



Student Information Handbook

Career Development and Training RTO 45581



Disclaimer:

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Acknowledgements

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- Users' Guide Standards to the Registered Training Organisations (RTOs) 2015, Australian Skills Quality Authority, Version 2.2, October 2019
- Standards for Registered Training Organisations (RTOs) 2015

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Welcome to our College

All of information that you need to complete the course, including all exercises, assignments and reading requirements are to be found in Learner Guides and Assessment Resources which will be sent to you as you complete each Topic or Unit.

Some courses might require purchase of a text book and details of these are provided before you enrol. Where possible we provide e-books or links to e-books and reports so that you can browse online.

The work becomes more complex in higher level qualifications. Our qualifications range from Certificate II to Advanced Diploma

In higher level qualifications you are required to do independent research on different topics and this includes referenced web sites or literature searching.

Your assignments may also include a Project/Portfolio this encourages reflective learning.

Your trainer may also give you copies of handouts, case studies and additional assessment instructions from time to time. You should insert these into your manual for future reference.

The Units of Competency for your course are listed on the course brochure and the enrolment form. Once you have enrolled, we keep track of your progress on our Student Management system and can you can ask for updates as you complete course work.

If you are looking for employment, or a promotion, you might find it useful to obtain an updated enrolment report to put with your application.

On-the-job and/or practical assessment is also required for some Units of Competency, and this can take several forms:

- simulated on-job performance through competency assessments in practical workshops
- recognition of current competency assessment by observation and challenge testing
- audio-recorded, digital and videorecorded work performance
- workbased projects
- work team activities

Aims and Objectives:

Our courses provide an integrated program bringing together practical work and individual study and research with simulated business practices.

You bring your whole self to your business or work. Our courses are designed to help you use all of your abilities to become competent in your chosen career or profession.

Course content:

A full description of the course structure and content is given in the publicity brochures and is outlined on the enrolment forms. These are available on the web site.

Registered Training Organisation

Career Development and Training (CDT) is a Registered Training Organization (RTO), approved by Australian Skills Quality Authority (ASQA) www.asqa.gov.au and compliant to the Standards for Registered Training Organisation (RTO) 2015 to provide nationally accredited and recognised qualifications.

Students

All students who attend CDT are domestic, corporate or school based students.

Mission, Philosophy and Vision

Mission - The provision of recognised articulated pathways for domestic students to gain Australian National qualifications from highly qualified personnel within a diverse student environment.

Vision - To provide individuals the educational abilities for the utilisation of mechanisms to affect a world and an environment that they choose to participate within.

We believe that 'opportunity comes from knowledge' and hence our vision is to assist all our students in developing themselves both personally, vocationally and through higher education. CDT believes in a holistic approach to education. It offers students from all over the world the opportunity to develop their potential in an educational environment that is warm, friendly, exciting and multicultural, free from discrimination and harassment.

Australia's diverse population and strong educational tradition make it particularly suited to domestic education and CDT intends to continue to be a significant contributor to Australia's continuing role as a regional leader in education.

Ethics

CDT always undertakes to act in an ethical manner. All activities of CDT are carried out honestly, fairly, accurately to give value to our clients. High standards of financial probity, marketing and advertising integrity are always maintained. Program delivery benefits clients through high standards of education and training, up to date methods, quality materials and expert staff.

Our Commitment to Quality

CDT is committed to excellence and consistent standards of service. To ensure a consistently high quality of service in all CDT activities, we have a comprehensive set of Policies and Procedures in place. We comply with the requirements of Australian Skills Quality Authority (ASQA), the National Vocational and Education and Training Regulator Act 2011, the Standards for RTO's for Registered Training Organisations (RTOs) 2015, the AQTF and AQF standards, and support the process of continuous improvement.

Our policies and procedures cover:

- Organisational Planning, Quality Management and Self-Assessment
- Our core business, including program planning, development and delivery, as well as learning and assessment for Vocational Education and Training (VET) courses and our general courses program
- Student support

- Administrative support, financial management and premises management
- Marketing, and
- Human resources management and development

Our Policies and Procedures may be viewed on our website www.cd.edu.au

Education Information for your Course

All of information that you need to complete the course, including all exercises, assessments and reading requirements are to be found in Learner Guides and Assessment Resources which will be issued through the Moodle LMS system once enrolled for you to complete each Unit and Task.

- Some courses might require purchase of a text book and details of these are provided before you enrol. Where possible we provide links to e-books and reports so that you can browse online.
- The work becomes more complex in higher level qualifications. Our qualifications range from Certificate II to Diploma.
- In higher level qualifications you are required to do independent research on different topics and this includes referenced web sites or literature searching.
- Your assessments may also include a Project/Portfolio this encourages reflective learning.
- Your trainer may also give you copies of handouts, case studies and additional assessment instructions from time to time. You should insert these into your manual for future reference.
- The Units of Competency for your course are listed on the course brochure. Once you have enrolled, we keep track of your progress on our Student Management System and you can ask for updates of your progress.
- If you are looking for employment, or a promotion, you might find it useful to obtain an updated enrolment report to put with your application. You can ask for a letter of enrolment to support as well from the CEO.
- On-the-job and/or practical assessment is also required for some Units of Competency, and this can take several forms:
 - simulated on-job performance through competency assessments in practical workshops
 - recognition of current competency assessment by observation and challenge testing
 - audio-recorded, digital and videorecorded work performance
 - work based projects
 - work team activities

Courses offered for Domestic and School VET Education (refer to training.gov.au for pre requisites for the courses) <https://training.gov.au/Organisation/Details/45581>

BSB20120 Certificate II in Workplace Skills

BSB30120 Certificate III in Business

BSB40120 Certificate IV in Business

BSB40420 Certificate IV in Human Resource Management

BSB50320	Diploma of Human Resource Management
BSB50420	Diploma of Leadership and Management
BSB50820	Diploma of Project Management
BSB60120	Advanced Diploma of Business
BSB60320	Advanced Diploma of Human Resource Management
BSB60420	Advanced Diploma of Leadership and Management
BSB60720	Advanced Diploma of Program Management

Course durations (Volume of Learning):

The arrangements for completing the course requirements are very flexible and will allow you to structure your learning around the demands of your life and employment or business. A constant feedback process is used to monitor your progress and assist you to learn.

People learn at different speeds and where one student may have a natural ability to learn one set of competencies quickly, but be slower at acquiring others. Generally speaking, it is advised that all part-time course work be completed within a reasonable time frame. Typical time frames for completion if you are new to the vocational area might be:

- 1-2 months per unit in a distance course
- 4-6 months for a study module which groups several Units of Competency (Skill Set)
- 40 weeks at Certificate II level
- 12-18 months at Certificate III level for an entry level course
- 6-12 months at Certificate IV level
- 12 months at Diploma level
- 18-24 months at Advanced Diploma level

Students are required to submit work regularly at a rate of not less than a study module or unit per month or two months, and certainly within three months. If circumstances will prevent you from completing your course requirements within these time-frames, you should notify the RTO and discuss options for completion at a different pace.

Amount of Training required

If you are coming in with prior study or workplace experience you may complete courses in a faster time frame. The experience and prior learning you bring to the course can be discussed in entry interviews and you may be given a pre-training questionnaire to complete.

This allows us to design training around what you need to learn rather than going over what you already know and can do.

CDT administration will ask for a copy of a USI transcript – this transcript can assist you in respect of any Credit Transfers from previous courses.

Competency Standards:

If you have been away from study for some time you will notice a change in the way courses are presented as well as in the language used to describe the outcomes expected from trainers and students. The whole emphasis has been taken away from what the teacher or trainer does. Accredited courses must now be stated in terms of what the student is expected to achieve at the end of the training.

The language of training may seem a little formal and confusing, but it should make it easier for you to build a skills profile for your chosen profession:

- a **competency** is the skill or knowledge that you can apply to your work.
- **assessment criteria** are the evidence that you must present to show that you can both do and repeat the skill.
- a **standard** is the level at which you are expected to perform the work or skill.
- **performance criteria** are the other elements that must be taken into account when judging your practical work (such as whether you are courteous to the client).

You are encouraged to keep a portfolio of all work completed which will allow you to showcase your work to employers or when applying for other courses.

Unique Student Identifier (USI)

A Unique Student Identifier (USI) is a compulsory reference number made up of numbers and letters that gives students access to their USI account. A USI will allow an individual's USI account to be linked to the National Vocational Education and Training (VET) Data Collection allowing an individual to see all their training results from all providers including all completed training units and qualifications.

The USI will make it easier for students to find and collate their VET achievements into a single authenticated transcript. It will also ensure that students' VET records are not lost.

The USI is available online and at no cost to the student. (<http://www.usi.gov.au/create-your-USI/Pages/default.aspx>). This USI will stay with the student for life and be recorded with any nationally recognised VET course that is completed.

Students need one form of identity (ID) from the list below:

- Driver's licence;
- Medicare card;
- Australian Passport;

Policies and Procedures

RTO is committed to the principles of Access and Equity and a number of other Policies and Procedures and Forms that relate directly to your rights in this regard. They are:

- Access and Equity Policy
- Assessment Policy and Procedures
- Code of Practice – RTO
- Code of Practice – Students
- Complaints and Appeals Policy
- Course Progress Policy and Procedure
- Deferral, Suspension and cancellation Policy and Procedure
- Discrimination, Bullying and Harassment Prevention Policy

- Grievances Complaints Appeals
- Intervention Strategy Policy
- Plagiarism Collusion and Cheating Policy
- Psychological Health and Injury Policy and Procedure
- Reasonable Adjustment Policy
- Recognition of Prior Learning Policy
- Refund Policy
- Student Enrolment Induction and Orientation Policy
- Transition of Training Packages Policy
- Unique Student Identifier

FORMS

- Appeals Lodgement Form
- Application for Credit Transfer Form
- Complaints Lodgement Form
- Complaints Grievance Appeal Form
- COVID-19 Special Consideration Form
- Discontinuation of Studies Form
- Document Request Form
- Enrolment Form
- Enrolment Process
- Excursion Information Form
- Intervention (Study Plan) Form
- Refund Request Form
- Replacement Certificate Request Form
- Request for Assessment Extension Form
- RPL Application Form
- Special Consideration Application Form
- Statutory Declaration
- Student Academic Record Request Form
- Student Change of Details Form
- Student Enrolment Form
- USI Consent Form

You may obtain copies of all the above policies and forms, if you wish, by contacting RTO administration or visiting our website at www.cd.edu.au.

Enrolment

Our student support officers and training team provide specialist support, guidance and advice to our students with the aim to assist students to find the course to achieve their educational and career dreams.

Our team can assist you to:

- Select the course to suit your personal experience and skill level
- Customise the delivery mode to suit your preferred study method and availability
- Access required support and guidance throughout your training
- Plan for future education and employment

College Fees

Collection of Fees

All enrolments are considered tentative until the course fees are paid. Payment of the full (or concession) fee is required on enrolment or at least one week prior to the course commencement date. If fees are to be invoiced to an employer or agency, a purchase order is required to be submitted to accounts@cd.edu.au prior to enrolment.

For courses costing more than \$1,500, no more than \$1,500 from one individual student will be accepted prior to the course commencement date. Upon course commencement, the remaining amount will be invoiced.

CDT offers a 14-day cooling off period – in respect of students whose circumstances change and they wish to withdraw from a course, these students will receive a refund less \$250 for administrative costs.

If a student wishes to withdraw after the 14-day cooling off period course fees will still apply to this student's enrolment. ** Refer to Table 1

CDT acknowledges that particular courses may be a significant monetary outlay for some people and will ensure no student enrolled in a course is unfairly disadvantaged or discriminated against because of their circumstances. A payment plan or other arrangement may be made; however, an agreement must be reached prior to commencing the course. Any student having trouble keeping up with their agreed payment should contact the admin office as soon as possible.

Any student who has an outstanding debt will not be eligible to receive a Certificate, Statement of Attainment or enrol in any offer courses until payment is made in full.

Refund Circumstances	Refund Amount
Withdrawal at least four (4) weeks prior to the agreed start date (and after 14 cooling off period)	Refund equal to 70% of the tuition fees, 100% of material fees and less administration fee of \$250
Withdrawal less than four (4) weeks prior to agreed start date (and after 14 cooling off period)	Refund equal to 50% of the tuition fees, 100% of material fees and less administration fee of \$250
Withdrawal before the 14 cooling off period	Refund less a \$250 administration fee
CDT is unable to provide the program for which the original offer was made (Provider Default)	Full refund
Student expelled from the college for breaching college policies and has started and is completing a course	No refund

All tuition fee refunds will attract \$250.00 Administration Fee	Non- Refundable
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In the event of student requesting to make changes to agreed starting date by email or by telephone and any communication by CDT with the student in reference to the change/deferment to agreed starting date shall be binding and in such cases for Refund purposes, the agreed starting date will be the initial course start/agreed starting date before any change/deferment is made. This policy covers full and partial refunds, refunds in the event of student default and in the case of provider default.

Refer to www.cd.edu.au website for full policy

Student Concessions

Students who receive one or more eligible Commonwealth benefits or allowances at the time of their enrolment may be eligible to pay a concession fee rather than the full course fee. Additionally, reduced fees, or an exemption from fees, may be allowed in cases of genuine hardship. All these requests are referred to the CEO.

Cancellation of Courses or Closure of CDT College

Minimum class sizes have been determined for each course. If a course has insufficient students enrolled one week prior to the commencement dates, the course may be cancelled and the students enrolled in that course will be notified.

In the highly unlikely event CDT College closing and ceasing to exist we will endeavour to ensure all enrolled students are transferred to another RTO who offers the same course in the same location.

Subject and Course Enrolment

Students will only be permitted to register for units that are required for their course. Students wishing to register for any other units must obtain permission from the CEO. This may incur additional unit costs.

Course/ Program Information

CDT provides accurate, relevant, and up-to-date course/program information to students both prior to commencement, upon commencement and during their course. This information is always available to students through the:

- Pre enrolment Information
- Student Handbook
- Student and Staff Information
- Induction Process
- College and Course brochures – available via website www.cd.edu.au

Enrolment on Behalf of Other Students

All students must register in person. This is to permit a sight check of all registered students at CDT and to provide appropriate academic counselling.

Change of Course and Subject Enrolment

Students wishing to change subject enrolment can do so only in the first week after subject commencement. Trainers must make available to the students all notes, class exercises and assessment tasks the student has missed. However, it is the responsibility of the student to submit any outstanding assessments within two (2) weeks of the end of the subject.

Discontinue Studies

A student who desires to discontinue their study program is required to complete the form available from Reception and website www.cd.edu.au

Induction and Welcome

Student Induction

All starting students will be taken through a College induction conducted by Student Services or a Trainer/Assessor of CDT staff. It is essential for students to attend this session to understand CDT's academic system and familiarise themselves with College facilities and services.

This session may be conducted online via Zoom for all students.

First Day of Class

On the first day of class trainers will:

<ul style="list-style-type: none">• Call out the attendance roll and check the names, student number and enrolment of each student	<ul style="list-style-type: none">• Ask students to sign the Student Subject Outline Acknowledgement Sheet
<ul style="list-style-type: none">• Direct all students not on the roll to the admin office	<ul style="list-style-type: none">• Ascertain, through discussion, the learning and assessment needs of the students.
<ul style="list-style-type: none">• Explain the attendance and results recording procedure to be used	<ul style="list-style-type: none">• Identify possible English problems and refer to Registrar or CEO/Trainer
<ul style="list-style-type: none">• Provide each student with a Subject Outline (includes subject aim, learning outcomes, delivery and assessment strategies, resources) and explain the outline to the students via Moodle (LMS)	<ul style="list-style-type: none">• Start training

Academic and Vocational Counselling

Students may receive academic or vocational counselling from the College, instructors or other qualified person. Trainers will monitor student progress and provide counselling or support as appropriate, and where needed refer the student to the CEO, depending on the nature of the problem.

Personal Counselling

Students experiencing distress or discomfort are invited to approach either of the CEO who will treat each case confidentially and refer the student to the most appropriate agency for assistance with whom the student considers they will feel comfortable with. Where necessary the CEO will assist the student to access external professional assistance as required. All staff will always treat clients with courtesy and empathy.

The College offers external services via a counselling service – this service is a payable program by the College. Contact CEO for details.

Client Input and Feedback

All students at CDT are encouraged to provide continual client input and feedback. This input and feedback may be provided either informally through conversation, observation or suggestion or formally through interviews and surveys. CDT will attempt, whenever and wherever possible, to incorporate feedback in planning and development.

Trainer and student surveys will be distributed at the conclusion of each unit. Students are welcome to make appointments with staff members to discuss issues personally with CEO.

Students with special learning needs:

If you have any special learning difficulties or needs, please contact the CEO as we can make arrangements to provide you with support. You may elect to complete a special self-test to highlight areas of difficulties with language, comprehension or numeracy which will help us decide how best we may assist you with your learning.

We are able to assist you by providing mentoring or adjusting assessments for your special needs. Where the issue is one where we feel we are not able to provide you with the specialist help you require, we will refer you to people who can help you.

Help with Foundation Skills are integrated into course work and many assessment tasks help you develop:

- Reading and comprehension
- Communication with others, both orally and in writing
- Interacting with others
- Work planning and solving problems

The College also offers a link to a counsellor if you are seeking assistance and would like a referral to a qualified counsellor. This service is offered through our College and by speaking to the CEO and arrangement can be set up for you to speak to the Counsellor and the college will pay for the service.

Access to Records by Students

Students have access to personal records on request by completing a Document Request Form. In all cases CDT will protect the privacy of all client information. Academic progress can be accessed from the internet-based Student Portal that is linked to the SMS database by using their individual codes that are provided at the initial induction.

Change of Student Contact Details

Students are obligated to keep CDT informed of their current contact details and to inform CDT immediately of any change in these details. Students should be advised that if they do not receive any College or authority correspondence due to incorrect contact details at CDT, they are fully responsible.

Student Results Recording

Students' results will be recorded on the Competency Summary. Results are to be entered at UOC level. At the conclusion of each subject trainers will calculate a final assessment and record the final assessment. This information is submitted to the Registrar at the conclusion of the subject for entry into the student database and

filing. No student is to enter any data or handle at any time the Competency Summary. This record is then entered onto the electronic SMS within seven (7) days on receipt by administration staff. Students can access this data base by using their individual codes that are provided at the initial induction. Students can only access academic progress or specific notices by this method.

Interim transcripts may be provided upon request. Final transcripts will be provided at the conclusion of the course.

Meeting Student Expectations

Regarding policies and procedures, students can expect that CDT will:

- Ensure that all admission, selection, enrolment, assessment and academic progress policies and procedures are valid, explicit, fair and reliable;
- Guarantee that changes to courses, administrative procedures and regulations will not be made without appropriate notice and will not disadvantage currently enrolled students provided that satisfactory academic progress is made;
- Ensure that complaints and Grievance s are dealt with quickly and satisfactorily in accordance with procedures;
- Provide a healthy and safe environment in accordance with CDT WHS policies and procedures; and
- Comply with the privacy act and the freedom of information act and ensure that students have access to information held about them in accordance with these acts.

CDT will provide students with timely and accurate information as follows:

- Clear statements of the objectives, goals and assessment details of all subjects offered at the commencement of study in those subjects.
- Access to accurate and clear information about financial costs and available support services to enable students to make an informed choice about their applications for study.
- Access to accurate and timely information about subjects and courses including subject objectives, course content, assessment, workloads and attendance requirements.
- Dissemination of results within a reasonable time of completion of subjects or units of study and feedback on those results by teaching staff.

CDT will assure the quality of its programs of study through:

- A teaching and learning environment that meets quality standards for its courses, its teaching and its physical and academic infrastructure;
- A study environment in which students can engage in rational debate and freely express alternative points of view in that debate; and
- Reasonable access for students to academic staff for individual consultation, support and guidance.

CDT will enable student participation and feedback through:

- Allowing for, and encouraging considered feedback on students' teaching and learning experience in subjects and courses;
- incorporating student feedback into CDT's continuous improvement cycle; and
- Providing for the representation of students on relevant decision-making committees.

CDT will ensure students' human rights by:

- Providing a study environment that is free from harassment, discrimination and abuse of power, and one which respects the privacy of individuals;

- Treating students with courtesy and respect;
- Providing equitable treatment irrespective of gender, sexual orientation, race, ethnic or cultural background, disability, marital status, age or political conviction; and
- Allowing students to express dissent or political and religious views and to engage in peaceful protest, subject to complying with the laws of Australia and not endangering the safety of other students, staff or members of the community.

Student Responsibilities

During their time engaged in CDT activities, CDT expects students to assume the following responsibilities:

Regarding policies and procedures, students must:

- Ensure that they are aware of, and understand the policies and procedures concerning their enrolment and use of CDT facilities and any property or facilities used by CDT to deliver activities, and to comply with CDT rules and policies and procedures as contained in the CDT Student Handbook and on the CDT web site;
- Respect all CDT property and facilities, including the library and computing resources and to respect the rights of others to use these facilities;
- Maintain academic integrity; and
- Not engage in frivolous complaints or Grievance s where there are no demonstrable or substantiated grounds for complaint.

Regarding timely and accurate information students must:

- Attend classes and submit work in a timely manner; and
- Supply accurate and timely personal and other information to CDT, recognising that CDT is required to comply with the privacy act and the freedom of information act.

Regarding their educational experience, students must:

- Be well informed about course requirements and to plan appropriately;
- Take joint responsibility for their learning and to accept responsibility for moving towards intellectual independence.
- Monitor their own progress in the teaching and learning environment and academic program, in the context of reasonable access to academic staff for assistance and to the various academic support services;
- Prepare for and actively participate in learning experience s such as discussion and debate;
- incorporate feedback into their learning experience, and be aware of the specific rules and course requirements applying in the school of their course of study; and
- Conduct themselves in a professional manner while undertaking professional placement and fieldwork and respect the confidentiality of client or commercial information made available to them as part of their placement.

With respect to participation and feedback, students must:

- Provide considered and honest feedback to CDT and its staff on the quality of teaching and services; and
- Participate actively in and contribute to the committees on which they are representatives or members.

With respect to human rights, students must:

- Treat staff and other students with respect and courtesy;

- Treat other members of CDT equitably irrespective of cultural background, disability, gender, sexual orientation, marital status, age or political conviction;
- Respect the rights of other members of the CDT community to express dissent or different political or religious views, subject to those actions or views complying with the laws of Australia and not endangering the safety of other members of the community;
- Show awareness of and sensitivity towards other cultures; and
- Respect the opinions of others and to engage in rational debate in areas of disagreement.

Standards of Behaviour

This Code of Conduct establishes the following standards of behaviour for students while they are studying at CDT. At all times students must:

- Follow all CDT regulations and requirements and respond to all lawful and reasonable directions from staff;
- Be aware that all forms of academic dishonesty or misconduct are unacceptable and that CDT may take measures to test compliance;
- Use all equipment and resources appropriately, legitimately and safely following all work health and safety requirements; and
- Follow the recognised policy and procedures for Grievance s complaints and resolutions.

These Standards also establish any of the following behaviour as unacceptable:

- Wilful unlawful and/or violent and/or unsafe disruptions of teaching, tutorials, lectures, periods of instruction or other learning-based activities;
- Bullying, assaulting, harassing, intimidating or displaying aggressive, disruptive or ill-mannered behaviour towards others;
- Interfering with, or causing wilful or negligent damage or defacing to any CDT property;
- Theft of CDT or any personal property;
- Attending under the influence, or in possession, of alcohol, drugs or any prohibited substance;
- Attending with weapons or items likely to cause harm or intimidation to others at any time;
- Smoking within five (5) metres of building openings, air-conditioning intakes, gas storage areas or upon any external stairways or balcony; and
- Discriminating against anyone on the grounds of gender identity, sexual orientation, lawful sexual activity, marital, parental or carer status, pregnancy, breastfeeding, age, physical features, impairment, race, ethnicity, political or religious belief or activity, or industrial activity, health status, both known or presumed, including HIV, viral hepatitis or STI status, or engagement in sex work or illicit drug use.

Breaches of the Code of Conduct

Students who breach the standards of this Policy may be subject to disciplinary action through the CDT's Counselling & Discipline Policy and Procedures.

Serious breaches may involve permanent expulsion from CDT and, in cases of suspected criminal activity, may involve referral of the matter to the relevant law enforcement authorities.

Consumption of Alcohol and Drugs

Alcohol consumption is illegal under the age of 18 and consumption of alcohol at CDT is not permitted by anyone, except where special permissions are granted by CDT management for designated functions to be

held by and at CDT, and only for those of 18 years of age and above. Attending CDT under the influence of alcohol is also considered a breach of the Workplace Health and Safety Act, in that you place yourself and others at risk. Illegal use of alcohol or the use of illegal drugs on the premises of CDT will be reported to the police. CDT does not take responsibility for students whose function is impaired using prescription drugs. It is the students' responsibility to inform CDT staff if they consider themselves in any way compromised by alcohol or drugs so appropriate measures can be taken.

Use of Communication and Information Devices

Use of mobile phones, iPod, MP players or cameras in classrooms is not permitted. Electronic learning resources such as computers and associated software, internet, intranet, online learning and e-library are available to students for educational purposes related to their studies at CDT only and should not be used for unlawful or irresponsible reasons.

Independent research and study:

Your course may provide learning experience which is based upon practical experience and through independent study and research. It is particularly important for you to be self-directed in the learning process because, whether you are subsequently employed or self-employed, your job will require you to constantly learn new things and new skills. If you experience any learning difficulties, or need advice on how to research and complete assessments, you should ask your course trainer or CEO to assist you.

Mentoring and additional assistance:

We provide mentoring to help you with any issues you may have regarding your course work. This can be arranged in person for you by speaking to the CEO. You can also contact us by telephone, email or mail at any time during business hours and we will respond as soon as possible. We also use Skype/Zoom and also with our Moodle (LMS) to keep in touch with distance students, and you can get practical demonstrations this way. The use of webinars allows us to share 'real-time' discussions, group tutorials and alternatives to workshops for rural and remote students.

Presentation style:

The style expected for written work is the same as that used normally in business. In some cases, the length of written assessments will be specified, but in general short paragraphs and summary forms are preferable. These may include bulleted summaries to draw attention to key issues and, where appropriate, material presented as tables, charts and diagrams. Clarity is more important than waffle. In the world of work people are too busy to read lengthy documents,

In your documents, always refer to yourself in the third person; in other words, use your name or third person pronouns ("he" or "she"). A good report format presents information according to a concise plan or argument with the issues clearly stated.

If you are not confident about your writing ability, then the best rule-of-thumb is to use the KISS (keep it short and simple) principle.

Resubmissions and TURNITIN (plagiarising software)

Resubmission of Assessments relates when the Assessor has asked for a rework of the assessment Task. Students can resubmit once for free and each subsequent re submission is at a cost of \$50 per submission per Task of the Unit of competence.

The Moodle (LMS) has a software called TURNITIN which checks the assessment documents for plagiarism prior to being submitted to the assessor. It is a requirement that the assessments must NOT record over 20% of plagiarised work before being submitted to the assessor for marking.

Our college offers a support service for all the Moodle applications, if any issues occur please email info@cd.edu.au

Results:

The whole purpose of the assessments is to help you build professional standards in relation to the course or program which you enrolled in. All assessors have been selected to help you achieve your goals by offering constructive suggestions for improving your work.

Some assessments are not given a Competent/Not Competent grade because they are formative assessments. These are designed to give you a measure of how well you are learning or which may produce working documents which eventually become part of final assessment instruments.

An example of this would be preparing a business plan. Individual financial reports may not be assessed, but a complete set of reports and ratio analyses might be required as a final assessment.

We currently award the following grades to all competency-based assessments:

- S/C = Satisfactory/Competent
- NS/NC = Not Satisfactory/Not Competent

All candidates are required to demonstrate competency against all aspects of the specified Unit.

Appeals against assessment decisions:

If you disagree with the assessment decision, you can make an appeal.

The RTO supports your right to do so, whether this is against an RPL decision or a coursework assessment.

The appeal form for coursework assessments should be given to you with any assessment that is marked NS/NC. If you receive a NS/NC result without being given the appeal form, please contact the office to obtain one.

Likewise, any RPL Assessors report to you should also be accompanied by an appeal form.

It is rare for a person to 'fail' at everything.

The NS/NC relates to an instance where you have missed out part of an assessment or provided evidence that is 'thin'. We don't just say "You could do better", we ask you to resubmit a piece of work worthy of your effort.

Sometimes you may 'get it wrong' in one part of the Unit and then self-correct and 'get it right' in a later assessment.

Your quality improvement is then noted and you will be marked competent on the basis of this improvement, because you have learned to monitor and correct your own work.

The procedures for appealing an assessment or RPL decision are outlined in the *Appeals policy*. In summary, the steps are:

- lodge a Notice of Appeal on the appropriate form within one month of receiving the assessment with which you disagree and discuss this directly with your trainer or assessor. This is because it is wise to discuss your claims while the events and content of the disputed assessment are still fresh in everyone's mind.
- if the explanation you are given for being judged 'Not Competent' against a particular assessment does not resolve your issues, you may next discuss the result with the CEO at the RTO.
- We may ask external and neutral moderators to review the assessments and give us a professional judgement.

- if this avenue of mediation fails, then you have the right to take your issue to ASQA and beyond that to resolution under Common Law in a Magistrate's court.

Exit points:

The following exit points are possible within the course for partial completion without attaining a Unit of Competency.

- A *Statement of Attendance* can be provided for candidates who attend any practical workshop or seminar which forms a component of the requirement for a Unit of Competency, but who do not satisfactorily complete the assessments (if conducted at that workshop or seminar).
- A *Statement of Completion* can be provided for non-accredited modules

If you exit with either of these Statements, it is important to note either document might be considered acceptable as part of the evidence required for Recognition of Current Competency (RCC) or Recognition of Prior Learning (RPL). However, in most cases, attaining the full qualification is the minimum requirement for the establishment of a professional practice particularly for candidates enrolled in Health Training Package common competency courses.

You also need to be aware that only the following testamurs are true qualifications under the Australian Qualifications framework (AQF):

- A *Statement of Attainment qualification* is able to be issued when a candidate completes all the requirements for a specified Unit of Competency in accordance with AQF.
- A full *Certificate or Diploma qualification* all the aggregate components of a qualification are attained

Issuance of Qualifications

Qualifications for accredited courses are nationally recognised under the Australian Qualifications Training Framework and may provide pathways to further education with other VET providers or Universities. Upon successful completion of all the requirements of a course of study, students are eligible to receive their Qualification or Statement of Attainment.

Upon exit, if students do not complete all required subjects at competent level, they will not be eligible to receive a Certificate. They will, however, be eligible to receive a Statement of Attainment for their successes.

AQF certification documentation is required to be issued to a learner within 30 calendar days of the learner being assessed as meeting the requirements of the training product if the training program in which the learner is enrolled is complete and providing all agreed fees the learner owes to the RTO have been paid.

All qualifications and statements of attainment issued will be issued without alteration or erasure and be identified by a unique College student number – printed on the qualification or statement. CDT will maintain a record of all qualifications issued for a period of 30 years.

Lost testamurs

If you lose your copy of the qualification, we can replace it providing you give us proof of identity and pay an administrative fee of \$100. The fee may be waived testamurs lost in natural disasters.

Training Delivery

Competency Based Training

All training at CDT is based on the principles of Competency Based Training. Delivery and assessment will involve students in accomplishing the tasks required to demonstrate competency in any unit and students will be provided with every opportunity to demonstrate that they can carry out required tasks.

Competency based training and completion is an approach to vocational education and training that places emphasis on what a person can do in the workplace as a result of completing a program of training.

Competency based training programs are comprised of competency standards set by industry that each student is assessed against to ensure all the outcomes required have been achieved.

Progression through a competency-based training program is determined by the student demonstrating that they have met the competency standards through the training program and related work, not by time spent in training. This way, students may be able to complete a program of learning much faster.

Registered training organisations (RTOs) have the prime responsibility for assessment of competency, consistent with the provisions of the Standards for Registered Training Organisations (RTO) 2015. However meaningful and on-going consultation is required with the employer and the apprentice around the development, delivery and monitoring of a training plan and the attaining of competencies within the relevant qualification.

Training Package Requirements

All CDT courses, delivery and assessment comply with the requirements of the nationally endorsed Training Packages. Students may have access to these packages or course outlines and familiarize themselves with all competency unit criteria. <http://training.gov.au/Home/Tga>

Guest Trainers

At CDT, we recognise the necessity to maintain industry involvement and for our teaching to be reflective of industry practice and needs. Therefore, lectures may use corporate guest trainers from industry or professional association whenever possible.

Flexible Delivery

CDT practices the principles of flexible delivery. Programs are designed to maximize the opportunity for access and participation by all students. It is College policy that trainers must adopt a modified lecture approach i.e. a maximum of 50% of tuition time may be lecturer lead explanation and discussion, with the remaining 50% focusing on student lead activities.

At all times learning at CDT will be:

- Student focused;
- Current in terms of the information and case studies used;
- Based on dialogue, using current business English;
- Applied – not theoretical only; and
- Practical involving students in hands-on activities.

At the start of each delivery UOC trainers will identify the delivery needs of the students and adopt a variety of delivery strategies designed to meet these needs.

Delivery alternatives may include presentations, role play, case studies, demonstrations, excursions, guest lectures, group work, calculations, exercises, journals, projects, observations, computer assisted learning, tutorial style and individualized learning, library use, magazines and newspapers, video and audio-visual

The College is an English Emersion learning environment and class discussions are to be conducted in English only.

Excursions

CDT encourages relevant activities beyond the classroom. Suggestions for furthering links with outside organisations and sites are always welcome. Students at CDT may also be required to attend excursions as part of certain units.

Excursions will be documented on the Excursion Form and written into lesson plans. Trainers will be required to account for the academic purpose of the activity by relating the activity to the competency units in the lesson plan.

Training Outcomes

All delivery and assessment are geared towards one outcome only - that is the awarding of a nationally recognised qualification or statement of attainment. Therefore, delivery and assessment will be conducted according to the competency unit criteria as stipulated in the respective training package.

Assessment

Process

Each qualification offered by CDT includes a required package of Units of Competency (subjects) which can be reviewed on the website [https://: www.cd.edu.au](https://www.cd.edu.au)

Each Unit of Competency (UOC) includes multiple assessment methods. These methods may include:

- Written Assessments; and/or
- Projects; and/or
- Role Play; and/or
- Demonstration/Presentation including Observation; and/or
- Question and Answer.

Each individual course assessment method explanation can be requested by contacting info@cd.edu.au and the explanation will also be supplied at your orientation. A delivery strategy adopted by CDT is that each UOC, including assessment methods, will be presented at the commencement of training delivery and student will be required to acknowledge this presentation.

Assessment Responses from Students and Turnitin

The Moodle system has an uploaded video in Announcements for you to view. You can find it in Announcement session in your current unit. Students are asked to watch this video as it talks about assessment submissions.

It is important as each course level requires a certain amount of writing to be completed for the questions.

Example:

Certificate II level course the word count for each answer should be around 50 words

Certificate III level course the word count for each answer should be around 100 words

Certificate IV level course the word count for each answer should be around 150 words

Diploma level course the word count for each answer should be around 250 words

Advanced Diploma level course the word count for each answer should be around 500 words

It is important to read the instructions for the question – if the says write a paragraph and give examples, make sure you do this or you may have to redo your answers.

Make sure that your answers are in your **own words** (paraphrased) and do not cut and paste and answers from

- Internet
- Student Guide
- Other people's work

Our Turnitin plagiarise software will give a report of the amount of copy and paste you do. Remember your submissions allow only 20% of copied work.

Also add a reference to your answers as to where you have found the information. This linkage will not be added to your Turnitin report.

Assessment and AI Determination

AI Determination for Assessments

CDT College will be from implementing a process for assessments issued from students with related answers using AI technology.

Assessments issued on our Moodle system determine the amount of AI-issued work and as the same as Turnitin will give a percentage to the assessor of how much information is based on AI technology and how much is based on copied material for Turnitin %.

Your Assessor has the 'right' to send the assessment back to the student and request a % of not greater than 20% or asks the student to rewrite in their own words the information that has been determined as AIgenerated.

The Assessment and AI policy guides the use, procurement, development, and management of artificial intelligence (AI) at CDT/KIC for the purposes of teaching, learning, and operations. AI can only be used by students for assessments for *research, linkage to areas of examples for assessments, and design of information for answers to assessments*. **Students will then be required to use the research information and paraphrase the answer in their own words prior to submission of the assessment.**

Students who do not paraphrase will be asked by the assessor to complete the task. (Assessors – are asked to note the comments in Moodle for the student in respect of the return of the assessment.

Assessments MUST meet the 20% allowance of copied material or AI material under this policy.

CDT College acknowledges that:

- there are legitimate concerns about the use and reliability of AI and will seek to identify the balance between opportunities for improvement and automation while managing and mitigating risks to the RTO and community at all times.
- the use of AI will be increasingly regulated and, as such this policy and any associated procedure must be maintained to ensure compliance with current and emerging regulatory standards and government advice
- there are legitimate concerns about the use and reliability of AI and will seek to identify the balance between opportunities for improvement and automation while managing and mitigating risks to the RTO and its community at all times
- algorithmic bias may result in erroneous or unjustified differential treatment which could have unintended or serious consequences for groups of individuals and/or for their human rights

- the use of AI will be increasingly regulated and, as such, this policy and any associated procedure must be maintained to ensure compliance with current and emerging regulatory standards and government advice.
- the use of AI systems must comply with the Privacy policy, and the policies relating to the RTO as appropriate.

Monitoring Course Progress and Attendance

For all accredited courses, it is a requirement that students attend and actively participate in at least 80% of the scheduled course sessions. Where sufficient evidence of competency can be obtained, attendance of less than 80% may be accepted at the discretion of the CEO, under the recommendation of the Trainer.

Distance students CDT has a process for determining the point at which a domestic student has failed to meet satisfactory course attendance or course progress. If a student does not log into the online learning system Moodle for 6 weeks then the student will be interviewed as to the impact of not completing assessments for the course and why the student has not logged into the system. A study plan will be developed to assist the students to progress with their training.

Reassessment

Where a student fails one (1) or more assessment methods within a single Unit of Competency (UOC), they are to be re-assessed once, free of charge, and this must be completed within the current teaching session, as per CDT's re-assessment policy. If the student does not pass one (1) or more assessment methods following the free re-assessment period they are to be offered two (2) more opportunities for re assessment, with the provision, that they must be charged a fee for each opportunity within the same teaching period.

Intervention (Study Plans)

Course Progress Intervention

CDT will assist you to meet course progress requirements by monitoring your progress and providing you with the relevant support at an early stage. We can provide you with a range of support from extra time to complete tasks or a reduced study load to study skills programs. If after providing you with this support, you do not meet course progress requirements, you will be issued with a letter stating that your course progress is unsatisfactory and inviting you to a meeting to discuss further support.

Student Plagiarism, Cheating or Collusion

CDT has a no tolerance policy for plagiarism, cheating or collusion. Students are expected to act with integrity always and only submit work that is their own or that has been appropriately referenced and includes acknowledgements of all texts and resource materials utilised in the development of the work.

When you submit your assessments, you will be required to sign a declaration that the work provided is your own and that you have not cheated or plagiarised the work or colluded with any other student/s.

Where a student is suspected of plagiarising, cheating or colluding, CDT will take the necessary steps to detect if plagiarism, cheating or colluding has occurred by comparing work with electronic reference materials, internet resources and the work of other students, using electronic plagiarism detection software, comparing work against various academic databases and referring to our plagiarism register or any other appropriate method.

If you are found to have plagiarised, cheated or colluded, you will be given an opportunity to respond to the allegations. If you are found to have plagiarised, cheated or colluded, we will be required to take disciplinary action which is likely to require you to re-sit the assessment.

Disciplinary action may lead to the suspension or cancellation of your enrolment.

Definitions

Cheating - this is the use of any means to gain an unfair advantage during the assessment process. Cheating may include copying a friend's answers, using mobile phones or other electronic devices during closed book assessments, bringing in and referring to pre-prepared written answers in a closed book assessment and referring to texts during closed book assessments amongst others.

Plagiarism - plagiarism is the submission of somebody else's work as if it was the student's own. This may include copying all or part of another person's thoughts or ideas and representing them as your own. If a student fails to identify the original source of some or all the submission this also constitutes plagiarism. If a student copies another student's work and passes this off as their own, then this is also a form of plagiarism and cheating.

During assessment students will read about ideas and gather information from many sources. When students use these ideas in assessments, they must identify who produced them and in what publications they were found. If students do not do this, they are plagiarising. If students are including other people's work in submissions e.g. passages from books or websites, then reference should be made to the source.

Collusion - this is the presentation by a student of an assignment as his or her own which is the result of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct or cheating. Both collusion and plagiarism can occur in group work.

Student Support

CDT will provide best-practice student academic support and intervention to optimise achievement of learning outcomes as well as satisfy the provisions of SRTO15. Coherent processes including academic monitoring are established to identify and refer at-risk students. The intervention strategies to which students are referred include:

- Academic skills support;
- Additional English support;
- Additional tutoring/study groups;
- Personal counselling;
- Reduction in course load;
- Placement in a more appropriate class

These procedures outline intervention strategies for students at risk of not meeting satisfactory course progress requirements, or of meeting their academic potential.

The procedures specify:

- Procedures for contacting and counselling identified students;
- Strategies to assist identified students to achieve satisfactory course progress; and
- The process by which the intervention strategy is activated.

Identification of At - Risk Students

At-risk students are addressed through several intervention strategies. Students are categorised as being at-risk if they:

- Have failed half or more of their units in a given teaching period; and/or
- Have failed the same unit twice; or
- Demonstrate difficulty with set diagnostic assessment pieces early in each teaching period.

Intervention can also be triggered through a student's referral from the individuals below:

- The student themselves.

This intervention strategy includes provision for:

- Where appropriate, advising students on the suitability of the course in which they are enrolled;
- Assisting students by advising them of opportunities for a student to be reassessed for tasks in units or subjects where they have previously been assessed Not Competent (NS/NC), or demonstrate the necessary competency in areas in which they not previously been able to demonstrate competency;

Activation of Intervention Strategies & Identification Intervals

Students identified as requiring intervention will be contacted by their respective trainers by telephone in the first instance or by letter in the second, and an interview organised to determine an action plan at the earliest convenience.

The second (2nd) stage of intervention will be immediately implemented if a student is deemed by their trainer to be unresponsive to the strategy and therefore the CEO will conduct an interview and determine a forward progress plan or alternative strategies such as suspension or cancellation.

Study Plans

Study Plans developed by trainers and/or the CEO will involve the student undertaking remedial work to assist in gaining competency. Remedial tasks may be conducted at the College or at a student's convenience dependant on the task required. This service will be provided at no additional cost to the student unless it conflicts with the reassessment fee structure.

Appeals

The student has 20 working days from the date of the contact by staff at the RTO to appeal on the following grounds:

- CDT has not calculated or recorded the results accurately or correctly;
- Compassionate or compelling circumstances; and
- CDT has not implemented its intervention strategy and/or policies according to the documented policies and procedures available to students.

All appeals must be made in writing on the Student Appeal Form and will be assessed in accordance with the Student Grievances, Complaints and Appeals Policy and Procedures.

if any of the below occurs:

- The student chooses not to appeal;
- The student withdraws from the appeals process;
- The outcome of the appeals process favours CDT's decision.

Flexible Assessment

The CDT assessment policy stipulates that all delivery units must be assessed at the time of delivery. All assessment tasks must be competency based and cover the entire competency units required. Assessment tasks are to be designed to evaluate evidence that a student can demonstrate competency in all relevant subject competencies. Students are provided with every opportunity, within their course duration, to obtain and show competency. Students who are not able to show competency after the completion of their course will have the opportunity to re-enrol in the course and complete the outstanding subjects.

At the start of each delivery unit trainers will identify the assessment needs of students and program a range of assessment strategies to meet these needs. Such assessment strategies might include formal exams, demonstrations, presentations, calculations, projects, reports, audio-visual, questions and answers, case studies etc.

Late Submissions

The due date for all assessment tasks will be explained to students at the start of each unit. These dates must also be reproduced on the Assessment Task Cover Sheets. An extension can be applied for by completing a form but an extension may not be approved.

Students will be permitted to submit assessment tasks at any time during their course. An automatic 'NS/NC' will be awarded to any assessment task not submitted.

*****Refer to Resubmissions and TURNITIN (plagiarising software) for pricing of Late and Resubmissions**

Incomplete Assessment

Students not completing all assessment tasks by the end of a unit or past the last method submission date will be awarded an 'NS/NC' for that unit and provided every opportunity to submit the outstanding tasks by the end of their course. The 'NS/NC' result will be reconsidered upon the submission of approved late assessment tasks.

Appeals for Reassessment

All appeals should follow the Student Grievance Procedure. Appeals regarding assessments will generally be conducted through an interview first with the trainer and then the CEO. A copy of the assessment task under question should be brought to the interview (a copy of all assessments must be made by students prior to submission).

Student Submission of Group Work

In areas where the development of group skills is important students will be allowed the opportunity to submit group assessments as the product of the contribution of all work team members. Instructors/Assessors will ensure that group work is appropriate for the task and that a maximum group size is set and that students list on the covering page each team member's name with a description of individual contributions.

Oral Assessments

This type of assessment takes the form of an assessor observation of interaction, leadership, content, contribution and the planning capabilities of students. The instructor will provide students with a marking scheme or a checklist before the presentation and a review after the presentation.

Recognition of Prior Learning (RPL) and Exemptions

Recognition of Prior Learning

Students may apply for RPL based on previous and/or current work experience, life experience or non-accredited training. Only the supervising trainer as the course CEO may validate an RPL status. Students are required to indicate their intention to apply for RPL upon enrolment and complete the RPL Information kit which is available at reception. Students will be informed in writing as to the results of their application and if any further evidence is required.

Exemptions and National Recognition

To comply with national recognition standards CDT recognises the qualifications issued by other Australian RTO's and will confer an exemption for all previous training resulting in a competent result for the exact same competency units as listed on CDT course profiles. Only the supervising trainer and the course CEO may grant exemption status. Students are required to indicate their intention to apply for exemption at the time of enrolment and complete the RPL & Exemption Information Kit. Students will be informed in writing as to the results of their application and any further evidence is required.

The granting of RPL will reduce course length. Any adjustments to course price due to RPL or exemptions must go through the CEO only. Forms are available at the College Reception or on the website at <https://www.cd.edu.au>

RPL attracts a skills assessment fee of \$150 that is non-refundable if you do not pass the Skills Analysis. If you pass the skills analysis for the RPL then the \$150 is part of the full course RPL cost.

Grievance, Complaint and Appeals Procedure

CDT will deal with any complaint and/or Grievance in an effective and timely manner. CDT has processes in place for all course students to lodge complaints and/or Grievances in relation to any matter including academic decisions in relation to a College course or service.

The Grievance procedure allows for:

- a) a process for lodging a formal complaint or appeal if the matter cannot be resolved informally, which requires a written record of the complaint or appeal to be kept;
- b) each complainant or appellant has an opportunity to formally present his or her case at minimal or no cost to him or herself;
- c) each party may be accompanied and assisted by a support person at any relevant meetings;
- d) the complainant or appellant is given a written statement of the outcome, including details of the reasons for the outcome; and
- e) the process commences within 10 working days of the formal lodgement of the complaint or appeal and supporting information and all reasonable measures are taken to finalise the process as soon as practicable.

Complaint/Grievance Submission and Appeals Procedure

CDT will manage internal complaints handling and appeals process that is as the following requirements indicate:

- a process is in place for lodging a formal complaint or appeal if the matter cannot be resolved informally;
 - speak to the person with whom you have the complaint/grievance with and try to resolve the issue or problem
IF UNRESOLVED
- Lodge a written complaint to your trainer or reception and ensure that it registered;
 - speak to your Trainer
IF UNRESOLVED
 - speak to the CEO

A student must access the complaint, grievance or appeals process within 20 working days of any issue that becomes the reason for the process.

If the student is not satisfied with the result or conduct of the internal complaint handling and appeals process, CDT will advise the student of his or her right to access the external appeals process at minimal or no cost.

If the student chooses to access the College complaints and appeals processes, CDT will maintain the student's enrolment while the complaints and appeals process is ongoing.

If the student is still not satisfied with the resolution of the Grievance, they are able to seek advice and further assistance from the authorities listed below.

National Training Complaints Hotline

Telephone – 13 38 73 and select option 4

Email – ntch@education.gov.au

ASQA (Australian Skills Quality Authority) through the complaints line at
<https://www.asqa.gov.au/complaints>

Appeals Process

A complaints/Grievance s and assessment appeal process are an integral part of the Standards for Registered Training Organisation (RTO) 2015.

A fair and impartial appeals process is available to all students of CDT. If a student wishes to appeal his/her complaint/Grievance /assessment result, he/she must first discuss the issue with the trainer/assessor.

If the student would like to proceed further with the request after discussions with the trainer/assessor a formal request is made in writing outlining the reason(s) for the appeal.

Students have the right to make a complaint (if and only if the College is unable to respond) to ASQA (Australian Skills Quality Authority) through the complaints line at <https://www.asqa.gov.au/complaints>

Grounds for Appeal

An application for appeal will be considered where:

- A student claims to be unfairly treated by fellow students or staff;
- A student claims to be unfairly treated by compliance with the CDT policy and procedures;
- A student claims a disadvantage because the trainer did not provide a subject outline;
- A student claims disadvantage because the trainer varied without consultation or in an unreasonable way the assessment requirements as specified in the subject outline;
- A student claims disadvantage because assessment requirements specified by the trainer were unreasonably or prejudicially applied to him or her;
- A student is of the view that a clerical error has occurred in the documenting of the assessment outcome; or
- A student claims that there is a discrepancy between the practical observation and the formal assessment.

All appeals are recorded and reviewed at Management Review Meetings. Results of all appeals are communicated in writing to the student, within 20 working days of the result being finalised, and a copy of any communication is also kept on file, both on the complaints register and, in the student's, individual file.

College Resources

CDT maintains suitable and up to date premises and equipment, which comply with all relevant government regulations and are kept in good order and upgraded as necessary. CDT maintains administration and training facilities and equipment to ensure smooth and effective operations. Facilities and equipment are set up, cleaned and maintained regularly to provide a pleasant and efficient working environment. Records of premises and equipment are kept for financial and maintenance purposes. Staff and students have access to necessary instructional and assessment facilities, materials and equipment.

Training facilities have:

- Accessible amenities such as toilets and drink stations
- Adequate acoustics without disturbance from external noise
- Adequate lighting for normal viewing, writing and reading, without glare, brightness or distractions
- Adequate ventilation and heating/cooling enough to maintain a suitable temperature for work and study
- Clear sight and hearing from all points and to the point of presentation
- Comfortable, ergonomic chairs, designed for use over a sustained period
- Flexible layout options appropriate to room size, shape and furniture
- Pleasing aesthetics
- Enough power points placed appropriately
- Suitable audio visual and presentation equipment
- Suitable tools and equipment set up safely and securely
- Tables that have appropriate space for writing and training activities

Students can also display personal advertisements and messages on the notice boards.

Computers and the Internet

CDT does not have computer laboratories with printing or saving facilities. Students are required to supply their own saving device (e.g. USB device) for personal use and are expected to supply their own device such as a laptop, notebook or pad that is capable of Wi-Fi connectivity and loaded with the Microsoft suite of programs

College Building Security System and Smoke Alarms

All rooms on campus are fitted with smoke alarms and have the emergency exit procedures displayed on the walls. In the case of an emergency student are requested to remain calm and follow staff instructions.

Students should familiarise themselves with the Emergency Procedures as posted on the student notice board.

Equipment

Equipment is available for College purposes only by both staff and students. Please ensure that you always use all equipment safely and follow WHS policy and procedure. Get help if there is a problem.

Text and Reference books

CDT has made available textbooks and reference books that are required by students for study purposes. The student textbooks list will be provided to students. Further students may also make use of CDT facilities for study purposes and Trainers may take students to outside libraries and organise a library representative to explain membership and research techniques.

Work Health and Safety:

RTO maintains a strict adherence to the principles of Duty of Care to its staff, students and all clients who use the facilities we operate or hire for our administration, classes, workshops and seminars.

We have an impeccable health and safety record and we count on you to help us maintain this. We operate under a formal safety plan that requires all staff and students to remain vigilant of environmental conditions that pose a health and safety risk and to report any likely cause of accident and injury immediately to minimise risks

If at any point during the course you, your trainer or assessor deems that you are at risk in undertaking an activity, then the activity will be stopped.

Student Protection through Legislation

CDT follows all relevant Commonwealth and State laws and regulations. All of these documents and more can be sourced at (<http://www.austlii.edu.au/databases.html>). These acts form complex laws and legislations that all businesses must follow. CDT ensures its policy and procedures are in line with these regulations and provide the following summary of each for student's information. Students are encouraged to seek further information on each piece of legislation by accessing the Acts online or by speaking with a student services officer.

Commonwealth of Australia Acts

Copyright Act 1968

For more information: http://www.austlii.edu.au/au/legis/cth/consol_act/ca1968133/

Disability Services Act 1986

For more information: http://www.austlii.edu.au/au/legis/cth/consol_act/dsa1986213/

Equal Employment Opportunity Act 1987

For more information: http://www.austlii.edu.au/au/legis/cth/consol_act/eeoaa1987642/

Racial Discrimination Act 1975

For more information: http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/

Sex Discrimination Act 1984

For more information: http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/

Workplace Relations Act 1996 (including amendments 2001, 2002, 2005, 2006)

For more information: <http://www.industrialrelations.nsw.gov.au/Home.html> and http://www.austlii.edu.au/au/legis/cth/consol_act/wraolaa1996489/

State Acts

Work Health and Safety Act 2011

For more information: http://www.austlii.edu.au/au/legis/act/consol_act/whasa2011218/

Regulations and Codes

- Work Health & Safety Regulation 2011 –
http://www.austlii.edu.au/au/legis/cth/consol_reg/whasr2011327/

Useful Websites

National Code Explanatory Guide: <https://domesticeducation.gov.au/regulatory-information/pages/regulatoryinformation.aspx>

Staff can access the legislation if desired at:

- Federal Government Legislation: <http://www.austlii.edu.au/databases.html>
- State Government Legislation: www.legislation.nsw.gov.au

Code of Practice

CDT follows all provisions and directions of the Standards for Registered Training Organisations (RTOs) 2015 and from this an organisational Code of Practice has been developed that is available on the website - <http://www.mtad.edu.au/>

Critical Incidents

Refer to Policy on website www.cd.edu.au - This Policy relates to critical incidents directly involving staff and/or students on any campus which impact not only on the individual but also on other member of the College community.

CDT has enough student support personnel to meet the needs of the students enrolled with the College.

CDT ensures that its staff members who interact directly with students are aware of their and student's rights and obligations under the SRT015 framework and the potential implications for students arising from the exercise of these obligations.

Problem	Website	Phone no
Alcoholism	www.aa.org.au	1300 222 222
Anxiety (including phobias & Obsessive-Compulsive Disorder)	http://www.health.nsw.gov.au/	9391 9000
Asthma	www.asthmansw.org.au/	1800 278 462
Consumer credit and debt	http://financialrights.org.au/	1800 007 007
Crime stoppers (report crime anonymously)		1800 333 000
Crisis counselling (Wesley Mission)	www.lifelinesydney.org/	13 11 14

Depression (National Initiative)	http://www.beyondblue.org.au/	1300 22 4636
Disabilities	www.ideas.org.au/	1800 029 904
Domestic violence	http://www.domesticviolence.nsw.gov.au/	1800 656 463
Drug addiction: Narcotics Anonymous	www.na.org.au	1300 652 820
Drugs and mental health	www.thewaysidechapel.com/	9581 9100
Families & friends with mental illness	https://www.sane.org/	1800 18 7263
Eating disorders	https://thebutterflyfoundation.org.au/	1800 33 4673
Eczema	http://eczema.org.au/	1300 300 182
Emergency services (police, fire, ambulance)		000
Epilepsy	www.epilepsy.org.au/	1300 374 537
Family planning information	http://www.fpnsw.org.au/	1300 658 886
Gambling Counselling	https://www.relationships.org.au	1300 364 277
Gay & lesbian counselling line	www.glccs.org.au/	
Grief support	http://www.solace.org.au/nsw/	9519 2820
Hepatitis C	https://www.hepatitisaustralia.com	1800 437 222
HIV/AIDS	http://www.afao.org.au/	9557 9399
Telephone Interpreter Service	https://www.tisnational.gov.au/	131 450
Legal information and advice	www.lawaccess.nsw.gov.au/	1300 888 529
Mental health advice	https://wayahead.org.au/	1300 794 991
Poison Information Centre		131 126
Police Assistance Line (non-emergency)		131 444
Pregnancy counselling	www.pregnancysupport.com.au/	1300 792 798
Rape Crisis Centre	www.nswrapecrisis.com.au/	1800 424 017
Relationship counselling	www.interrelate.org.au/	1300 473 528
Schizophrenia	https://www.onedoor.org.au/	1800 843 539
Suicide Prevention	http://www.beyondblue.org.au/	1300 22 4636
Victims of crime support	http://victimsofcrime.com.au/	1800 000 055
Women's refuge referral service	https://www.vinnies.org.au	9568 0262

Rules Ensuring Comfort & Convenience

As CDT is a place for training and learning certain rules apply, during the conduct of courses, for the convenience and comfort of all students and staff. Compliance with rules is a condition of entry to CDT.

Alcohol

Alcohol is NOT permitted on CDT premises. It being an educational Institution, the influence of alcohol spoils the learning environment of the Institution.

Smoking

CDT is a NON-SMOKING workplace and we ask for your assistance not to smoke on College premises or within the building.

Drugs

You must NOT bring drugs to CDT. Anybody found doing any sort of dealing with the drugs will be expelled from the Institution and will be reported to the police.

Spitting

Spitting is NOT allowed in public places in Australia. It is against the law and you can be fined if you are caught spitting.

Firearms and Knives

It is against the law in New South Wales to carry firearms or knives at the public places. You must NOT bring any firearms, knives or any kind of weapons to CDT. Anybody found with any sort of weapons will be expelled from the Institution and will be reported to the police.

Dress

Dress should be neat and tidy, giving a professional look to students. Thongs or any clothing considered by management to be offensive will not be allowed.

Mobile Phones

All mobile phones should be switched off during class or any seminar. You can use the mobile phones out of class sessions, during the breaks and in the common room.

Litter

Please use the rubbish bins provided for the litter.

Other Important Tips

Never leave your belongings unattended. In case anything is lost, check at Reception and in the student room. Keep CDT premises clean and do not write anything on the walls or on the desks. All students are required to leave CDT premises in neat and tidy condition.

Evacuation of Buildings

FIRE/SMOKE OR IMMEDIATE EMERGENS/NCY CONDITIONS

All students are to follow three primary safety principles during any emergency:

- Follow the instructions of Public Safety and Fire or Police Department personnel and College staff

- **DO NOT PANIC**
- **DO NOT USE ELEVATORS**

If an emergency condition arises here is what to do:

When you hear the fire bell

- **Don't panic**
- **Listen for a warning that the alarm may only be a test**
- If requested to evacuate remain calm and proceed with orderly evacuation
- Follow College staff to the exit signs and use the **Fire Exit stairwells only**
- Go to the designated safety area and wait with staff and students
- Your trainer will check your name against the class roll
- **NEVER USE THE ELEVATORS UNLESS DIRECTED BY FIRE DEPARTMENT**
- **Do not return to fire/smoke floor until instructed to do so.**

Under current COVID-19 follow rules of college and social distance according the Government and Health Department advise. CDT has a current COVID-19 Plan and follows all guidelines and has implement processes to monitor all visitors/students attending the college.

Privacy

CDT will follow the 10 national privacy principles in the handling of personal information of students / employees.

- **Collection** - CDT will collect only the information necessary for one or more of its functions. The individual will be told the purposes for which the information is collected;
- **Use and disclosure** - personal information will not be used or disclosed for a secondary purpose unless the individual has consented, or a prescribed exception applies;
- **Data quality** – CDT will take all reasonable steps to make sure that the personal information it collects uses or discloses is accurate, complete and up to date;
- **Data security** – CDT will take all reasonable steps to protect the personal information it holds from misuse and loss and from unauthorised access, modification or disclosure;
- **Openness** – CDT will document how they manage personal information and when asked by an individual, will explain the information it holds, for what purpose and how it collects, holds, uses and discloses the information;
- **Access and correction** - the individual will be given access to the information held except to the extent that prescribed exceptions apply. The CDT will correct, and update information errors described by the individual;

- **Unique identifiers** - commonwealth government identifiers (Medicare number or tax file number) will only be used for the purposes for which they were issued. CDT will not assign unique identifiers except where it is necessary to carry out its functions efficiently;
- **Anonymity** - wherever possible, the CDT will provide the opportunity for the individual to interact with us identifying themselves;
- **Transborder data flows** - the individual's privacy protections apply to the transfer of personal information out of Australia; and
- **Sensitive information** – CDT will seek the consent of the individual when collecting sensitive information about the individual such as health information, or information about the individual's racial or ethnic background, or criminal record.

Privacy Notice and Student Declaration

The Privacy Notice and Student Declaration is a statement acknowledged by a student to indicate awareness that personal information collected from the student may be used together with training and/or assessment activity information. The privacy statement lists the ways information about the student is held, used, disclosed and managed.

The Privacy Notice and Student Declaration is minimum mandatory content for inclusion in a Declaration.

Under the *Data Provision Requirements 2012*, The RTO is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NS/NCVER).

Your personal information (including the personal information contained on this enrolment form and your training activity data) may be used or disclosed by The RTO for statistical, regulatory and research purposes. The RTO may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship;
- Employer – if you are enrolled in training paid by your employer;
- Commonwealth and State or Territory government departments and authorised agencies;
- NCVER;
- Organisations conducting student surveys; and
- Researchers.
- Personal information disclosed to NS/NCVER may be used or disclosed for the following purposes:
- Issuing a VET Statement of Attainment or VET Qualification, and populating Authenticated VET Transcripts;
- Facilitating statistics and research relating to education, including surveys;
- Understanding how the VET market operates, for policy, workforce planning and consumer information; and,
- Administering VET, including program administration, regulation, monitoring and evaluation.

You may receive an NCVER student survey which may be administered by an NCVER employee, agent or third-party contractor. You may opt out of the survey at the time of being contacted.

NCVER will collect, hold, use and disclose your personal information in accordance with the *Privacy Act 1988* (Cth), the VET Data Policy and all NCVER policies and protocols (including those published on NCVER's website at www.ncver.edu.au).

Student Induction Declaration

Understanding of College Rules

I, College Student ID No:.....
acknowledge that all of CDT and Course Information, Enrolment Terms and Conditions, Enrolment and Course fees and Refund Policy and conditions have been provided and fully explained to me during my College Orientation and that I understand and agree to abide by all of these terms and conditions.

I understand:

- That I am required to maintain, as CDT defines (100%), a satisfactory rate of academic progress, doing all the required assessments, appearing in all the required tests/examinations (written/oral), attending all the required seminars and being on time on all occasions;
- That I will notify CDT of any change of contact details;
- That I have read and understood all CDT rules, policies and procedures as detailed in the student handbook, Legislative Requirements Student Information Folder, all course and marketing information and Student Orientation; and

.....
Student Printed Name and Signature

.....
Date