



**Designer Life**

EMPLOYMENT • TRAINING • CAREERS

# **PRE-ENROLMENT INFORMATION HANDBOOK**

**Version: June 2025**



NATIONALLY RECOGNISED  
TRAINING  
RTO 32502



(07) 3333 2055



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## INTRODUCTION

### Pre-Enrolment Information

Thank you for considering Designer Life as your RTO to study a range of qualifications and short courses. Based in Brisbane, Designer Life is a wholly Australian owned and operated business. Our fully qualified and experienced trainers and assessors provide unparalleled support to students in preparing them for the workforce. We are committed to developing and delivering programs that remain relevant in today's rapidly changing industries and workplaces.

The information contained in this Handbook has been developed to assist students considering undertaking a course with Designer Life. We want to make sure that you have access to all the relevant information so that you can make an informed choice about enrolment with Designer Life. Please take the time to read it and if you have any questions, please reach out to use on the below contact information.

Designer Life always welcomes and encourages input and feedback on how we can improve. Your input will help ensure we continue to improve the learning experience and outcomes you expect and deserve.

**If you have any questions, please contact us:**

**Phone:** 07 3333 2055

**Email:** [enrol@designerlife.com.au](mailto:enrol@designerlife.com.au)

## QUALIFICATIONS AND SHORT COURSES

Currently Designer Life is able to offer students accredited training in the following. The prices listed are for full fee-paying students, subsidies may apply to some courses for eligible students:

CODE	TITLE	PRICE
<b>BSB10120</b>	Certificate I in Workplace Skills	\$900
<b>BSB20120</b>	Certificate II in Workplace Skills	\$1200
<b>BSB30120</b>	Certificate III in Business	\$1800
<b>BSB30120</b>	Certificate III in Business (Administration)	\$1800
<b>BSB30120</b>	Certificate III in Business (Customer Engagement)	\$1800
<b>BSB30220</b>	Certificate III in Entrepreneurship and New Business	\$2000
<b>BSB40320</b>	Certificate IV in Entrepreneurship and New Business	\$2500
<b>CHC22015</b>	Certificate II in Community Services	\$1800
<b>CHC32015</b>	Certificate III in Community Services	\$2400
<b>CHC33021</b>	Certificate III in Individual Support	\$2800
<b>CHC41215</b>	Certificate IV in Career Development	\$2000
<b>CPP30321</b>	Certificate III in Cleaning Operations	\$1800
<b>FSK10219</b>	Certificate I in Skills for Vocational Pathways	\$900
<b>FSK20119</b>	Certificate II in Skills for Work and Vocational Pathways	\$1400
<b>SIR20216</b>	Certificate II in Retail Services	\$1200
<b>SIR30216</b>	Certificate III in Retail	\$1800
<b>SIT20322</b>	Certificate II in Hospitality	\$1500
<b>SIT30622</b>	Certificate III in Hospitality	\$2200
<b>RSA</b>	SITHFAB021 Provide responsible service of alcohol	\$150
<b>RSG</b>	SITHGAM022 Provide responsible gambling services	\$150
<b>Barista</b>	SITXFSA005 Use hygienic practices for food safety and SITHFAB025 Prepare and serve espresso coffee	\$550
<b>First Aid</b>	HLTAID011 Provide First Aid	\$150

For more information on the cost of obtaining a qualification through Recognition of Prior Learning please see the RPL Fees section of the Handbook.

## CLIENT SERVICES

Designer Life is committed to delivering high quality services to support students throughout their training and assessment journey. This commitment is based on a client focused operation that produces the best possible outcome for students. Designer Life will ensure students are informed of the services they are to receive, their rights and obligations, and the responsibilities of the RTO. Students who undertake training with Designer Life receive every opportunity to successfully complete their chosen training program. Designer Life will provide students with information prior to commencement of services including any subcontracting arrangements affecting the delivery of training and/or assessment.

Designer Life takes a systematic approach to establish and recognise the needs of each client. It is a requirement that all staff members do their utmost to meet the needs of students. Where a student's need is outside the scope or skill of the organisation, they will be referred to an appropriate service or an alternate training organisation.

### **In summary, Designer Life will provide:**

- Training programs and services that promote inclusion and are free from discrimination
- Support services, training, assessment, and training materials to meet the needs of a variety of individual students
- Consideration of each individual's needs to provide the best opportunity for skill development and attainment of qualifications that can lead to further training or employment
- Opportunity for consultation between staff and students so that all aspects of individual circumstances can be taken into consideration when planning training programs
- Consideration of the views of students' community, government agencies and organisations, and industry when planning training programs
- Information and course materials are readily available and are presented in an easily understood format
- Information to assist students in planning their pathway from school or the community to vocational education and training

While Designer Life guarantees that all students will receive the full training services paid for, it does not guarantee a student will successfully complete the course in which they are enrolled, or that the student will obtain a particular employment outcome outside the control of Designer Life.

### **Services include:**

- Pre-enrolment materials
- Study support and study skills programs
- Language, Literacy and Numeracy (LLN) programs, or referrals to these programs
- Equipment, resources and/or programs to increase access for students with disabilities
- Learning resource centres
- Mediation services or referrals to these services
- Flexible scheduling and delivery of training and assessment

- Counselling services or referrals to these services
- Information technology (IT) support
- Learning materials in alternative formats, for example, in large print
- Learning and assessment programs customised to the workplace

Designer Life will provide all relevant information and directions to each student prior to enrolment to enable the student to make informed decisions about undertaking training with Designer Life. This information will be clear and readily available in print or as an electronic format.

**Designer Life will provide the following information specific to each student:**

- The code, title, and currency of the AQF qualification, skill set or VET course in which the student is to be enrolled, as published on the National Register.
- The services the RTO will provide to the student including the:
  - estimated duration of the services
  - expected locations at which the services will be provided
  - expected modes of delivery
- The student's obligations, including any requirements that the student needs to meet to enter and successfully complete their chosen AQF qualification, skill set or VET course.
- Any materials and equipment that the student must provide.
- The educational and support services available to the student.

Where there are any changes to agreed services, Designer Life will advise the student as soon as practicable, including in relation to any new third-party arrangements or a change in ownership or changes to existing third-party arrangements.

Designer Life is committed to completing the outlined training and assessment once students have started study in their chosen qualifications or courses from the course start date.

In the event that Designer Life is unable to complete delivery of training, if possible, Designer Life will arrange for the agreed training and assessment to be completed through another RTO (fees may be incurred). Prior to the transfer to another RTO, affected students will be formally notified of the arrangements, and an agreement to those arrangements, including any refund of fees, will be obtained.

## **ACCESS AND EQUITY**

Designer Life is committed to practicing fairness and providing an equal opportunity for all current and potential students to access and participate in learning, and to achieve their learning outcomes regardless of age, gender, cultural or ethnic background, disability, sexuality, language skills, literacy or numeracy level, unemployment, imprisonment, or remote location that may present a barrier to access, or any other perceived difference in class or category, including ensuring cultural safety for First Nations people.

Designer Life ensures that its practices are as inclusive as possible and do not unreasonably prevent any clients from accessing its services. Designer Life will address access and equity matters as a nominated part of operational duties.

Designer Life has developed this handbook to guide and inform all staff and students in their obligations regarding access and equity. Upon induction into Designer Life, all staff are provided with copies of the policies which they must adhere to throughout all their operations as a Designer Life staff member. Students are made aware of the access and equity policy via this handbook and informed of their rights to receive access and equity support, and to request further information.

Designer Life access and equity policies are in place to ensure that training opportunities are offered to all people on an equal and fair basis in all circumstances, irrespective of their gender, culture, linguistic background, race, socio-economic background, disability, age, marital status, pregnancy, sexual orientation, or carer's responsibilities.

Practicing these policies guarantees that any student who meets Designer Life entry requirements will be accepted into any training programs. If any student or staff member have issues or questions regarding access and equity, or believes they have been treated unfairly, they will be directed to Designer Life's management for consultation.

## STUDENT SUPPORT AND WELLBEING

### Student wellbeing and support policy

Designer Life will make all reasonable efforts and utilise a variety of available methods to assist all students in their efforts to complete training programs. Designer Life will determine the support needs of individual students and provide access to the educational and support services necessary for the individual student to meet the requirements of the AQF qualification, skill set, or VET course as specified in training packages or VET accredited courses. Designer Life will continue to develop strategies to make support available where gaps are identified.

Trainers are responsible for ensuring that all students are aware they can contact their trainer, or other Designer Life staff members, in the event that they are experiencing difficulties with any aspect of their studies. Staff will ensure students have access to the full resources of Designer Life to assist them in achieving the required level of competency in all nationally recognised qualifications.

In the event that a student is experiencing personal difficulties, training staff will encourage the student to contact Designer Life who will provide discreet, personalised, and confidential assistance as according to the nature of the difficulties.

#### **If you need assistance with:**

- **Your enrolment (before or during enrolment process):** including questions about funding eligibility, course suitability, course information etc, please contact our administration team on [enrol@designerlife.com.au](mailto:enrol@designerlife.com.au)
- **Your enrolment (after enrolment):** including questions about extensions, withdrawal or other changes to your enrolment, please contact our administration team on [enrol@designerlife.com.au](mailto:enrol@designerlife.com.au)
- **Feedback or complaints:** Please contact our administration team on [enrol@designerlife.com.au](mailto:enrol@designerlife.com.au)
- **Your course:** including questions about support to completing assessments, reasonable

adjustment, course content, assessments or re-assessments please contact your trainer. If you are uncertain how to contact your trainer, please contact our administration team on [enrol@designerlife.com.au](mailto:enrol@designerlife.com.au)

Our staff are available 9am to 5pm, Monday to Friday (excluding public holidays).

## Support and Wellbeing Resources

**In an Emergency:** If there is an immediate threat to anyone's safety, contact Triple Zero (000) for ambulance, fire, or police.

In the event that a student's needs exceed the capacity of the support services Designer Life can offer, they will be referred to an appropriate external agency. Extensive information regarding support agencies, resources and services may be sourced online. Designer Life staff members will assist students to source appropriate support.

Please consider reaching out to one of the below external services if we are not able to provide you with assistance.

### **Mental Health Support**

**Beyond Blue:** 24/7 mental health support services - 1300 22 46 36, [beyondblue.org.au](http://beyondblue.org.au)

**Headspace:** Online support and counselling for young people 12 to 25 - 1800 650 890 [headspace.org.au](http://headspace.org.au)

**Lifeline:** 24/7 crisis support and suicide prevention - 13 11 14, [lifeline.org.au](http://lifeline.org.au)

**Suicide Call Back:** 24/7 crisis support and counselling service - 1300 659 467, [suicidecallbackservice.org.au](http://suicidecallbackservice.org.au)

**Mensline:** 24/7 counselling service for men - 1300 78 99 78, [mensline.org.au](http://mensline.org.au)

**QLife:** LGBTI peer support and referral - 1800 184 527, [qlife.org.au](http://qlife.org.au)

**13YARN:** 24/7 crisis support for First Nations people - 13 92 76, [13yarn.org.au](http://13yarn.org.au)

**Acute Care Team:** 24/7 support, information, advice and referral services for mental health, also supports people from CALD backgrounds - 1300 624 355

**Griefline:** Support and counselling for people experiencing grief – 1300 845 745, [griefline.org.au](http://griefline.org.au)

### **Domestic Violence, Sexual Assault and Abuse**

**1800RESPECT:** 24/7 support for people impacted by sexual assault, domestic violence and abuse - 1800 737 732, [1800respect.org.au](http://1800respect.org.au)

**Full Stop Australia:** 24/7 telephone and online sexual and domestic violence counselling - 1800 385 578

**Rainbow Sexual, Domestic and Family Violence Helpline:** 24/7 assistance for people from the LGBTQ+ community who have been impacted by sexual domestic and/or family violence - 1800 497 212

## **Financial Counselling**

**National Debt Helpline:** Free advice on how to manage debts - 1800 007 007, [ndh.org.au](http://ndh.org.au)

**Mob Strong Debt Helpline:** Free legal advice on money matters for First Nations people - 1800 808 488, [financialrights.org.au/getting-help/mob-strong-debt-help/](http://financialrights.org.au/getting-help/mob-strong-debt-help/)

## **Drug and Alcohol Support**

**Counselling Online:** 24/7 counselling support for drug and alcohol issues - [counsellingonline.org.au](http://counsellingonline.org.au)

**Family Drug Support:** Support and information for families of people who use drugs and/or alcohol - 1300 368 186, [fds.org.au](http://fds.org.au)

**Quitline:** Support to stop smoking or vaping - 13 78 48, [quit.org.au](http://quit.org.au)

**Drinkwise:** Alcohol information and support - [drinkwise.org.au](http://drinkwise.org.au)

## **Parents and Carers**

**Family and Child Connect:** Confidential telephone counselling service which supports parents and carers of children - 13 32 64, [familychildconnect.org.au](http://familychildconnect.org.au)

**Carers Queensland:** Support and advocacy for people providing care to family members or friends - 1300 747 636, [carersqld.com.au](http://carersqld.com.au)

**Arafmi:** 24/7 support for carers of people with mental health illnesses, including support for carers from multicultural backgrounds - 1300 554 660, [arafmi.com.au](http://arafmi.com.au)

**Parentline:** Confidential telephone support and counselling for parents and carers - 1300 30 1300, [parentline.com.au](http://parentline.com.au)

## **Employment**

**Apprenticeships Info:** Information and support for people employed as apprentices and trainees in Queensland - 1800 210 210, <https://www.qld.gov.au/education/apprenticeships/support>

**Fair Work:** Information, advice and assistance with rights and responsibilities under the *Fair Work Act 2009* - 13 13 94, <https://www.fairwork.gov.au/>

## **Children and Young People**

Designer Life is committed to the safety and wellbeing of all children and young people in its care. Children and young people are valued and respected. We uphold our duty of care by implementing robust child safety policies, procedures, and practices, ensuring compliance with relevant legislation and promoting a culture of safety and respect. All children and young people are embraced regardless of their abilities, sex, gender, or social economic or cultural background and equity is upheld. All students under eighteen (18) years of age who are supported by Designer Life have a right to feel and be safe. We want children to be safe, happy and empowered. We support and respect all children. We are committed to the safety, participation and empowerment of all children.

If you need help as a child or young person, please reach out to Designer Life at any time.

**You can also contact external support services:**

**Kids Helpline:** 24/7 counselling support for people aged 5 to 25 - 1800 55 1800, [kidshelpline.com.au](https://kidshelpline.com.au)

**Reach Out:** Mental health support for young people - [au.reachout.com](https://au.reachout.com)

**Beyond Blue:** Support for young people aged 12 to 25 - [beyondblue.org.au/mental-health/youth](https://beyondblue.org.au/mental-health/youth)

**Family and Child Connect:** Confidential telephone counselling service which supports young people - 13 32 64, [familychildconnect.org.au](https://familychildconnect.org.au)

## Reporting Child Safety Matters

If you know or believe that a child is experiencing harm, is at risk of being harmed, or is experiencing neglect you can report your concerns. It is important that you feel safe to speak about your concerns with someone you can trust. This might be a family member, a friend, a person at Designer Life, or an external agency. In Queensland it is an offence for any adult to fail to report sexual offending against a child by another adult to police.

**You can speak to someone at Child Safety Services about your concerns at any time:**

- **During normal business hours** - contact the [Regional Intake Service](#).
- **After hours and on weekends** - contact the Child Safety After Hours Service Centre on **1800 177 135**. The service operates 24 hours a day, 7 days a week.

## Supporting your own wellbeing

Supporting personal wellbeing as a student is vital for maintaining a balanced and fulfilling life, and to ensure you can maintain engagement with your studies.

**To support wellbeing, students should:**

- **Prioritise Mental and Physical Health:**
  - Get enough sleep—aim for between 7 and 9 hours per night.
  - Eat a well-balanced diet and ensure you drink enough water.
  - Engage in regular physical activity that suits your lifestyle, needs and level of ability.
  - Practice mindfulness or meditation to reduce stress.
- **Maintain a Healthy Routine:**
  - Set realistic goals and manage your time effectively.
  - Avoid overcommitting—balance study, social life, and self-care.
  - Take breaks to recharge and avoid burnout.
- **Build a Support System:**
  - Stay connected with friends and family.
  - Seek help when needed—talk to a mentor, teacher, or counsellor.
  - Join clubs or activities that bring joy and foster connections.
- **Develop Healthy Study Habits:**

- Create a structured study plan and avoid cramming.
- Find a quiet, comfortable place for studying.
- Use productivity techniques like the Pomodoro method to stay focused.
- Manage Stress Effectively:
  - Engage in hobbies or creative activities that bring relaxation.
  - Limit screen time and social media usage to avoid distractions.
  - Practice gratitude—reflect on positive moments in your day.

## Students with a disability

Designer Life has obligations under the *Disability Standards for Education 2005* and the *Disability Discrimination Act 1992* to support students with disability to access and participate in training and assessment on the same basis as students without disability. Students with a disability will be supported to disclose their disability to Designer Life if they choose to do so. Students can choose to disclose information at any time prior to or during their enrolment.

Disclosing this information is the personal choice of each student and is not a requirement of enrolment. However, students should note that providing information about the impact of your disability early in the enrolment process will assist Designer Life to ensure that reasonable adjustments can be put in place as soon as possible.

## Reasonable Adjustment

Designer Life recognises that some people are better suited to learning via teaching methods not usually obtained in the traditional classroom setting. With some minor adjustments to teaching and assessment methods, a student who is experiencing difficulty learning and achieving the desired results in the traditional setting may show considerable improvements.

The staff and management of Designer Life respect these differences among students and will endeavour to make any necessary adjustments to their methods in order to meet the needs of a variety of students.

Reasonable adjustment means adjustments that can be made to the way in which evidence of student performance can be collected. Whilst reasonable adjustments can be made in terms of the way in which evidence of performance is gathered, the evidence criteria for making competent / not competent decisions (and / or awarding grades) should not be altered in any way. That is, the standards expected should be the same irrespective of the group and / or individual being assessed; otherwise, comparability of standards will be compromised. For example, a student who has difficulty writing may be able to type their assessment instead or verbally answer questions. However, if the requirements of the unit mean that a student needs to demonstrate an ability to write information by hand, these adjustments would need to be reviewed.

Acceptable adjustments to teaching and assessment methods will vary depending on the needs of the student and the type of evidence that needs to be gathered.

The need for an adjustment and the nature of an adjustment will be determined in consultation with the student or the student's chosen advocates or representatives. This might include consultation on

whether there is any other adjustment that would be no less beneficial for the student but less disruptive and intrusive for others.

**Information about the student's disability will form part of an assessment of:**

- What adjustment may be required, including assessing the nature and extent of the adjustment needed and assessing Designer Life's capacity to provide the adjustment; and
- To clarify the student's ability to comply with the requirements of their desired course or training program, ensuring that these requirements are genuine and non-discriminatory.

Designer Life staff will pursue any reasonable means within their ability to assist students in achieving the required competency standards. In the event that a student's needs exceed the capacity of the support services Designer Life can offer, they will be referred to an appropriate external agency.

Where it is determined that a student is unable to comply any genuine and non-discriminatory requirements of a course or training program, Designer Life will consult with the student and the student's chosen advocates or representatives about the next steps that can be taken.

## **Language, Literacy and Numeracy Assistance**

Designer Life course information and learning materials contain written documentation and in some cases, numerical calculations.

Designer Life recognises that not all students will have the same level of ability in relation to reading, writing, and performing calculations. Prior to enrolment, all students will complete a language, literacy, and numeracy test in order to assess the student's level of ability. This process is to ensure that all students who commence a training program possess the skills required to understand the presented material and complete assessments.

Designer Life will endeavour to provide assistance to students having difficulty with language, literacy, or numeracy to accommodate their needs. In the event that a student's needs exceed the ability of Designer Life staff to assist, the student will be referred to an external support agency, so they have the opportunity to obtain the skills required to complete the training program.

## **STUDENT OVERVIEW**

### **What courses are offered?**

Please refer to the Qualifications section for a full list of courses currently offered by Designer Life.

### **How is training delivered?**

Training courses with Designer Life are delivered using a combination of the following methods:

- Face-to-face classroom training
- Blended learning
- Online learning
- Workplace delivery

## How long does a course take?

Each program has a specific course outline which details the units of competency to be studied, along with details of course dates and durations. Prospective students should ensure they have accessed the relevant course details prior to completing enrolment. Designer Life staff will ensure that all students are fully aware of course details and duration prior to finalising a student's enrolment.

## Course Extension Policy

Applications for extensions to the standard enrolment period will be assessed on an individual basis. Applications must be received in writing and must state the student's reasons for applying for the extension. Enrolment extensions may be granted where reasonable cause of inability to complete is provided.

The total period of the extension provided will depend on the individual circumstances of the student and the reason they have applied for the extension. However, students will only be able to apply for a maximum extension of six (6) months. Students will only be able to apply for a maximum of one (1) extension to their enrolment. Students will not be subject to additional fees when applying for an extension to their current enrolment.

If a student has applied and been approved for an extension to their enrolment period and has still not successfully completed their course at the conclusion of the extension their case will be reviewed by Designer Life management.

## Student Attendance Policy

Attendance is an essential element of a student's program for face-to-face training courses. It is important that students try to arrive to class on time, including returning from morning and lunch breaks, as lateness interrupts other students and valuable work is missed. Training time should be seen as high priority.

## Student Absenteeism Policy

Students are required to notify Designer Life team prior to the commencement of the face-to-face training sessions if they are unable to attend.

Students must abide these conditions as follows:

1. Students who are absent on the date of assessment must notify Designer Life of their inability to attend **prior** to the assessment time.
2. Students who know in advance that an assessment date cannot be met must inform Designer Life **prior** to the assessment date.

## CLIENT SELECTION AND ENROLMENT PROCEDURE

### Client selection

Enrolment and admission into some Designer Life training programs is subject to meeting certain

prerequisite conditions and/or entry requirements. Specific details of the prerequisites pertaining to these training programs are contained in individual course information which is available in this handbook.

In the case that a potential student does not meet the prerequisite conditions and/or entry requirements, Designer Life staff will assist them in understanding the alternative options available to them. Any questions regarding these arrangements can be addressed by Trainers or Designer Life Management.

## **Initial Enquiry and Application**

The Enrolment procedure commences when a student contacts Designer Life expressing interest in a training program(s). Designer Life staff will respond by dispatching by suitable means pre-enrolment information, information on the program(s) being considered and any other documentation which may be relevant.

## **Pre-course evaluation**

A pre-course evaluation of each student is conducted. Questions are designed to identify the student's needs and will allow Designer Life staff members to evaluate any requirements the student may have to improve their learning experience and outcome.

Based on the information gathered through the initial application, interview and any other relevant correspondence and conversations. Applications will be assessed to ensure that the student meets any prerequisites and/or entry requirements that have been set for the selected course.

Designer Life staff and management will provide the student with advice on if their chosen course or training program is suitable for them. Students will be informed of successful enrolment and sent information on the course and their course induction. Students who do not meet the prerequisites for the selected course will be notified of their unsuccessful enrolment and invited to contact Designer Life to discuss their training needs and alternative opportunities.

## **FEES**

Training programs with Designer Life will attract certain fees, the type of fees you need to pay, the amount you will need to pay and when you pay will vary.

Designer Life will never collect more than \$1,500 in course fees from a student prior to commencing a course or in advance of any service delivered. Where less than \$1,500 is collected prior to the commencement of training or where the total course fee is less than \$1,500, a fee protection process is not required. These fees are paid by/charged to the student, a government agency, or the student's employer.

Please see the Payment Terms section for more information on when and how course fees are charged to students.

**The total fee payable for each course can be found in the Qualification section of this handbook, within the Student Handbook, and is listed on the individual course flyer for each program.**

The RTO's fee policy is updated regularly so that both Designer Life and our clients are protected.

**Designer Life provides the following fee information to each student:**

- The total amount of all fees including course fees, administration fees, materials fees and any other charges;
- Payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- The nature of the guarantee given by Designer Life to complete the training and / or assessment once the student has commenced study in their chosen qualification or course;
- The fees and charges for additional services, including such items as issuance of a replacement qualification testamur and the options available to students who are deemed not yet competent on completion of training and assessment; and
- The refund policy.

**After students have made payment on their course, further fees will not be charged for the following:**

- Re-submission and re-assessment of course work and assignments; and
- No fee applies to produce a statement of attainment when the student has partially completed the training program and must withdraw.

## **Fee For Services Courses**

Where a student is accessing a course without utilising any kind of government subsidy or funding they will be required to pay the full Fee For Service rate as advertised on our website, course flyer, and within this handbook.

The course fee is the maximum fee that may be charged to the student for their selected training program. It is Designer Life's policy that the course fee will be all-inclusive. Students will not be 'surprised' by unexpected requirements, fees, or expenses.

In certain situations additional fees may be charged, please see the Additional Fee section for more information.

## **Co-Contribution and Student Contribution Fees**

Where a student is accessing a government subsidy or funding for their course, they may be required to make a contribution to the cost of training and assessment services, this is known as a "Co-Contribution Fee" or "Student Contribution Fee".

The fee may be paid on behalf of the student by a third party unrelated to Designer Life (e.g., the student's employer or a Workforce Australia Provider), but it cannot be paid by or waived by Designer Life (whether directly or indirectly). The fee amount is set by Designer Life.

**The only exceptions to the fee condition are:**

- **SQW participants** — This training is provided fee-free to students with any additional costs met through SQW funding
- **VETiS students** — This training is provided fee-free to students with any additional costs met by the school

The amount of this fee can vary depending on which subsidy or funding program the student is accessing and if the student is eligible for credit transfers, please see the funding page on our website for more information.

## Fee changes

Prior to a student enrolling, fees may be altered without notice. Once a student has completed enrolment, fees will not be subject to change for the normal duration of the course. If a course length is extended by the student then any fee increases will be required to be paid for the extended component of the course at Designer Life's discretion.

## Additional Fees

### Software

Students may find it helpful to have access to a range of software in order to take part in training and assessment activities for their course. Designer Life recommends that students consider some of the free and safe-to-use alternatives to paid software.

**Options may include:**

- **Word processing:** Google Docs, LibreOffice, Apache OpenOffice
- **Spreadsheets:** Google Sheets, LibreOffice, Apache OpenOffice
- **Presentation:** Google Slides, Canva, Prezi, LibreOffice
- **PDF readers:** Acrobat Reader, PDF Viewer for Chrome

### Vocational Placement and Work Experience Fees

There may be additional fees associated with obtaining clearance checks and training that apply to students undertaking Vocational Placement or Work Experience.

For students enrolling into Individual Support or Community Services courses that include mandatory vocational placement, many employers in these industries require workers to obtain a Blue Card, Disability Worker Screening (Previously known as the Yellow Card) and/or a Police Check, you may also be required to hold a current First Aid and CPR certificate.

Queensland has also adopted a "No Card, No Start" policy, this means that students enrolling into these courses will need to source, pay for these items, and successfully obtain them prior to undertaking vocational placement. Blue Cards and Disability Worker Screenings are free for students, however, the prices for Police Checks and First Aid/CPR courses will vary depending on the supplier you choose. Designer Life will assist you with the application process for a Blue Card and/or Disability Worker Screening.

### Cancellation/Withdrawal Fees

Where a student indicates that they wish to cancel or withdraw their enrolment prior to successfully completing the following administration fees will apply:

- **Fee For Service Students:** \$50

- **Students enrolled under VET Investment Program Funding (e.g., Certificate 3 Guarantee):**  
\$25

The administration fee must be paid in full prior to Designer Life processing the cancellation/withdrawal. This fee may be enforced, reduced or waived at Designer Life's sole discretion.

## **Printing and Reprinting Fees - Certificate or Statement of Attainment**

Where a student requests a printed copy of their certification, the following fees apply:

- Statement of attainment \$25.00 + GST
- Qualification (with academic transcript) \$40.00 + GST

**To request a printed copy of your certificate or statement of attainment, please get in touch with us:**

**Phone:** 07 3333 2055

**Email:** [enrol@designerlife.com.au](mailto:enrol@designerlife.com.au)

## **Payment Terms**

### **Where the total fee payable is \$1,500 or less and a student is paying for their own course**

An invoice will be issued on confirmation of enrolment for the full fee payable, the payment terms of this invoice will be 7 days.

### **Where the total fee payable is greater than \$1,500 or where another organisation (e.g., an employer) is paying course fees on behalf of the student**

An initial invoice of \$1,500 will be issued on confirmation of enrolment, the payment terms of this invoice will be 7 days.

The remaining amount will be payable on completion of the course, the payment terms of this invoice will be 7 days after it is issued.

All outstanding fees must be paid prior to Designer Life issuing a Certificate or Statement of Attainment.

## **Making Payment**

Payment can be made by the following methods:

- **Direct Deposit** – Please pay into the account listed on your invoice.
- **Credit and Debit Card\*** – Please contact Head Office on (07) 3333 2055 to make payment.

\*No surcharge applies to any credit card or debit card payments.

## **REFUND POLICY**

Designer Life will protect fees paid in advance and has a fair and reasonable refund policy.

The following amounts will be refunded for Fee for Service enrolments:

REASON	AMOUNT REFUNDED
Cancellation is made no later than <b>14 days</b> prior to the course start date.	<b>100% refund</b>
Cancellation is made between <b>13 – 7 days</b> prior to the course start date.	<b>75% refund</b>
Cancellation is made between <b>6 days – 1 day</b> prior to the course start date.	<b>50% refund</b>
Withdrawal after starting the course.	<b>No Refund</b>
Course is cancelled by Designer Life after commencement.	<b>A pro-rata refund will be made to students.</b> The total refund amount will be based on the number of units that have not yet been commenced or completed.

## How to request a refund

If you are eligible for a refund on course fees already paid for your course, the full refund amount will be paid directly into your nominated bank account. You will need to provide the details of your bank account to the Finance Team to allow them to process your refund.

**For more information, please get in touch with us:**

**In Person:** 16 Dixon St, Strathpine QLD 4500

**Phone:** (07) 3333 2055

**Email:** [enrol@designerlife.com.au](mailto:enrol@designerlife.com.au)

## Terms and conditions

By enrolling into a course with Designer Life you agree to pay the full Course fee for the Course using the payment method you have selected.

You are required to pay the full amount of the Course fees even if you do not complete your Course, or if you fail to advise Designer Life of withdrawal from your Course within the refund periods as show in the Refund Policy.

## Student request to cancel enrolment (Withdrawal prior to completion)

If a student advises Designer Life that they wish to cancel their enrolment before they have successfully completed their course the student will not be entitled to a refund. Statement of Attainment/s will be issued for any units that have been satisfactorily completed.

In lieu of cancellation, the student may defer their course study for up to 6 months from the initial enrolment date without additional charge.

## **Cancellation of a course by Designer Life**

In the unlikely event that Designer Life cannot continue to offer a course and cancels the nominated course, a full refund of fees paid will be made to all students currently enrolled in the cancelled course. This will incur no administrative charges or penalties. The student will be notified directly if any changes in courses directly affect their enrolment or educational outcome.

Should Designer Life be unable to provide all units to meet the student's course completion schedule, the following will apply:

- Course fees paid will be refunded in full and no statement of attainment will be issued on any unit; OR
- Course fees paid on any unavailable unit/s will be refunded; and a statement of attainment will be issued for satisfactorily completed units.

# RECOGNITION OF QUALIFICATIONS

## Credit Transfer

Credit transfer is the recognition of unit/s of competency that students have previously successfully completed. Credit may be obtained by students if they have previously completed units in courses or qualifications with other VET providers or with Designer Life. When credit is recognised, you don't need to repeat training or assessment for that unit.

To receive a credit transfer for a unit you must provide formal evidence that you've previously completed the unit (this includes if you have previously completed an earlier version of a unit which is equivalent). Formal evidence can be a qualification certificate or transcript, statement of attainment or your VET transcript.

Designer Life will recognise all verifiable AQF qualifications and statements of attainment issued by any other RTO, as well as verified VET Transcripts. If any ambiguity is detected when validating a student's certification, Designer Life will seek verification from the student or relevant RTO before recognising the evidence provided.

There is no reduction in fees for Fee for Service students if Credit Transfer is applied for or granted. Where a student is accessing a government subsidy or funding, pro-rata refunds may be applied to fees, the amount to be paid will be confirmed prior to enrolment.

## How to apply for Credit Transfer

Students who believe that they are eligible for Credit Transfer should speak with our administration team prior to or at the time of enrolment, or at any time during their enrolment. Additionally, where our administration team identifies that a student may be able to receive a credit, we will let the student know.

**Students will need to supply suitable evidence in order to claim a credit transfer, this may include:**

- AQF qualification and record of results
- A Statement of Attainment
- Verified VET Transcript (USI Transcript)

If a student has lost evidence of their previously completed study, they should contact the RTO that issued the AQF qualification or Statement of Attainment. If the student has difficulty contacting the issuing RTO, or if that RTO has ceased operations, the student should contact the Australian Skills Quality Authority (ASQA) for assistance - [www.asqa.gov.au](http://www.asqa.gov.au).

When a student provides evidence for the purpose of applying for a credit transfer, a copy will be taken and kept on the student's file. Designer Life staff will verify the authenticity of the evidence provided and may request additional evidence.

**To verify the authenticity of credit transfer evidence, Designer Life staff may:**

- Ask to see an original copy of AQF qualification and record of results, or Statement of Attainment

- Ask for a certified copy of the evidence (i.e., a copy that has been witnessed and signed as true and correct by a Justice of the Peace or a Commissioner of Declarations)
- Contact the RTO that issued the original AQF qualification and record of results, or Statement of Attainment to verify the authenticity of the evidence
- Use the QR code on a VET Transcript to verify its authenticity

In the event that the authenticity of the evidence provided cannot be established, the application for a credit transfer may be refused. If this occurs, students will be offered an opportunity to provide suitable alternative evidence.

If the authenticity of evidence can be verified, Designer Life staff will inform the student that their application was successful and will apply the relevant credits. Staff will ensure the student is aware of and understands what component(s) of their training and assessment are affected.

## RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (RPL) means recognition of competencies currently held, regardless of how or where the learning occurred. These competencies may be attained through any combination of formal or informal training and education, work experience or general life experience.

In order to grant RPL, the assessor must be confident that the student is currently competent against the endorsed industry or enterprise competency standards or outcomes. The evidence may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples.

**The assessor must ensure that the evidence is:**

- **Authentic** – The assessor must be assured that the evidence presented for assessment is your own work.
- **Valid** – The assessor must be assured that you have the skills, knowledge, and attributes as described in the module or unit of competency and associated assessment requirements.
- **Current** – The assessor must be assured that the evidence demonstrates current competency. This means the evidence should be from the present or the very recent past.
- **Sufficient** – The assessor must be assured that the quality, quantity, and relevance of the evidence enables a judgement to be made about your competency.

Designer Life appreciates the value of workplace and industry experience and recognises that students will acquire vocational skills and knowledge from a variety of sources other than formal training. These skills are legitimate irrespective of how they were acquired and the RPL process is designed to provide validation of such relevant skills.

## RPL Fees

Where a student undertakes the RPL process, this will attract an additional administration and assessment fee. This fee is in addition to the course fee listed in this handbook and on the course flyer.

**RPL Fee: \$1100**

This fee covers the initial application, consultation, either in person or via phone, with a suitably qualified assessor, and the RPL assessment and (if successful) certification.

## RPL Process

Recognition of Prior Learning (RPL) is a process that assesses an individual's formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and / or partial or total completion of a VET qualification.

Students who believe they have already obtained current skills and knowledge that would otherwise be covered in the qualification / unit of competency which they intend to attain, can advise Designer Life staff prior to enrolment or at any time during their course. The student's skills and knowledge will be assessed and validated, and where appropriate, units of competency acknowledged, and face-to-face training reduced.

As part of the Designer Life enrolment policy, students will be advised of the availability of RPL, what the process involves and how it relates to the attainment of the qualification. Students will be reminded of the availability of this option progressively throughout their time in training, in order to provide multiple opportunities for students to engage in the RPL process.

Students will be required to provide a variety of evidence that can be used to support an RPL application. Students will need to ensure that the evidence provided meets the Rules of Evidence, namely that it is valid, sufficient, authentic, and current.

### **Evidence may include:**

- **Primary Evidence:** This is evidence that is provided "firsthand", it has not been interpreted, it is factual and objective. This evidence may include work samples, recordings, records, or original documents, such as licenses, certificates, and academic transcripts.
- **Secondary Evidence:** This is evidence that is gathered after the fact and is often an interpretation, commentary, or evaluation of primary evidence. It may be considered less reliable than primary evidence. This evidence may include resumes or written references.

Ideally, students should provide a mixture of both Primary and Secondary Evidence to support their application. Your assessor will check the evidence provided and confirm whether further information is required or if your RPL application was successful.

# UNIQUE STUDENT IDENTIFIER (USI)

The Unique Student Identifier (USI) scheme allows students to access a single online record of their VET achievements. The scheme also allows for reliable confirmation of these achievements by employers and other RTOs. Under the scheme each student enrolling into a VET course is required to hold a USI.

All accredited training reported against a student's USI will be recorded on their transcript. Students will have access to their transcript through the USI website.

Your USI transcript can be used to grant credit transfers.

Designer Life can only issue a qualification or statement of attainment to a student after the student has provided a verified USI, or Designer Life applies for a USI on behalf of the student. To avoid any delays in issuing certification documentation Designer Life will ensure that student's USIs are applied for, or will verify a supplied USI, at the time of enrolment.

Designer Life protects the security of all information related to USIs. Security measures are in place to protect both digital and hard-copy records from loss, damage, or unauthorised access. Designer Life stores paper-based records in locked cabinets. Digital records are backed up on a password protected Cloud system.

All AQF certification documentation issued by Designer Life is kept for thirty (30) years.

## Information that does not appear on your USI transcript

Students should be aware that certain information may not appear on their USI transcript, or may be delayed from appearing:

- Nationally recognised training that is exempt from inclusion.
- Training delivered prior to 2015 will not appear on your USI transcript.
- Non-accredited training will not appear on your USI transcript.
- If you did not supply the correct USI to your training provider your course will not appear on your transcript until the correct USI is provided.
- USI transcripts are only updated quarterly, if you have recently enrolled into or completed training it might not be reflected yet on your current transcript and you will need to check again later in the year.

If you believe that training you completed with Designer Life is missing from your USI transcript when it should be listed, please get in touch with Head Office on (07) 3333 2055.

If you have completed training with another company and you believe it is incorrectly missing from your USI transcript, you will need to get in touch with the company that you completed training with directly. Designer Life is unable to make amendments to data for courses that were completed with another RTO.

## Access your USI transcript

Students are able to access and download or print copies of their transcripts through the USI website: [www.usi.gov.au](http://www.usi.gov.au)

If you are having any trouble accessing or viewing your transcript the USI office has created a how-to video which can be accessed here: <https://www.usi.gov.au/video/how-view-and-download-my-usi-transcript>

If you have any difficulties with your USI account or the USI website, you should contact the Office of the Student Identifiers Registrar directly on 1300 857 536.

## Allowing Designer Life to access your USI transcript

Students are able to grant Designer Life access to view and download their USI Transcripts through the USI website: [www.usi.gov.au](http://www.usi.gov.au)

**Follow these steps to grant access:**

- Log in into your USI account,
- Click on the 'Provide your USI' tile
- Scroll to the 'Set up access to your USI / Permissions' option.
- Select 'Add Organisation' and search for Designer Life
- You can also limit the period of time that Designer Life will be able to view your transcript, we recommend that if you choose to use this option that you set the period of time to the full duration of your course enrolment.

## VOCATIONAL PLACEMENT AND WORK EXPERIENCE

### Additional Fees

There may be additional fees associated with obtaining clearance checks and training that apply to students undertaking Vocational Placement or Work Experience.

Please see the Fees section for more information.

### Training and Assessment Relevant to the Workplace

Whilst employment outcomes cannot be a guaranteed result of a training program, every effort is made to maximise relevant outcomes for students. Designer Life ensures that every opportunity to connect training and assessment within the workplace is utilised. Learning and assessment activities are designed in consultation with industry experts to ensure workplace relevance. Opportunities to expose students to “real-life” learning will be developed in consultation with the relevant workplace personnel where possible and responsibilities clearly communicated to all involved.

Students enrolled in a traineeship or apprenticeship program will be working for an employer within the industry.

**Designer Life will:**

- Involve workplace personnel in planning workplace programs, where they are relevant to the training and assessment program;
- Ensure that the training and assessment program makes full use of opportunities at the workplace;
- Monitor each student's progress and the support provided to them by workplace personnel;
- Consult with workplace personnel in the development of workplace training and assessment processes; and
- Inform workplace personnel of their training and assessment roles and responsibilities, and accept these responsibilities, where relevant to the training and assessment program.

Information from workplace personnel is used to continuously improve training and assessment. A number of programs that engage employers or other parties who contribute to each student's training, assessment, and support services to meet their individual needs are available.

## **GOVERNMENT SUBSIDIES**

Designer Life is a Skills Assure Supplier to the Queensland Government and offers funding under a range of programs for many of our qualifications. If you meet the eligibility criteria for your chosen funding program, a portion of your course fees could be covered by government funding.

Please note, in order to access government subsidies, you will be required to supply evidence to confirm your eligibility. The evidence you need to provide will vary depending on the specific requirements of the subsidy you wish to access, but may include proof of your date of birth (e.g., Driver Licence, Birth Certificate etc.), proof of your address (e.g., Driver Licence etc.), proof of citizenship (e.g., Birth Certificate, Medicare Card etc.).

Please refer to the Funding Page on our website for further information or get in touch with our team.

## **LEGISLATION**

Registered training organisations are subject to legislation which clearly sets out standards for training and assessment, as well as business practice. Designer Life complies with relevant Commonwealth, State or Territory legislation and regulatory requirements relevant to its scope of registration, including participating in regular audit activities.

Designer Life informs all staff and clients of the legislative and regulatory requirements that affect their duties or participation in vocational education and training. Designer Life recognises that compliance with legislative requirements underpins the effective implementation of its operations and ensures accountability and transparency of activities of both management and staff. Legislation updates via monthly management meetings, emails of Department Newsletters and regulator correspondence.

## **Complying with Legislation**

Staff are advised at induction and kept up to date with changes to legislation through fortnightly webinars and written correspondence. Policies and procedures and associated tools and templates

are updated to reflect changes to legislation as soon as practical following advice. Any associated update training is organised in a professional and timely manner.

All staff are encouraged to view current legislation online at: <http://austlii.edu.au>

Examples of legislation relevant to the training business and staff include but is not limited to:

**Commonwealth legislation:**

- *Copyright Act 1968*
- *Privacy Act 1988*
- *Privacy Amendment (Enhancing Privacy Protection) Act 2012*
- *Australian Privacy Principles*
- *Sex Discrimination Act 1984*
- *Racial Discrimination Act 1975*
- *Age Discrimination Act 2004*
- *Disability Discrimination Act 1992*
- *National Vocational Education and Training Regulator Act 2011*
- *Standards for Registered Training Organisations 2015*
- *National Vocational Education and Training Regulator (Outcome Standards for NVR Registered Training Organisations) Instrument 2025*
- *National Vocational Education and Training Regulator (Compliance Standards for NVR Registered Training Organisations and Fit and Proper Person Requirements) Instrument 2025*

**Queensland legislation:**

- *Working with Children (Risk Management and Screening) Act 2000*
- *Disability Services Act 2006*
- *Anti-Discrimination Act 1991*
- *Fair Trading Act 1989*
- *Further Education and Training Act 2014*
- *Work Health and Safety Act 2011*

**Training authorities / regulators (Please note, Department names are accurate as at June 2025):**

- Department of Employment and Workplace Relations (Federal)
- Department of Trade, Employment and Training (Qld)
- Australian Skills Quality Authority (ASQA)
- Council of Australian Governments Industry and Skills Council (COAGISC)

## **Work Health and Safety**

The *Work Health and Safety Act 2011* outlines the requirements of an RTO in establishing and maintaining workplace health and safety standards. The requirements of an RTO as specified in the above-mentioned Act are to:

- Secure the health, safety and welfare of employees and other persons at work
- Eliminate, at the source, risks to health, safety or welfare of employees and other persons at work
- Ensure that the health and safety of members of the public is not placed at risk by the conduct of undertakings by employers and self-employed persons
- Provide for the involvement of employees, employers, and organisations representing those persons, in the formulation and implementation of health, safety and welfare standards.

Designer Life has initiated procedures, policies, guidelines, and work instructions, practicing an ongoing commitment to workplace health and safety including each site used for training delivery.

The following presents a strategic overview of Designer Life's safety system and provides guidance for meeting the requirements of the Work Health and Safety Act on Designer Life's premises, thereby ensuring a high standard of workplace health and safety at all times.

In accordance with legislation, all Designer Life employees and management contribute to and assist in maintaining workplace health and safety and risk management operations as part of their role within the RTO.

**Designer Life management is responsible for providing the following standards as part of its commitment to employees and clients:**

- A safe workplace, with a safe system of work
- Adequate workplace health and safety professional development for Designer Life students, employees, management, and stakeholders
- Properly maintained facilities and equipment
- A clean, tidy, suitably designed workplace with the safe storage of goods.

**The following procedures and standards are observed by Designer Life to achieve a safe working and learning environment:**

- Maintain a safe, clean, and efficient working environment
- Evacuation plan (fire, bomb, major incident)
- Accident / Incident reporting
- Risk identification reporting
- Manual handling techniques and training
- Equipment checks and maintenance
- Equipment safe storage
- Student safety
- First aid and safety procedures

## Harassment and Discrimination

Under Australian law it is a requirement of every workplace to provide an environment free from all forms of harassment and discrimination, including victimisation and bullying. In doing so, all staff and students are treated fairly and have the opportunity to feel safe, valued, and respected.

Harassment includes any form of behaviour that is unwanted, unwelcome, or unreciprocated by

relevant persons. This may manifest as verbal or physical harassment but includes any acts that may be perceived as humiliating, offensive, intimidating, threatening, discriminatory or otherwise contributing to an unpleasant workplace or experience.

Designer Life demonstrates commitment to a harassment and discrimination free environment by clearly informing all staff and students of expectations of conduct. In the event that a person considers that they have been or are being harassed, this person is encouraged to inform the other party that their behaviour is objectionable and should not be continued, provided they are comfortable with confronting the offender. In instances where the person is not comfortable discussing the matter with the offending party, a trainer or other Designer Life staff member should be informed of the situation. In this case it becomes the responsibility of the relevant staff member to follow Designer Life policy and procedures to rectify the situation.

All students and staff working with Designer Life have the right to discuss matters of harassment with the relevant members of staff without making a formal complaint; all discussions are dealt with in confidentiality. The right to lodge a formal complaint of misconduct against the offending party is available and will be actioned according to Designer Life policy and procedures.

Designer Life ensures that all staff are adequately trained in dealing with harassment and discrimination in order to fulfil their roles and responsibilities in creating and contributing to a harassment and discrimination free workplace. In addition to relevant training, Designer Life management provides opportunities for communication and mentoring amongst staff to ensure that all employees understand and correctly apply the processes and procedures involved in identifying and addressing of all forms of harassment and discrimination.

**Designer Life staff and students should be aware of the following definitions:**

#### **Racial harassment**

Involves a person or persons being threatened, abused, insulted, or taunted in relation to their race, descent, nationality, colour, language, ethnic origin, or any other racial characteristic. It may include but is not limited to; derogatory remarks, innuendo or slur, gestures, intolerance, mockery, displays of material prejudice towards a race, racial jokes, discrimination, and exclusion, allocation of least favourable jobs or positions, or unfair treatment.

#### **Sexual harassment**

Involves any verbal or physical conduct of a sexual nature, which is inappropriate, unwelcome, or uninvited. It may include but is not limited to; sexually related physical contact such as kissing, embracing, pinching or other suggestive gestures, intimidation, coercion, requests for or promising of sexual favours, questions about a person's private or sexual life, sexist or explicit jokes, unwelcome phone calls, emails or other forms of non-work-related communication, offensive noises, or displays of sexually graphic or suggestive material.

#### **Bullying**

Involves any behaviour that suggests a real or perceived power over another party, or otherwise undermines a person or group, generally comprised of repeated, persistent acts over a period of time. It may include, but is not limited to; verbal abuse, physical assault, intimidation, humiliation, unjustified criticism, sarcasm, insults, false or malicious rumours, exclusion, or isolation, inflicting unnecessary work stresses, or sabotage of a person's work or their ability to work by withholding resources or information.

**Confidentiality**

Relates to privacy of information, ensuring that the information is only accessible to those who have the authority to access it. Within an RTO this may refer to private verbal discussions, student assessments, managerial decisions, and legal proceedings.

**Discrimination**

Involves the unfair or unequal treatment of another person based solely on class or category. Equal opportunity laws prohibit discrimination on the grounds of sex, marital status, pregnancy, family responsibility, family status, race, religious beliefs, political conviction, gender history, impairment, age, or sexual orientation. All forms of victimisation are also treated as a type of discrimination.

**Harassment**

Involves any behaviour intended to disturb, offend, or upset. It may include any unwelcome or uninvited verbal or physical action that results in a person feeling intimidated, offended, humiliated, or embarrassed. Equal opportunity laws prohibit harassment on the grounds of sex and race.

**Personnel**

Refers to all employees and contractors of Designer Life.

**Victimisation**

Involves any process that results in the unfavourable treatment of a person on unjust terms. It may include, but is not limited to; unfair punishment, treating a person poorly for their involvement in a complaint, to swindle or defraud a person, adverse changes to another's work environment, or denial of access to work related resources.

**Specific principles:**

- It is the right of all staff and students to work and study in an environment free of any form of harassment and discrimination.
- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful, and sensitive manner. Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated by Designer Life.
- When Designer Life management is informed of any event involving harassment or discrimination, it is their responsibility to take immediate and appropriate action to address it.
- In dealing with all complaints, the rights of all individuals involved should be respected and confidentiality should be maintained.
- It is the intention of Designer Life management that a process of discussion, cooperation and conciliation will resolve all complaints. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the organisation.
- Both the person making the complaint and the person against whom the complaint has been made will receive information, support, and assistance in resolving the issue from Designer Life management.
- Victimisation is unacceptable and will not be tolerated. No person making a complaint or assisting in the investigation of a complaint should be victimised.
- Harassment or discrimination should not be confused with legitimate comment and advice (including constructive feedback) given appropriately by management or trainers. Managers and trainers should be conscious of how they present their feedback to ensure the message is not misinterpreted.

- Staff and students should not make any frivolous or malicious complaints. All staff and students are expected to participate in the complaint resolution process in confidence that the procedures are designed to ensure fair resolution.

## **Working with persons under the age of 18 years**

Students under 18 years of age may enrol with Designer Life. According to the law, a child is considered any individual less than 18 years of age. Where Designer Life offers training or assessment to VET students aged under 18 risks to their safety and wellbeing associated with the delivery of training or assessment are identified and managed. This includes the content of training and how training and assessment are delivered.

Designer Life is committed to ensuring that students are protected from all forms of harm, including bullying, harassment, discrimination, and intimidation. All staff are required to report to Designer Life management any behaviour that can reasonably be considered harmful or potentially harmful to students, or where it is reasonable to believe that a student has been harmed or requires protection from harm.

Designer Life will comply with all relevant State and Federal legislation in the area of working with children, and the National Principles for Child Safe Organisations.

## **Consumer Rights**

### **Consumer protection**

Australian Consumer Law and the *Competition and Consumer Act 2010* was brought into effect in 2011, it protects you when you purchase goods and services anywhere in Australia.

The Australian Consumer Law provides for:

- Guarantee on goods you purchase, including that they must work properly, match their description, and do what they are supposed to do
- Guarantee on services, including that services must be provided with care and skill
- Rights to refunds, repairs and replacements if a product or service is faulty, broken, does not do what it is meant to do.
- Products must be safe to use and meet mandatory safety standards
- Protection from unfair practices
- Protection from unfair contract terms

### **Contractual agreement**

Students who enrol in a training program with Designer Life should be aware that they are entering into a contractual agreement. With a view to ensuring all students are fully aware of their rights and obligations, Designer Life provides agreements, enrolment forms, or similar using a logical format and simple English.

This may include, but is not limited to:

- Wording that allows the prospective student to know what they are agreeing to

- Clearly explained disclaimers
- No misleading or deceptive behaviour
- No actions, omissions, or dialogue (written or verbal) that may force or coerce the student
- Fair dealings for disadvantaged students

## Privacy

Designer Life considers student privacy to be of utmost importance and will practice a high standard of care and concern in regard to maintaining student privacy in all aspects of business operations. Any persons external to the organisation acting on behalf of Designer Life are made aware of the confidentiality procedures and privacy policies prior to commencing work with Designer Life.

Designer Life complies with all legislative requirements including the *Privacy Act 1988* (Commonwealth) and Australian Privacy Principles (2014). The *Privacy Amendment (Enhancing Privacy Protection) Act 2012* (Privacy Amendment Act) made many significant changes to the *Privacy Act 1988* (Privacy Act). These changes commenced on 12 March 2014. The Privacy Regulation 2013, made under the Privacy Act, also commenced on 12 March 2014.

Designer Life ensures no student information is disclosed without the student's consent, except as required by law or in adherence to the Revised Standards for Registered Training Organisations 2025. Student consent must be obtained in writing from the student, unless the student is under the age of 18 years, in which case written consent from their parent or guardian must be obtained. Consent to disclosure of information forms and / or letters will be recorded.

# TRAINING LOCATION INFORMATION

## Strathpine – Head Office

### Site Access Information

This location is set at ground level and is fully accessible. This location is open during business hours, 9am to 5pm on Monday to Friday (excluding public holidays).

### Travel and Parking Options

**Train:** Strathpine Train Station is a 450m walk from our location.

**Bus:** Strathpine Bus Station which services multiple routes is a 250m walk from our location.

**Car:** There is no on-site parking available for students. There are a range of parking facilities within a short walk of our location. Please note, that marking time limits and fees may apply, please check these requirements when parking.

## Strathpine – 475 Gympie Road

### Site Access Information

This location includes multiple levels, and students will need to climb stairs to access the upper levels. This location is open during business hours, 9am to 5pm on Monday to Friday (excluding public holidays).

### Travel and Parking Options

**Train:** Bray Park Train Station is a 500m walk from our location.

**Bus:** A bus stop servicing route 680 is located directly outside our location.

**Car:** There is no on-site parking available for students. There are a range of parking facilities within a short walk of our location. Please note, that marking time limits and fees may apply, please check these requirements when parking.

## Caboolture

### Site Access Information

This location includes multiple levels, there is an access ramp located on the left-hand side of the building on King St which can be used to access upper levels. This location is open during business hours, 9am to 5pm on Monday to Friday (excluding public holidays).

### Travel and Parking Options

**Train:** Caboolture Train Station is a 500m walk from our location.

**Bus:** A bus stop servicing routes 651 and 654 is a 100m walk from our location.

**Car:** There is no on-site parking available for students. There are a range of parking facilities within a

short walk of our location. Please note, that marking time limits and fees may apply, please check these requirements when parking.

## **Thuringowa**

### **Site Access Information**

This location is set at ground level and is fully accessible. This location is open during business hours, 9am to 5pm on Monday to Friday (excluding public holidays).

### **Travel and Parking Options**

**Bus:** A bus stop servicing route 210 is located directly outside our location.

**Car:** There are a limited number of parking spots available on-site for student use. There is also limited on street parking along High Range Drive.

# QUALIFICATION INFORMATION

## BSB10120 Certificate I in Workplace Skills

### Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

### Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can understand own learning needs and experiences, and asks for help when it is required.
- **Reading:** Can recognise and interpret familiar information and read short and simple texts. May need photos or diagrams to support understanding.
- **Writing:** Can enter personal information into a form. Can write one or two basic sentences in response to a prompt.
- **Numeracy:** Can work with numbers in highly familiar contexts (e.g., reading time on a clock). Can use common numerical words to speak about distance and space.
- **Oral communication:** Can respond to simple enquiries that are relevant to own needs or which are very familiar. Can ask questions and follow specific information in response (e.g., one or two steps/instructions).
- **Digital literacy:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. Can use technology with guidance and prompting from a mentor.

## **Credit arrangements**

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## **Content Considerations**

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 6 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Online
- Distance Learning
- Traineeship

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks (e.g., creating a written document)
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# BSB20120 Certificate II in Workplace Skills

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can identify own strengths and weaknesses as a learner, understands own preferred learning styles, engages in group learning, can start to use feedback to improve performance.
- **Reading:** Can interpret instructions which combine pictorial and written information, can interpret and re-word short and simple texts.
- **Writing:** Can write brief texts in response to a prompt (e.g., 3-4 sentences). Can complete familiar details on forms.
- **Numeracy:** Can use familiar information to compare (e.g., comparing costs of items) or estimate (e.g., distances). Can use calculator to undertake familiar calculations.
- **Oral communication:** Can listen to short, explicit instructions to learn new procedures needed to complete a task. Asks questions to clarify information. Participates in informal conversations.
- **Digital literacy and technology:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. May request from a mentor when required.

## **Credit arrangements**

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## **Content Considerations**

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 6 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Online
- Distance Learning

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks (e.g., creating a written document)
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# BSB30120 Certificate III in Business (Including streams in Administration and Customer Engagement)

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.
- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participant in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

## **Credit arrangements**

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## **Content Considerations**

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Online
- Distance Learning
- Traineeship

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks (e.g., creating a written document)
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# BSB30220 Certificate III in Entrepreneurship and New Business

## Entry Requirements

This course is intended for students who are seeking to open their own small business or launch a new business venture as a part of an existing business.

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.
- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participant in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

## **Credit arrangements**

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## **Content Considerations**

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Online
- Distance Learning

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks (e.g., creating a business plan)
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# BSB40320 Certificate IV in Entrepreneurship and New Business

## Entry Requirements

This course is intended for students who are the owner, manager or employee of a small business or who are launching a new business venture as a part of an existing business.

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Able to undertake independent learning and complete complex learning tasks, can experiment with different learning strategies, is confident to source own support when required.
- **Reading:** Locates, analyses, integrates and applies relevant information from a range of sources that are both familiar and unfamiliar. Can critically analyse information.
- **Writing:** Can write comprehensive, long-form answers to prompts (e.g., essay). Is able to draft, review, edit own writing accurately.
- **Numeracy:** Can undertake complex mathematical calculations (e.g., area, volume) using formulae.
- **Oral communication:** Can listen to, review and discuss complex information, and summarises and presents issues orally to accurately reflect and capture information as presented.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems and complete complex tasks. Is able to use both familiar and un-familiar technology and knows how and when to seek assistance from others.

## **Credit arrangements**

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## **Content Considerations**

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Online

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks (e.g., creating a business plan)
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# CHC22015 Certificate II in Community Services

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Vocational Placement may be a part of this course, depending on the units that are delivered. If you are required to undertake a vocational placement, you will need to obtain some or all of the following prior to your placement:

- Blue Card (and/or)
- Disability Worker Screening (and/or)
- Federal Police Check

If you believe you will not be able to obtain any of the above, please speak with our team prior to enrolment. Please note, it is an offence for a disqualified person to make an application for a blue card unless they have been issued with an eligibility declaration. Please see the Blue Card Services website for more information.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can identify own strengths and weaknesses as a learner, understands own preferred learning styles, engages in group learning, can start to use feedback to improve performance.
- **Reading:** Can interpret instructions which combine pictorial and written information, can interpret and re-word short and simple texts.

- **Writing:** Can write brief texts in response to a prompt (e.g., 3-4 sentences). Can complete familiar details on forms.
- **Numeracy:** Can use familiar information to compare (e.g., comparing costs of items) or estimate (e.g., distances). Can use calculator to undertake familiar calculations.
- **Oral communication:** Can listen to short, explicit instructions to learn new procedures needed to complete a task. Asks questions to clarify information. Participates in informal conversations.
- **Digital literacy and technology:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. May request from a mentor when required.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- Certain units in this qualification may include discussion of topics that some students may find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:
  - Different types and dynamics of abuse, including signs and indicators of abuse
  - Child protection matters, including indicators of abuse, mandatory reporting, responding to disclosure
  - Behaviours of concern, including types, reasons why people may display this behaviour, and responses
  - How to respond to human behaviour relating to violence, aggression and suicide
  - Dealing with conflict in the workplace

Distance students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## Delivery Methods and Indicative Study Schedule

This course is delivered over a nominal term of 6 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Distance Learning (This version of the course includes different units and does not include vocational placement, please contact our team for more information).

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios
- Workplace tasks

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Vocational Placement may be a part of this course, depending on the units that are delivered.

Please see the Vocational Placement and Fees section for more information about placement.

# CHC32015 Certificate III in Community Services

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Vocational Placement may be a part of this course, depending on the units that are delivered. If you are required to undertake a vocational placement, you will need to obtain some or all of the following prior to your placement:

- Blue Card (and/or)
- Disability Worker Screening (and/or)
- Federal Police Check

If you believe you will not be able to obtain any of the above, please speak with our team prior to enrolment. Please note, it is an offence for a disqualified person to make an application for a blue card unless they have been issued with an eligibility declaration. Please see the Blue Card Services website for more information.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.

- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participate in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- This course includes manual handling, students should be comfortable in their ability to safely undertake manual handling procedures, which may including assisting clients to stand from sitting or laying, assistance to get in and out of vehicles, falls recovery etc.
- Certain units in this qualification may include discussion of topics that some students may find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:
  - Different types and dynamics of abuse, including signs and indicators of abuse
  - Child protection matters, including indicators of abuse, mandatory reporting, responding to disclosure
  - Behaviours of concern, including types, reasons why people may display this behaviour, and responses
  - How to respond to human behaviour relating to violence, aggression and suicide
  - Dealing with conflict in the workplace
  - Legal and ethical considerations of discrimination, including on the basis of sex, disability, age and race
  - Areas and characteristics of diversity, including culture, race, ethnicity, disability, religious or spiritual beliefs, gender identity and expression, generational, sexual orientation and sexual identity
  - Issues impacting First Nations people, including social, political and economic issues, differences between western systems and structures and First Nations cultures and how they impact First Nations people
  - Issues that can impact marginalised groups, including physical, mental and emotional health, consideration of impacts of discrimination, trauma, exclusion and negative attitudes

Distance students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Distance Learning (This version of the course includes different units and does not include vocational placement, please contact our team for more information).

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios
- Workplace tasks

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Vocational Placement may be a part of this course, depending on the units that are delivered.

Please see the Vocational Placement and Fees section for more information about placement.

## CHC33021 Certificate III in Individual Support (Including streams in Ageing and Disability)

### Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Vocational Placement is a mandatory component of this course. Prior to undertaking a Vocational Placement, you will need to obtain some or all of the following:

- Blue Card (and/or)
- Disability Worker Screening (and/or)
- Federal Police Check

If you believe you will not be able to obtain any of the above, please speak with our team prior to enrolment. Please note, it is an offence for a disqualified person to make an application for a blue card unless they have been issued with an eligibility declaration. Please see the Blue Card Services website for more information.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

### Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.
- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participate in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- This course includes manual handling, students should be comfortable in their ability to safely undertake manual handling procedures including assisting clients to stand from sitting or laying, assistance to get in and out of vehicles, falls recovery etc.
- This course is concerned with providing personal assistance to vulnerable persons, this includes assistance with tasks that some students may find sensitive or distressing. This unit requires mandatory work placement, and students will be expected to undertake some of the below tasks in a real word work environment, as well as in simulated classroom settings. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns, please speak with our team prior to enrolment. Tasks may include:
  - Providing assistance to a person who is not the same gender as themselves
  - Dressing, undressing and grooming
  - Eating and drinking
  - Oral hygiene
  - Showering/bathing
  - Toileting and the use of continence aids
- Certain units in this qualification may include discussion of topics that some students may find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:
  - Different types and dynamics of abuse, including signs and indicators of abuse
  - Child protection matters, including indicators of abuse, mandatory reporting, responding to disclosure
  - Working with people with mental health issues, including legal and ethical considerations, key issues that impact people with mental health issues
  - Behaviours of concern, including types, reasons why people may display this behaviour, and responses
  - How to respond to human behaviour relating to violence, aggression and suicide
  - Dealing with conflict in the workplace
  - Legal and ethical considerations of discrimination, including on the basis of sex, disability, age and race
  - Areas and characteristics of diversity, including culture, race, ethnicity, disability, religious or spiritual beliefs, gender identity and expression, generational, sexual

orientation and sexual identity

- Issues impacting First Nations people, including social, political and economic issues, differences between western systems and structures and First Nations cultures and how they impact First Nations people
- Issues that can impact marginalised groups, including physical, mental and emotional health, consideration of impacts of discrimination, trauma, exclusion and negative attitudes
- Palliative care, including discussions of end-of-life care, death and dying, grief
- Working with clients with dementia, including types and causes, progress of the condition, indicators and symptoms, impacts on the person and others

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Traineeship

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios
- Workplace tasks

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Vocational Placement is a mandatory component of this qualification, students must undertake at least 120 hours of placement.

Please see the Vocational Placement and Fees section for more information about placement.

# CHC41215 Certificate IV in Career Development

## Entry Requirements

This course is intended for students who are already employed in the relevant industry (e.g., education, employment services, community services etc.) and who are seeking to expand their level of skills and knowledge to progress their career or move into a new role.

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Able to undertake independent learning and complete complex learning tasks, can experiment with different learning strategies, is confident to source own support when required.
- **Reading:** Locates, analyses, integrates and applies relevant information from a range of sources that are both familiar and unfamiliar. Can critically analyse information.
- **Writing:** Can write comprehensive, long-form answers to prompts (e.g., essay). Is able to draft, review, edit own writing accurately.
- **Numeracy:** Can undertake complex mathematical calculations (e.g., area, volume) using formulae.
- **Oral communication:** Can listen to, review and discuss complex information, and summarises and presents issues orally to accurately reflect and capture information as presented.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems and complete complex tasks. Is able to use both familiar and un-familiar technology and knows how and when to seek assistance from others.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- Certain units in this qualification may include discussion of topics that some students may find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:
  - Different types and dynamics of abuse, including signs and indicators of abuse
  - Working with people with mental health issues, including legal and ethical considerations, key issues that impact people with mental health issues
  - Behaviours of concern, including types, reasons why people may display this behaviour, and responses
  - Dealing with conflict in the workplace
  - Legal and ethical considerations of discrimination, including on the basis of sex, disability, age and race
  - Areas and characteristics of diversity, including culture, race, ethnicity, disability, religious or spiritual beliefs, gender identity and expression, generational, sexual orientation and sexual identity
  - Issues impacting First Nations people, including social, political and economic issues, differences between western systems and structures and First Nations cultures and how they impact First Nations people
  - Issues that can impact marginalised groups, including physical, mental and emotional health, consideration of impacts of discrimination, trauma, exclusion and negative attitudes

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## Delivery Methods and Indicative Study Schedule

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Online

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# CPP30321 Certificate III in Cleaning Operations

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.
- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participate in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- This course includes manual handling, students should be comfortable in their ability to

safely undertake manual handling procedures including using cleaning equipment such as vacuums and mops, lifting and moving equipment etc.

- This course includes use of domestic and commercial cleaning equipment and resources, including cleaning chemicals.

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# SIR20216 Certificate II in Retail Services

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can identify own strengths and weaknesses as a learner, understands own preferred learning styles, engages in group learning, can start to use feedback to improve performance.
- **Reading:** Can interpret instructions which combine pictorial and written information, can interpret and re-word short and simple texts.
- **Writing:** Can write brief texts in response to a prompt (e.g., 3-4 sentences). Can complete familiar details on forms.
- **Numeracy:** Can use familiar information to compare (e.g., comparing costs of items) or estimate (e.g., distances). Can use calculator to undertake familiar calculations.
- **Oral communication:** Can listen to short, explicit instructions to learn new procedures needed to complete a task. Asks questions to clarify information. Participates in informal conversations.
- **Digital literacy and technology:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. May request from a mentor when required.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- Certain units in this qualification may include discussion of topics that some students may find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:
  - Roles plays simulating customers displaying aggressive behaviours in the workplace and appropriate responses
  - Role plays simulating security risks in retail stores (e.g., shoplifting, robbery etc.)

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## Delivery Methods and Indicative Study Schedule

This course is delivered over a nominal term of 6 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Online

## How assessment will occur

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## Vocational Placement

Mandatory Vocational Placement is not applicable to this course.

## SIR30216 Certificate III in Retail

### Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

### Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.
- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participant in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- Certain units in this qualification may include discussion of topics that some students may find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:
  - Roles plays simulating customers displaying aggressive behaviours in the workplace and appropriate responses
  - Role plays simulating security risks in retail stores (e.g., shoplifting, robbery etc.)
  - Legal and ethical considerations of discrimination, including on the basis of sex, disability, age and race
  - Issues impacting First Nations people, including social, political and economic issues, differences between western systems and structures and First Nations cultures and how they impact First Nations people
  - Issues that can impact marginalised groups, including physical, mental and emotional health, consideration of impacts of discrimination, trauma, exclusion and negative attitudes

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## Delivery Methods and Indicative Study Schedule

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Online

## How assessment will occur

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# SIT20322 Certificate II in Hospitality

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can identify own strengths and weaknesses as a learner, understands own preferred learning styles, engages in group learning, can start to use feedback to improve performance.
- **Reading:** Can interpret instructions which combine pictorial and written information, can interpret and re-word short and simple texts.
- **Writing:** Can write brief texts in response to a prompt (e.g., 3-4 sentences). Can complete familiar details on forms.
- **Numeracy:** Can use familiar information to compare (e.g., comparing costs of items) or estimate (e.g., distances). Can use calculator to undertake familiar calculations.
- **Oral communication:** Can listen to short, explicit instructions to learn new procedures needed to complete a task. Asks questions to clarify information. Participates in informal conversations.
- **Digital literacy and technology:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. May request from a mentor when required.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students

- Certain units in this qualification may include discussion of topics that some students may find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:
  - Customers displaying aggressive behaviours in the workplace and appropriate responses
  - Legal and ethical considerations of discrimination
  - Discussions of cultural and religious protocols of cultural and social groups in Australia, including First Nations people
- You will need to take part in workplace simulations, some students may find the content of these simulations sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Simulations will include:
  - Role plays simulating service of alcohol to customers
  - Roles plays simulating customers displaying aggressive behaviours in the workplace and appropriate responses
  - Roles plays simulating customers displaying behaviours of intoxication
  - Roles plays simulating refusal of service

For students completing Barista and Food Safety Units:

- You will need to take part in the handling and preparation of food and beverages for the consumption of simulated or actual customers, this may include:
  - Using kitchen utensils such as knives to prepare basic food items
  - Handling ready to eat food items
  - Using a commercial espresso machine to prepare espresso beverage, including use of boiling water, steam, and heated milk
- This course includes use of domestic and commercial cleaning equipment and resources, including cleaning chemicals.

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 6 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

This course is only delivered face-to-face.

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies

- Practical tasks
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Vocational Placement is a mandatory component of this qualification, students must complete at least 12 complete service periods (i.e., a shift that is at least 3 hours long, it may incorporate a specific type of service such as breakfast, lunch or dinner).

Please see the Vocational Placement and Fees section for more information about placement.

# SIT30622 Certificate III in Hospitality

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.
- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participate in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

## Credit arrangements

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- Certain units in this qualification may include discussion of topics that some students may

find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:

- Customers displaying aggressive behaviours in the workplace and appropriate responses
  - Legal and ethical considerations of discrimination
  - Discussions of cultural and religious protocols of cultural and social groups in Australia, including First Nations people
- You will need to take part in workplace simulations, some students may find the content of these simulations sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Simulations will include:
  - Role plays simulating service of alcohol and service of gambling to customers
  - Roles plays simulating customers displaying aggressive behaviours in the workplace and appropriate responses
  - Roles plays simulating customers displaying behaviours of intoxication
  - Roles plays simulating customers displaying signs and impacts of harm from gambling
  - Roles plays simulating refusal of service
  - Role plays simulating service of gambling to customers

For students completing Barista and Food Safety Units:

- You will need to take part in the handling and preparation of food and beverages for the consumption of simulated or actual customers, this may include:
  - Using kitchen utensils such as knives to prepare basic food items
  - Handling ready to eat food items
  - Using a commercial espresso machine to prepare espresso beverage, including use of boiling water, steam, and heated milk
- This course includes use of domestic and commercial cleaning equipment and resources, including cleaning chemicals.

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 12 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Traineeship

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Vocational Placement is a mandatory component of this qualification, students must complete at least 36 complete service periods (i.e., a shift that is at least 3 hours long, it may incorporate a specific type of service such as breakfast, lunch or dinner).

Please see the Vocational Placement and Fees section for more information about placement.

# FSK10219 Certificate I in Skills for Vocational Pathways

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can understand own learning needs and experiences, and asks for help when it is required.
- **Reading:** Can recognise and interpret familiar information and read short and simple texts. May need photos or diagrams to support understanding.
- **Writing:** Can enter personal information into a form. Can write one or two basic sentences in response to a prompt.
- **Numeracy:** Can work with numbers in highly familiar contexts (e.g., reading time on a clock). Can use common numerical words to speak about distance and space.
- **Oral communication:** Can respond to simple enquiries that are relevant to own needs or which are very familiar. Can ask questions and follow specific information in response (e.g., one or two steps/instructions).
- **Digital literacy and technology:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. Can use technology with guidance and prompting from a mentor.

## **Credit arrangements**

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## **Content Considerations**

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 6 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Online

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

# FSK20119 Certificate II in Skills for Work and Vocational Pathways

## Entry Requirements

Students will be required to undertake a Language, Literacy and Numeracy Assessment prior to enrolment to ensure this course is suitable for them. Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

Students may need access to the following resources and equipment to take part in this course:

- Access to word processing software (free alternatives to Microsoft Word include Google Docs, LibreOffice etc.)
- Access to spreadsheet software (free alternatives to Microsoft Excel include Google Docs, LibreOffice etc.)
- Access to presentation software (free alternatives to Microsoft PowerPoint include Google Sheets)
- Access to a PDF Reader (Acrobat Reader is free to use, PDFs can be opened and edited in a range of Internet Browsers (e.g., Microsoft Edge, Chrome, Firefox etc.)

Students who wish to enrol into this course online will need to meet the following requirements:

- Access to a computer and a reliable internet connection and be comfortable using this technology without guidance
- An understanding of how to use Word Processing Software and PDF Readers, be able to download, scan and upload documents, and know how to access online materials.
- Able to use, open, save, rename and move files around, download and upload files in online systems and be comfortable to learn new programs and technology
- Be creative and have problem solving abilities so you can adapt and find solutions

## Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can identify own strengths and weaknesses as a learner, understands own preferred learning styles, engages in group learning, can start to use feedback to improve performance.
- **Reading:** Can interpret instructions which combine pictorial and written information, can interpret and re-word short and simple texts.
- **Writing:** Can write brief texts in response to a prompt (e.g., 3-4 sentences). Can complete familiar details on forms.
- **Numeracy:** Can use familiar information to compare (e.g., comparing costs of items) or estimate (e.g., distances). Can use calculator to undertake familiar calculations.
- **Oral communication:** Can listen to short, explicit instructions to learn new procedures needed to complete a task. Asks questions to clarify information. Participates in informal conversations.
- **Digital literacy and technology:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. May request from a mentor when required.

## **Credit arrangements**

There are no fixed credit agreements in place with any other institution for students completing this qualification.

## **Content Considerations**

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students

Online students:

- You will need to take part in video chat sessions, this may include one-on-one meetings with your trainer/assessor or group training sessions with their trainer/assessor and other students

## **Delivery Methods and Indicative Study Schedule**

This course is delivered over a nominal term of 6 months, students may complete their course faster depending on their existing skills, knowledge and experience, and the application of Credit Transfers or Recognition of Prior Learning.

Students are expected to undertake approximately 25 hours of learning each week, this includes self-paced study and experiential on-the-job learning.

**The course is available via the following delivery methods:**

- Face-to-face
- Online

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Case studies
- Practical tasks
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

## RSA (SITHFAB021 Responsible service of alcohol)

### Entry Requirements

Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

### Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can identify own strengths and weaknesses as a learner, understands own preferred learning styles, engages in group learning, can start to use feedback to improve performance.
- **Reading:** Can interpret instructions which combine pictorial and written information, can interpret and re-word short and simple texts.
- **Writing:** Can write brief texts in response to a prompt (e.g., 3-4 sentences). Can complete familiar details on forms.
- **Numeracy:** Can use familiar information to compare (e.g., comparing costs of items) or estimate (e.g., distances). Can use calculator to undertake familiar calculations.
- **Oral communication:** Can listen to short, explicit instructions to learn new procedures needed to complete a task. Asks questions to clarify information. Participates in informal conversations.
- **Digital literacy and technology:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. May request from a mentor when required.

### Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- You will need to take part in workplace simulations, some students may find the content of these simulations sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Simulations will include:
  - Role plays simulating service of alcohol to customers
  - Roles plays simulating customers displaying aggressive behaviours in the workplace and appropriate responses
  - Roles plays simulating customers displaying behaviours of intoxication
  - Roles plays simulating refusal of service

### Delivery Methods and Indicative Study Schedule

This is a one-day short course, students will be required to attend for approximately 7 hours (9am to 4pm). This course is only delivered face-to-face.

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

## RSG (SITHGAM022 Provide responsible gambling services)

### Entry Requirements

Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

### Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can identify own strengths and weaknesses as a learner, understands own preferred learning styles, engages in group learning, can start to use feedback to improve performance.
- **Reading:** Can interpret instructions which combine pictorial and written information, can interpret and re-word short and simple texts.
- **Writing:** Can write brief texts in response to a prompt (e.g., 3-4 sentences). Can complete familiar details on forms.
- **Numeracy:** Can use familiar information to compare (e.g., comparing costs of items) or estimate (e.g., distances). Can use calculator to undertake familiar calculations.
- **Oral communication:** Can listen to short, explicit instructions to learn new procedures needed to complete a task. Asks questions to clarify information. Participates in informal conversations.
- **Digital literacy and technology:** Basic level of understanding of computer operation and software such as word processors to complete familiar tasks. May request from a mentor when required.

### Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- You will need to take part in workplace simulations, some students may find the content of these simulations sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Simulations will include:
  - Role plays simulating service of gambling to customers
  - Roles plays simulating customers displaying aggressive behaviours in the workplace and appropriate responses
  - Roles plays simulating customers displaying signs and impacts of harm from gambling
  - Roles plays simulating refusal of service

### Delivery Methods and Indicative Study Schedule

This is a one-day short course, students will be required to attend for approximately 7 hours (9am to 4pm). This course is only delivered face-to-face.

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

## Barista (SITXFSA005 Use hygienic practices for food safety and SITHFAB025 Prepare and serve espresso coffee)

### Entry Requirements

Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

### Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.
- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participate in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

### Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- You will need to take part in the handling and preparation of food and beverages for the consumption of simulated or actual customers, this may include:
  - Using kitchen utensils such as knives to prepare basic food items
  - Handling ready to eat food items
  - Using a commercial espresso machine to prepare espresso beverage, including use of boiling water, steam, and heated milk
- This course includes use of domestic and commercial cleaning equipment and resources, including cleaning chemicals.

### Delivery Methods and Indicative Study Schedule

This is a short course delivered over three days, students will be required to attend for approximately 7 hours (9am to 4pm) each day of the course. This totals approximately 21 hours.

SITXFSA005 Use hygienic practices for food safety is a pre-requisite for SITHFAB025 Prepare and

serve espresso coffee. This means you must successfully complete SITXFSA005 before you can commence SITHFAB025. This course is only delivered face-to-face.

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Role plays and scenarios
- Practical activities (e.g., food handling, use of a commercial espresso machine)

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.

## First Aid (HLTAID011 Provide first aid)

### Entry Requirements

Students must demonstrate appropriate Foundation Skills as outlined in the next section in order to enrol.

This course includes physical activities that some individuals may find strenuous, and in order to enrol in this course students should be confident in their physical ability to complete these activities safely. Please see the content consideration section for more information.

### Foundation Skills Requirements

The following describes the level of foundation skills a student would need to enrol into this course:

- **Learning:** Can search for assistance independently, can undertake independent and group work, can identify when they require help and seek required assistance.
- **Reading:** Can interpret and follow information presented in manuals, instructions and technical drawings. Can read and interpret both familiar and unfamiliar texts.
- **Writing:** Can write long-form answers to prompts (e.g., more than one paragraph). Able to proof-read and correct own work.
- **Numeracy:** Can undertake familiar/simple calculations without a calculator, can use calculator to undertake unfamiliar calculations.
- **Oral communication:** Can participate in both formal and informal conversations. Understands how to adjust language to suite audience. Can interpret meaning behind verbal communication.
- **Digital literacy and technology:** Able to use technology independently and find support resources to resolve problems to complete routine tasks. Is able to use both familiar and unfamiliar technology and knows how and when to seek assistance from others.

### Content Considerations

All students:

- You will need to take part in Role Play sessions to complete assessments, this may include one-on-one scenarios with your trainer/assessor or group scenarios including your trainer/assessor and other students
- This course includes discussion of topics that some students may find sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Topics may include:
  - Emergency situations
  - Bleeding
  - Injuries, including eye injuries, burns, fractures, dislocations, sprains and strains, head, neck and spinal injuries, sharps injuries, envenomation etc.
  - Medical conditions and medical emergencies, including allergic reactions, asthma, cardiac conditions and chest pain, diabetes, seizures, stroke, shock, choking, poisoning etc.

- You will need to perform at least 2 minutes of uninterrupted single rescuer CPR (at a rate of 100-120 compression a minute) on an adult resuscitation manikin placed on the floor and should be confident in your physical ability to complete this activity in a safe manner
- You will need to perform at least 2 minutes of uninterrupted single rescuer CPR (at a rate of 100-120 compression a minute) on an infant resuscitation manikin placed on a firm surface and should be confident in your physical ability to complete this activity in a safe manner
- You will need to take part in first aid simulations, some students may find the content of these simulations sensitive or distressing. Students should make informed choices about their enrolment and take appropriate steps to protect their wellbeing. If you have concerns about these topics, please speak with our team prior to enrolment. Simulations will include:
  - Managing simulated casualties displaying anaphylaxis, asthma, non-life-threatening bleeding, choking, envenomation, fractures, dislocations, sprains and strains, minor wound cleaning and dressing, nosebleed and shock
  - Responding to a simulated first aid incident

## **Delivery Methods and Indicative Study Schedule**

This is a one-day short course, students will be required to attend for approximately 7 hours (9am to 4pm). This course is only delivered face-to-face.

## **How assessment will occur**

**Assessment for this qualification can include:**

- Short written answers to questions
- Role plays and scenarios

Reasonable adjustments may be applied to assessment if you require them, please see the Student Support section for more information.

## **Vocational Placement**

Mandatory Vocational Placement is not applicable to this course.