDIS020	Work effectively in disability support

These competencies have been selected in consultation with Centacare to meet the requirements of the nationally accredited qualification and the specific needs of Centacare for its staff.

Entry requirements

There are no formal entry requirements for this qualification. However, Centacare requires the following for entry into the course as it is delivered here:

- You must be employed by Centacare
- Your supervisor must approve your enrolment
- The training must be relevant to your position
- **The course is voluntary. Your study and assessment time or attendance at training is not paid for by Centacare**

Please note:
- In the event that your employment with Centacare ceases whilst completing the course, we can no longer deliver training to you in this course as it is offered here. We will refer you to other training providers where you may be able to continue your studies.

- You can apply for Study Leave under the conditions of the Centacare Community & Disability Services Collective Agreement for some of the training sessions where and as approved by your supervisor.

If you do not meet these listed requirements, this course as we deliver it here may not be appropriate for you. Please discuss your particular circumstances with us to consider your options.

Course outline

Course structure and delivery

In this course you will develop your skills and knowledge through:

1. **Self-paced study**

    We provide learning materials that you can work through at your own pace. These include readings and videos that you can access on-line or in a hard copy textbook. (You will chose at enrolment whether you would like your copy of the textbook in hard copy or electronic version.) Trainers can clarify any questions you have about the learning materials when you meet with them at workshops or in tutorials, or you can contact them by email with your questions.

    If you are not confident with reading and writing English, we encourage you to speak with us so we can discuss how we can support you in your learning.

2. Face-to-face workshops

A series of full-day face-to-face workshops will teach you core skills. Our trainers will help you develop your skills and assess your skills at these workshops. Generally you can also expect that our trainers may ask you to work through some of the self-paced study materials before or after these workshops. All workshops are mandatory and key to completing the course. If you cannot attend a scheduled workshop, you must speak with the Centacare course contact.

> We provide a course schedule with dates and locations for face-to-face workshops. Ensure you have received this so you can check that you are available to attend these workshops.

3. Tutorials and study support sessions

These sessions are offered using videoconferencing so you can access them from anywhere. Meet with your trainer and peers to discuss your learning, ask questions and get support. These tutorials are a key way of providing learner support and assisting you with assessment in the course.

4. Workplace activities

Your work for Centacare will also develop your skills and knowledge. This course is designed to align closely with your work and to integrate study with practical application at work. To achieve the qualification, you must have completed **at least 120 hours of relevant work**. This is a requirement of the qualification. We will also ask for feedback and observation reports from your Centacare supervisor.

All of this is designed to help you become confident and to ensure that you can easily apply any learning from course materials and workshops in you day-to-day work for Centacare.

> If you are not currently employed in a role that involves providing personal care to clients as part of your paid role, you may need to complete a voluntary placement (voluntary shifts) to complete assessment criteria. We can discuss this with you as part of your enrolment process.

5. Assessment

We will assess your skills and knowledge using a range of strategies that include asking you to complete short answer written assessments, asking you questions verbally, observing you demonstrating your skills and gathering feedback from your supervisor. These are not exams: we use competency-based assessment. You can read more about it in the Assessment section of this Handbook.

Topics

This course is completed as six modules, together with a course orientation. In each module you will cover one or more of the competencies in this course.

Course orienation

The course orientation workshop is the start of the course. You will receive course materials at this workshop and we will clarify any course processes with you to ensure you understand what is required for this course. If you determine at the course orientation that this course is not for you, ensure you contact the Centacare course contact or IFE within 10 working days of the orientation. At this course orientation workshop we will also get you started working on your first module.

1. Providing individual support

In this module we cover the basics of providing individual support: How to determine what a person needs, how to provide support and how to complete all the documentation required. This module includes **two full-day workshops** where you will learn how to use equipment you might need to provide support. The module also involves individual study and on-line tutorials.

Competencies taught and assessed in this module are:
- CHCCCS037 Visit client residence
- CHCCCS031 Provide individualised support
- CHCCCS038 Facilitate the empowerment of people receiving support

2. Safe work practices for client care

In this module we cover safe work practices: how to keep yourself and your clients safe. This module includes a full-day workshop as well as individual study and on-line tutorials.

Competencies taught and assessed in this module are:
- HLTWHS002 Follow safe work practices for direct client care
- HLTINF006 Apply basic principles and practices of infection prevention and control
- CHCAGE007 Recognise and report risk of falls

3. Supporting independence and well-being

In this module we teach you how to provide individual support in a way that supports independence as well as physical and emotional well-being. Learn how to work with individual difference. This module includes a full-day workshop as well as individual study and on-line tutorials.

Competencies taught and assessed in this module are:
- CHCCCS040 Support independence and wellbeing
- CHCDIV001 Work with diverse people

4. Working legally and ethically

In this module we explore your responsibilities and the legal and ethical responsibilities you hold. We will explore some of the legal and ethical issues you may face in your work and give you strategies for responding. This module includes a full-day workshop as well as individual study and on-line tutorials.

Competencies taught and assessed in this module are:
- CHCLEG001 Work legally and ethically
- CHCCOM005 Communicate and work in health or community services

5. Healthy body systems

In this module we cover the various body systems and terms you need to know in your role. Understand how the body works, what the systems of the body need to stay healthy and the impacts of ageing and disability. This module includes individual study and on-line tutorials as well as 1:1 support opportunities.

The competency taught and assessed in this module is:
- CHCCCS041 Recognise healthy body systems

6. Working in aged care OR Working in disability care

In this module we explore the specifcs of working *either* in aged care or disability care This module includes **two full-day workshops** as well as individual study and on-line tutorials.

Competencies taught and assessed in this module will depend on your specific stream. If you are enrolled in the *aged care stream* you will complete the following competencies:
- CHCAGE011 Provide support to people living with dementia
- CHCAGE013 Work effectively in aged care
- CHCPAS003 Deliver care services using a palliative approach

If you are enrolled in the *disability stream* you will complete the following competencies:
- CHCDIS011 Contribute to ongoing skills development using a strengths-based approach
- CHCDIS012 Support community participation and social inclusion
- CHCDIS020 Work effectively in disability support

Note: In addition to these module, it is expected that all learners enrolled in this course have completed the competency *HLTAID011 Provide first aid* as part of their mandatory First Aid course. Learners who have not completed a first aid course will need to complete a first aid course in addition to the six modules scheduled as part of this course.

Enrolment

The summary below is tailored to provide relevant detail for learners in this course. The complete enrolment policy is available on the IFE website. See ife.qld.edu.au/codeofpractice. The intent in this handbook is to ensure that all relevant information is provided in an accessible and self-explanatory format that highlights how the enrolment policy is implemented in the context of this course.

How to enrol

Step 1: Apply for a Unique Student Identifier (USI) if you do not already have one
Step 2: Complete the IFE Enrolment online

As a Registered Training Organisation, IFE participates in the national Unique Student Identifier (USI) Scheme. You must have a USI when you enrol with us and provide this to us as part of your enrolment in the course. IFE cannot legally issue VET qualifications or statements of attainment to learners who have not supplied a USI.

The USI is a number that a learner retains throughout their lifetime. The USI enables a student direct access to all their Vocational Education and Training (VET) enrolments and achievement records. This will make it easier for learners to establish credit for recognised prior learning and to provide evidence to employers when going for an interview. For further information about the USI initiative and to **apply for a USI**, go to http://www.usi.gov.au

The IFE enrolment package is available from IFE and consists of:

- Course Handbook,
- Online Enrolment Form
- Course Schedule (delivery dates)
- Schedule of Course Fees and Charges
- Literacy check-in. This is not an entry test, it is simply designed to ensure that we have an understanding of your skills and needs as a learner so we can support you in this course.

Please contact IFE to request the enrolment package if you have not yet received it.

> Course enrolments close two weeks (10 business days) prior to the orientation workshop to ensure IFE can prepare and provide learner materials. Late enrolments may be permitted at the discretion of the IFE registrar.

Privacy policy

IFE is part of the Catholic Archdiocese of Brisbane. The parishes, schools and agencies of the Archdiocese of Brisbane operate in South East Queensland as part of the Catholic Church. The privacy of all individuals with whom we interact is very important to us and we are committed to protecting all personal information we collect and hold. We do this by handling information in accordance with the Australian Privacy Principles in the *Privacy Act 1988* (Cth) (*Privacy Act*).

Access and Correction

You may access the personal information we hold about you, by making a written request to the IFE Registrar. We will respond to your request within a reasonable period. We may charge you a reasonable fee for providing access to your personal information (but not for making a request for access). We may request proof of identification in accordance with the [Right to Information Act 2009](#).

We may decline a request for access to personal information in circumstances prescribed by the Privacy Act, and if we do, we will provide you with a written notice that sets out the reasons for the refusal (unless it would be unreasonable to provide those reasons).

If, upon receiving access to your personal information or at any other time, you believe the personal information we hold about you is inaccurate, incomplete or out of date, please notify us immediately. We will take reasonable steps to correct the information so that it is accurate, complete and up to date.

If we refuse to correct your personal information, we will provide you with a written notice that set out the reasons for our refusal (unless it would be unreasonable to provide those reasons), including details of the mechanisms available to you to make a complaint.

IFE's full privacy policy is available on the IFE website at http://www.ife.qld.edu.au/

Course duration

Your enrolment in this course is for a period of no longer than one year. If you have not completed the qualification at the end of this period we will issue you with a Statement of Attainment for any competencies you have completed.

Deferring your studies

We understand that you may need to take a break from your studies in this course. This may occur, for example, due to illness or unforeseen circumstances.

Deferral is the period of time during which a learner is permitted to suspend enrolment in the course. Learners who need to defer their studies should contact the Centacare course contact to discuss their circumstances and options.

If you need to withdraw from the course

Learners can withdraw at any stage throughout their enrolment. Learners are required to withdraw from the course in writing. If you wish to withdraw, email IFE at ife@bne.catholic.net.au with your intention to withdraw from this course. Please ensure you have discussed your withdrawal with your Centacare supervisor prior to withdrawing. IFE will inform Centacare of your intention to withdraw from the course.

Administrative withdrawal: When IFE may withdraw you from the course

If you fail to progress in a course (by ceasing to attend classes and ceasing to submit work in line with set due dates) AND fail to complete the expected course processes for managing your enrolment (deferral or withdrawal) IFE may instigate an administrative withdrawal process.

The administrative withdrawal process is designed to ensure that IFE can protect your achievements and maintain effective course administration in instances where you stop progressing in the course and cease communicating with us. It ensures that we will issue any competencies you have gained so that they are recorded on your USI and are not lost. If you subsequently wish to resume your studies you may re-enrol in any current course available for which you are eligible. New course fees will apply.

Before completing an administrative withdrawal, IFE will seek to contact you to discuss progress on three occasions:
- By email, requesting you contact the Centacare course contact to discuss your needs and progress.
- By phone where you have not responded to the email enquiry within 10 business days.
- By email where you have not responded to the phone contact within 5 business days, advising you that an administrative withdrawal process will be initiated and advising you of the date when this withdrawal is expected to be completed.

Our primary focus in this process is you: ensuring that we stay in touch with you and provide you with support and options for completing your studies and issuing any competencies that you have achieved so that they are formally recorded on your online VET record.

Credit transfer

Credit transfer means granting credit to learners for units of competency completed at the same or another institution or training organisation. If you have already completed one or more of the competencies in this course previously, you do not need to complete the competency again. You just need to provide us with the evidence (your academic record to show you have completed the competency) and we can grant you credit.

In this course Credit Transfer is used to provide credit for the competency *HLTAID011 Provide first aid* which Centacare employees will have completed as part of their mandatory First Aid

course. Learners who have not yet completed this competency will need to complete a first aid course to gain this competency in addition to the training scheduled as part of this course.

If you hold other competencies that may be relevant for credit transfer, please contact the Registrar or the Centacare course contact.

Assessment results

All results are processed and recorded by IFE upon completion of the assessment and internal quality assurance processes.

IFE will ensure all leaners who undertake this course are issued the correct certification in a timely manner and in accordance with the requirements of the VET Accredited Course. The IFE operates in accordance with the practices defined by the Australian Qualifications Framework (AQF) relating to the issuing, recording and reporting of certification documentation.

IFE will only issue AQF certification documentation to a learner who:
- has successfully completed all requirements of the course or unit
- has supplied a USI and that USI is verified by the IFE
- has paid all fees owing to the IFE

Upon successful completion of this course, learners will receive:
- a testamur, *and*
- record of results

Learners who complete some, but not all, competencies in the course will receive a statement of attainment listing the units of competency completed.

IFE will issue certification documents to learners within 30 calendar days of the learner being assessed as meeting the requirements of this course.

Replacement Certificates and Statements of Attainment

IFE can replace lost, stolen or damaged Certificates and Statements of Attainment. Please note that an administrative fee applies for the replacement of Certificates and Statements of Attainment.

Training guarantee

IFE may cancel or postpone scheduled courses due to unforeseen circumstances or where insufficient learner numbers have been confirmed. If IFE needs to cancel a course, learners will be informed and offered an alternative training option. If the learner declines the alternative training offer, or if no alternative training option can be offered, IFE will refund in full all fees paid towards the cancelled course within 30 days.

IFE management guarantees the organisation's sound financial position and safeguards learners' fees until used for training and assessment. In the event that the IFE experiences any

significant change in its RTO status, it undertakes to comply with all requirements regarding ceasing registration in accordance with the National VET Regulator requirements.

Learner Support

How we identify learner needs

We are committed to supporting you in your learning in this course. Workshops and tutorials are key opportunities for you to engage with trainers and assessors and for us to provide you with tailored instruction and guidance to help you develop the skills and knowledge you need.

We will provide formation, assessment and support services to learners to meet their individual needs. IFE will gather information on learner needs, especially disability, language, and literacy and numeracy (LLN) needs as part of the enrolment process. The brief LLN assessment that we conduct as part of the enrolment process ensures that you gain a little insight into what reading, writing and maths is involved in the course and that we gain an understanding of your needs before you start, so that we can support you. Learners who expect to need additional support are encouraged to discuss this with IFE staff or the Centacare contact as part of the enrolment process to ensure appropriate support is available and can be provided

Learner needs may also be identified and evaluated during training and assessment. All IFE assessment tools and procedures include the possibility of reasonable adjustment to meet the needs of learners.

How we provide learner support

IFE will provide access to learner support within its capacity to provide such services. Learner support services offered by the IFE may include:

- mentoring, telephone, email, networking and tutorial support for learners
- adjusting learning and assessment materials to render them culturally relevant
- providing training for CALD (Culturally and Linguistically Diverse) groups
- adjusting learning and assessment materials to address disability

IFE reserves the right to pass on the cost of providing these services to the learner.

IFE may also draw on resources available in a learner's Centacare context to provide learning support. This includes support available from the learner's service leader. In order to be able to source or provide this support locally we may need to discuss your progress and your learning needs with your service leader who may be able to assist you.

How you can ask for help

Learners can approach their trainer/assessor or the Centacre contact to discuss circumstances that may affect their learning. Where required, the IFE will make adjustments to the learning programme and assessment procedures provided that these adjustments still meet the requirements of the course and competencies.

Learner rights and responsibilities

Learners in IFE courses are expected to behave in a manner which respects the rights of all individuals enrolled in this course.

Learners have the right to:
- be treated fairly and with respect by course facilitators, other staff and learners
- learn in an environment free of discrimination and harassment
- pursue educational goals in a supportive and stimulating learning environment
- have their IFE records and personal information stored and maintained in a confidential, secure environment
- receive information about assessment procedures and progress in the course in a timely and professional manner

As part of the learning process, learners are required to:
- treat all staff and learners with respect and courtesy
- have access to a personal computer with internet and email access and camera to enable participation in online workshops including being visually present to other participants in the group
- pay all associated fees within IFE's required timeframes
- be punctual
- commit to attending all workshops which form a key part of the course and include assessment
- complete any required tasks in preparation for the workshops
- complete the required assessment tasks for each unit
- participate in group activities and presentations and contribute equally to group work
- meet the set deadlines for assessment submission or seek an extension of time
- complete each unit and the course within the set timeframe

As part of the learning process, learners must not:
- plagiarise, collude or cheat in any assessment
- use offensive language
- smoke in non-smoking areas
- harrass other learners or staff
- use any social media such as facebook, twitter or instagram, mobile phones, pagers or similar devices for personal reasons in class
- be under the influence of alcohol or illegal drugs in the learning environment

- engage in behaviour which may offend, embarrass, threaten or harm other learners, staff or the general public – including sms messaging or any form of cyber bullying

Complaints and appeals

IFE is committed to quality training and the welfare of learners, clients and staff. IFE treats complaints and appeals as important avenues for supporting learner and client satisfaction and for monitoring IFE services to ensure high and consistent standards in training and assessment.

Complaint refers to a problem or concern relating to the conduct of IFE staff or students or relating to IFE's operations or services. These may include course materials or processes, quality of teaching, training facilities, discrimination, sexual harassment and other issues which may arise.

Appeal refers to a disagreement with an assessment decision, or with the outcome of a complaint. Grounds for an appeal in relation to assessment may include insufficient evidence being considered when making an assessment decision or a belief that another trainer and assessor could reach a different decision.

Complaints may be raised formally or informally. All appeals must be raised through the formal appeals process to ensure full documentation of the process. For the full process and the form, see the website.

Our full complaints and appeals policy is available on our website.
See ife.qld.edu.au/codeofpractice.

Assessment

The summary below is tailored to provide relevant detail for learners in this course. The complete assessment policy is available on the IFE website. See ife.qld.edu.au/codeofpractice. The intent in this Course Handbook is to ensure that all relevant information is provided in an accessible and self-explanatory format that highlights how the assessment policy is implemented in the context of this course.

Competency-based assessment

VET assessment is **competency-based.** There is no grading; rather the assessment process determines whether you are *competent* or *not yet competent*. This is not like a "pass/fail" system. Competence means you are able to demonstrate a particular skill consistently to a professional standard. This approach ensures high quality outcomes: While achieving 51% might be considered a 'pass' in a pass/fail approach, a surgeon who is only able to perform 51% of a surgery would hardly be considered 'competent'. Rather, competency requires the ability to perform the skill to the required (professional/workplace) standard and to do so consistently.

If we test your skills and knowledge and find that you are not yet competent, we will give you feedback and additional time to develop the skills and knowledge. So you will have time and support to develop the skills and knowledge. We recognise that people differ in how quickly they learn new skills. You might learn some skills quickly and take longer to learn others. This course is designed to support you in your learning journey.

Assessment in this course is conducted in line with the requirements set for the qualification and each of the competencies assessed in accordance with the Principles of Assessment and Rules of Evidence for Vocational Education and Training.

How we assess: Principles of assessment

Assessment shall be fair, flexible, valid and reliable.

Principles of Assessment	
Fairness	Individual learner needs are considered in the assessment process.
	Where appropriate, reasonable adjustments are applied to take into account individual learner needs.
	IFE informs learners about the assessment process, and provides learners with the opportunity to challenge the result of the assessment and be reassessed if necessary.
Flexibility	Assessment is flexible to the individual learner by:
	• reflecting learner needs;
	• assessing competencies held by learners 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.
Validity	Assessment decisions are justified, based on the evidence of performance of the individual learner. Validity requires:
	• assessment against the unit/s of competency and the associated assessment requirements to cover the broad range of skills and knowledge that are essential to competent performance;
	• assessment of knowledge and skills integrated with their practical application; and
	• assessment to be based on evidence that demonstrates that a candidate could demonstrate these skills and knowledge in other similar situations.
Reliability	Assessors are consistent in how evidence is assessed. All assessors mark evidence the same way.

What evidence we use for assessment

The evidence we will gather to demonstrate your competence must be valid, sufficient, authentic and current.

Rules of Evidence	
Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

The expectation is that assessment strategies and processes will be reasonable, not onerous, and that they will reflect an affinity with and appreciation of the subject matter. Moderation and validation practices are systematically implemented. Feedback and guidance is provided to learners.

We also use Recognition of Prior Learning wherever relevant.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process by which you may gather and present any evidence you have to show that you hold the skills and knowledge required for the qualification. This includes evidence from your current work (both documents you create and observation of your work), from prior studies and feedback from others (references from colleagues and supervisors). We may also gather evidence through an interview with you and by contacting referees that you provide.

In this course we have developed a structure to help you review your own skills and assess whether Recognition of Prior Learning may be relevant for you for some of the competencies in the course.

The outcome of an RPL assessment process will be either to determine that sufficient evidence has been provided to enable us to issue the competencies, or to identify gaps in the evidence (or in your skills and knowledge) that require further training and assessment before the competencies can be issued. If such gaps are identified, we will suggest a strategy to enable you to complete the qualification.

Workshop attendance

Attendance at all workshops specified in the course schedule is a requirement of this course **and contributes towards successful completion of the units of competency in the course**. Learners who cannot attend a workshop must contact the Centacare contact listed on page 6 of this Handbook *before* missing the workshop to discuss alternative arrangements.

If unforeseen circumstances arise on the day of the workshop, you are asked to contact the Centacare contact as soon as possible after missing the workshop.

We will accommodate alternative training and assessment opportunities for you if you miss one scheduled workshop due to illness or if you have contacted us prior to missing this workshop to discuss your absence. At the discretion of Centacare and IFE, and within our resourcing capacity, we may accommodate further adjustments for you where illness or other unforeseen circumstances prevent your attendance at the scheduled workshops.

Repeated absence from workshops will impact your ability to complete the course. If you find yourself unable to attend workshops you must contact the Centacare course contact to discuss your circumstances. We will work with you to determine the most suitable approach for you specific to your circumstance.

Due dates and extension requests

Due dates for assessment tasks are provided at commencement of each module. It is your responsibility to submit all assessment items by the set due date. If you are unable to meet this requirement you must contact the trainer/assessor to arrange an extension prior to the set assessment due date. Where an extension is granted it is your responsibility to ensure you submit assessment by the approved extension due date.

Re-submission of assessment tasks

Learners may be asked to re-submit assessment tasks which do not provide sufficient evidence to meet competency standards or to provide additional evidence of competence, for example by submitting further work or completing a new assessment task. We will normally accept one re-submission of each assessment task. We may permit a third assessment submission for a learner who has failed to achieve a satisfactory outcome on their resubmission.

How we ensure the integrity of your assessments

Learners completing this course are responsible for ensuring that any work submitted for assessment represents the learner's own skills and knowledge and that any ideas or materials taken from other persons or other sources are appropriately identified and referenced. Failure to do so may be *plagiarism* or *collusion*.

Plagiarism can occur unintentionally, either when insufficient care has been taken when researching assignments or in the process of learners working together. It is important that learners understand what constitutes plagiarism and collusion and avoid either of these unethical behaviours since they both represent dishonesty in assessment and can invalidate a learner's assessment evidence.

Plagiarism is the use of another person's work or ideas without acknowledging the source.

Collusion is unauthorised collaboration in assessment by learners jointly completing assessment tasks. Collusion constitutes plagiarism when two or more people work together to produce an assessment task or other work *and then each submit it as if it were their own individual work*.

Plagiarism and collusion includes:

Inadequate acknowledgement – material copied word for word which is acknowledged as paraphrased but should have been in quotation marks, or material paraphrased without appropriate acknowledgement of its source.

Collusion – material copied from another learner's assignment with her or his knowledge.

Verbatim copying – material copied word for word or exactly duplicated without any acknowledgement of the source.

Ghost writing – an assignment written by a third party and represented by a learner as her or his own work.

Purloining – material copied from another learner's assignment or work without that person's knowledge.

<div align="right">(Source: Murdoch University Assessment Guidelines,
http://ccg.murdoch.edu.au/index.php/ICT238/ICT438_(2006)_Assessment_Guidelines)</div>

Plagiarism and collusion invalidate your assessment evidence. Whether or not the plagiarism or collusion was intentional or not, it cannot be accepted as *authentic* evidence (evidence of *your* understanding) because it is actually evidence of another person's understanding.

Where plagiarism or collusion is detected in an assessment task, the task will not be accepted as evidence of learning and will automatically be considered unsatisfactory. The learner will be asked to submit another assessment item. This will normally be a different assessment task, not simply a re-submission of the same task.

Where plagiarism or collusion is detected in multiple assessment items, the learner may be asked to cover the cost of re-assessing work.

Academic integrity is essential to ensuring that your learning is, indeed, *your* learning and that your assessment accurately reflects your learning. It is a matter of respect: respecting the work of others and duly acknowledging their ideas and their contribution to your work.

Can I use Chat GPT?

AI (Artificial Intelligence) tools like Chat GPT can be used to generate answers to questions. However, in this course the goal is to develop *your* understanding of the key content. Assignments and learning tasks are designed to help you to develop this understanding. Sometimes Chat GPT and other such AI tools might be appropriate to help you find information. They are **not** appropriate if they are used as a short-cut that prevents your learning.

The following principles apply to their use in this course:

1. The goal of this course is to develop *your* skill and understanding of the content. Assignments and learning tasks are designed to help you to develop this understanding. Where AI is used to short-circuit or circumvent you learning and you completing tasks to develop your own skills and learning, it is hindering rather than helping your learning. When AI is used as such a short-cut, it represents academic cheating.
2. AI can become a useful tool for you in your learning, but only if you know what you are doing. If you are using AI as a research tool, or to refine your own work, in this course, then cite it as a reference or tool you have used. Always check with your trainer if you are unsure whether it is appropriate to use a chatbot or other AI tool.

Your trainer/assessor needs to know what YOU know, not what an AI Chat bot knows. You need to have the skills and knowledge on hand and in your mind when you are on the job. At that point you can't stop to ask a chatbot.

When we assess your skills and knowledge in this course we do not primarily rely on your written submissions. We rely primarily on what we see you do, that is, on your engagement in the workshops and tutorials. This is why these are mandatory and why much of the assessment is conducted verbally and through observation.

Do not use AI as a short-cut to circumvent your own learning. You, your knowledge and skill, is what you bring to a workplace. You can always discuss this with your trainer and explore any context in which you think AI may be a valid resource to use in this course.

Fees and refunds

What fees we charge

The *Schedule of Course Fees and Charges* outlines all fees associated with a learner's enrolment with IFE in this course and is provided as part of the enrolment package. **All learners should ensure they have received the current schedule of fees which is distributed as a separate document.**

Course fees charged to learners represent only a small portion of the costs of providing the course. These fees are charged to learners at enrolment.

Learners who cannot pay the full learner contribution fee in one instalment are warmly encouraged to contact the IFE Registrar to discuss payment options.

IFE will not issue any learner results to a learner until any fees owed by the learner have been paid in full.

Learners will not be given access to course materials without payment of course fees. Access to course materials is provided at the Orientation workshop.

> Learners will also need to purchase a textbook for this course.
>
> This can be purchased through IFE on enrolment either in hard copy or as an electronic version. If you lose your textbook or wish to purchase an additional copy (for example, if you wish to have *both* the electronic and hard copy version), you can purchase additional or replacement copies directly from the supplier. This ensures the copy is posted directly to your preferred address and reduces postage costs to you. Contact IFE for further information on where to purchase additional copies of the textbook.

IFE reserves the right to increase its fees annually in line with CPI increases or for other reasons at its discretion. Learners should note that current fees apply at all times throughout the duration of their enrolment with the IFE.

Refund policy

IFE's refund policy is designed to offer fair and reasonable refunds to learners while ensuring that IFE can meet any financial commitments it has made. Refunds apply for learners who withdraw from the course as a whole and will not be continuing their studies with IFE any further. IFE has processes in place to equitably manage fees for learners who need to make a change to their enrolment, such as deferring their studies.

Learners who withdraw from the course more than 10 business days prior to commencing any workshop or module in the course will receive a refund of any course fees they have paid. Learners who withdraw from the course after this point will receive a refund, less an administrative fee, which is designed to cover IFE costs incurred in preparing for that learner's enrolment.

The course start date is the date of the orientation workshop for the course. No refunds apply where a learner withdraws more than 10 business days *after* the orientation workshop.

Refunds are available as follows:

When you withdraw from the course:	Refund:
More than 10 business days prior to the course start date	full refund
10 or less business days prior to the course start date (orientation workshop) **and** up to 10 business days after the orientation workshop	refund of the learner contribution fee minus the administrative fee
More than 10 days after the orientation workshop	no refund

Refunds will only be paid where the IFE has received written notification from a learner of intention to withdraw from the course. The IFE will process refunds within 30 days of receiving a learner's email request to withdraw.

Cancellation

Should IFE fail to reach the minimum quota of enrolments for any scheduled course, IFE reserves the right to cancel that course. Learners affected by any such cancellations will be advised two weeks prior to the course commencing. Applicants will receive a full refund of all fees paid for the course or the opportunity to re-schedule their enrolment and have any fees paid credited towards this rescheduled course.

Replacement certificates

A learner may request a replacement certificate or statement of attainment if their original has been lost or damaged. A processing fee applies to the student for all re-issued certificates and statements of attainment.

Any learner who fails to notify IFE of any change to their address before a Certificate or Statement of Attainment is issued and posted will be required to pay the administration fee before a replacement can be processed.

Learners can make a request for a replacement Certificate or Statement of Attainment in writing to ife@bne.catholic.net.au.

Legislation and codes of conduct

As a Registered Training Organisation (RTO) IFE complies with relevant Commonwealth, state or territory legislation and regulatory requirements. The following policies are particularly relevant to studies with us and are designed to safeguard the interests and welfare of our learners.

Codes of conduct

The Catholic Church and Centacare have Codes of Conduct which bind employees, volunteers and students. These codes are relevant for learners in this course. Learners are expected to abide by these Codes. You will have received a copy of this Code of Conduct on commencement of employment. Contact us if you would like to receive a copy.

IFE and Centacare hold a duty of care to clients and employees. Where we identify a risk to clients or to your safety and wellbeing, we will follow the Centacare client risk management process.

Please also note the following relevant policies and contacts:

Safeguarding Children and Vulnerable Adults Prevention and Protection Policy
http://brisbanecatholic.org.au/support/safeguard/
https://centacare.com/safeguarding/

Professional Standards Office for the Catholic Church in Queensland:
http://psoqld.catholic.net.au/

Copyright

Copyright protects literary, dramatic, musical and artistic works. In Australia, copyright is applied through the *Copyright Act 1968.*

> Copyright applies automatically as soon as an idea is expressed in a material form, i.e. written down or recorded in some form, such as a book, music CD or website. It exists in both published and unpublished material as well as in electronic material. Copyright protects all forms of documented expression or works.

> (Source: University of Melbourne, *Copyright*
> https://www.unimelb.edu.au/copyright/information/guides/introguideblue.pdf)

As an education provider, IFE holds a Statutory Education licence that enables it legally to copy and distribute copyright material to learners that would normally require permission, provided that fair compensation is made to the authors. This is done through copyright fees paid to the Copyright Agency Limited (CAL). Learning materials and readings provided to learners as part of their studies in this course will have a notice attached to it that identifies that the material has been provided by the Institute of Faith Education "pursuant to Part VB of the Copyright Act 1968 (the Act)", that the material "may be subject to copyright under the Act" and that "any further reproduction or communication of this material by you may be the subject of copyright protection under the Act". Learners in IFE courses are bound by Australian Copyright law. **Materials provided to learners under IFE's copyright licence may not be reproduced or redistributed by learners.**

As a learner in this course, ensure you understand and follow copyright law as it applies to your studies and your work.

Fact sheets and information can be obtained at http://www.copyright.org.au/.

See also the *Short Guide to Copyright* produced by the Attorney-General's Department and the guidance provided in this Course Guide in the section on how we ensure the integrity of your assessments on page 22.

Workplace health and safety

IFE is committed to providing a safe, healthy and harmonious environment for all staff, learners, contractors and visitors.

IFE follows and implements the Work Health and Safety Policy of the Archdiocese of Brisbane (the Archdiocese), that every worker, parishioner, learner, volunteer, client, contractor, visitor and other persons entering onto or into any premises, facility or service at a parish complex, school or other location within the Archdiocese shall be provided with a safe and healthy environment.

To achieve this, IFE staff will ensure, so far as reasonably practicable, that no person is put at risk and that risks will be eliminated or minimised, in accordance with the IFE's obligations under the *Work Health and Safety Act 2011*, the *Work Health and Safety Regulation 2011*, Codes of Practice and Australian Standards.

All IFE staff are expected to:
- comply with all relevant Work Health and Safety Legislation
- promote and encourage health and safety awareness for all people attending a premise or service
- provide work health and safety information to learners in IFE courses
- consult with relevant stakeholders and resolve any work health and safety issues
- develop safe work practices and safety guidelines at each IFE course delivery site

Staff, learners and visitors to our sites will be expected to:
- take reasonable care of their own health and safety and that of others affected by their actions or omissions
- report any unsafe situations or faulty equipment to a responsible person at the site
- report any injury, serious injury, dangerous occurrence or near miss to a responsible person at the site as soon as practicable
- avoid actions that have the potential to place at risk their health and safety or that of any other person at the workplace or relevant area
- comply with the safety procedures and directions set by the site

Security

Learners are advised not to place themselves and/or their belongings at security risks. If individuals have concerns about their security, they should speak to their trainer/assessor or contact IFE.

Workplace discrimination and harassment

IFE is committed to providing a safe, flexible and respectful environment for staff and clients free from all forms of discrimination, bullying and sexual harassment. All IFE staff are required to treat others with dignity, courtesy and respect.

IFE is committed to building an equitable and inclusive learning environment where all learners are valued and respected. We endeavor to ensure that people are able to access our courses and to enable learners to succeed in their studies with us.

All learners and staff are entitled to:
* assessment decisions based on merit and not affected by irrelevant personal characteristics
* work and training free from discrimination, bullying and sexual harassment
* the right to raise issues or to make an enquiry or complaint in a reasonable and respectful manner without being victimised

All IFE staff are required to:
* follow the standards of behaviour outlined in this policy
* offer support to people who experience discrimination, bullying or sexual harassment, including providing information about how to make a complaint
* avoid gossip and respect the confidentiality of complaint resolution procedures
* treat everyone with dignity, courtesy and respect

Discrimination, bullying and sexual harassment are unacceptable at IFE and are unlawful under the following legislation:
* *Sex Discrimination Act* 1984
* *Racial Discrimination Act* 1975
* *Disability Discrimination Act* 1992
* *Age Discrimination Act* 2004
* *Australian Human Rights Commission Act* 1986
* *Anti-Discrimination Act* 1991 (Queensland)
* *Criminal Code (Child Sexual Offences Reform) and Other Legislation Amendment Act 2020*

Staff (including managers) found to have engaged in such conduct might be counselled, warned or disciplined. Severe or repeated breaches can lead to formal discipline up to and including dismissal.

Discrimination

Discrimination is treating, or proposing to treat, someone unfavourably because of a personal characteristic protected by the law, such as sex, age, race or disability.

Discrimination can occur:
- **Directly,** when a person or group is treated less favourably than another person or group in a similar situation because of a personal characteristic protected by law (see list below).
  For example, a staff member or learner is harassed and humiliated because of their race.
- **Indirectly,** when an unreasonable requirement, condition or practice is imposed that has, or is likely to have, the effect of disadvantaging people with a personal characteristic protected by law (see list below).
  For example, redundancy is decided based on people who have had a worker's compensation claim rather than on merit.

Protected personal characteristics under Federal discrimination law include:
- a disability, disease or injury, including work-related injury
- parental status or status as a carer, for example, because they are responsible for caring for children or other family members
- race, colour, descent, national origin, or ethnic background
- age, whether young or old, or because of age in general
- sex
- industrial activity, including being a member of an industrial organisation like a trade union or taking part in industrial activity, or deciding not to join a union
- religion
- pregnancy and breastfeeding
- sexual orientation, intersex status or gender identity, including gay, lesbian, bisexual, transsexual, transgender, queer and heterosexual
- marital status, whether married, divorced, unmarried or in a de facto relationship or same sex relationship
- political opinion
- social origin
- medical record
- an association with someone who has, or is assumed to have, one of these characteristics, such as being the parent of a child with a disability.

It is also against the law to treat someone unfavourably because you assume they have a personal characteristic or may have it at some time in the future.

Bullying

If someone is being bullied because of a personal characteristic protected by equal opportunity law, it is a form of discrimination. Bullying can take many forms, including jokes, teasing, nicknames, emails, pictures, text messages, social isolation or ignoring people, or unfair work practices. Under Federal law, this behaviour does not have to be repeated to be discrimination – it may be a one-off event.

Behaviours that may constitute bullying include:
- sarcasm and other forms of demeaning language
- threats, abuse or shouting
- coercion
- isolation
- inappropriate blaming
- ganging up
- constant unconstructive criticism
- deliberately withholding information or equipment that a person needs to do their job or access their entitlements
- unreasonable refusal of work or study-related requests.

Bullying is unacceptable in IFE and may also be against occupational health and safety law.

Sexual harassment

Sexual harassment is a specific and serious form of harassment. It is unwelcome sexual behaviour, which could be expected to make a person feel offended, humiliated or intimidated.

Sexual harassment can be physical, spoken or written. It can include:
- comments about a person's private life or the way they look
- sexually suggestive behaviour, such as leering or staring
- brushing up against someone, touching, fondling or hugging
- sexually suggestive comments or jokes
- displaying offensive screen savers, photos, calendars or objects
- repeated unwanted requests to go out
- requests for sex
- sexually explicit posts on social networking sites
- insults or taunts of a sexual nature
- intrusive questions or statements about a person's private life
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites
- behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

Just because someone does not object to inappropriate behaviour in the workplace at the time does not mean that they are consenting to the behaviour.

All incidents of sexual harassment – no matter how large or small or who is involved – require employers and managers to respond quickly and appropriately.

IFE recognises that comments and behaviour that do not offend one person can offend another. This policy requires all staff and volunteers to respect other people's limits.

Victimisation

Victimisation is subjecting or threatening to subject someone to a detriment because they have asserted their rights under equal opportunity law, made a complaint, helped someone else make a complaint, or refused to do something because it would be discrimination, sexual harassment or victimisation. Victimisation is against the law.

It is also victimisation to threaten someone (such as a witness) who may be involved in investigating an equal opportunity concern or complaint.

Victimisation is a very serious breach of this policy and is likely (depending on the severity and circumstances) to result in formal discipline against the perpetrator.

IFE has a zero tolerance approach to victimisation.

Gossip

It is unacceptable for staff at IFE to talk with other staff members, clients or suppliers about any complaint of discrimination or harassment.

Breaching the confidentiality of a formal complaint investigation or inappropriately disclosing personal information obtained in a professional role (for example, as a manager) is a serious breach of this policy and may lead to formal discipline.

Merit at IFE

All assessment decisions at IFE will be based on merit – the skills and abilities of the candidate as measured against the requirements of the course – regardless of personal characteristics.

Resolving issues

IFE strongly encourages any learner or staff member who believes they have been discriminated against, bullied, sexually harassed or victimised to take appropriate action by:

- Talking to the other person if you feel comfortable doing so. Sometimes people just need a reminder about their behaviour or to be told when they've stepped over the line.
- Speaking to the Senior Education Officer, IFE Director or an Archdiocesan Harassment Contact Officer.
- Following the IFE complaints policy and procedures.

Frequently asked questions

How long do I have to complete the course?

You have one year from your course start date to complete the whole course. Talk to the Centacare contact of IFE if you are concerned about your ability to complete the course in that time.

Do I need to pay the entire course fee upfront?

The learner portion of the fees is a learner contribution towards the costs of delivering the course. Most of the course costs are covered by the organisation for you. We normally invoice the learner portion of the fees in one payment. Contact the IFE Registrar if you need to discuss payment options. (Contact details are provided on page 5.)

What happens if I miss a workshop?

If you cannot attend a workshop, or miss a workshop due to illness or other unforeseen circumstances, contact your trainer/assessor as soon as possible by messaging them through *My e-learning Place* – either before the workshop, or as soon as possible after you missed the workshop. See workshop attendance on page 22.

What if I can't meet an assessment due date?

Contact your trainer/assessor to discuss your circumstances. For more information on assessment requirements, see page 22.

What happens if an assessment is not yet satisfactory?

If your assessment does not meet all of the requirements, an assessor will give feedback on this and provide an opportunity for you to resubmit your assessment. For more information see assessment resubmission in the assessment requirements section of the handbook on page 22.