Supervisor Handbook

LEARNING & DEVELOPMENT

Version 1.3.0

mhcc

mental health coordinating council

Acknowledgements

Mental Health Coordinating Council acknowledges the Traditional Custodians of the lands on which we live, learn and work.

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Mental Health Coordinating Council

Disclaimer

Dear Supervisor,

Mental Health Coordinating Council (MHCC) is pleased to be supporting workers in the community mental health sector to gain recognition of skills and experience by completing the Certificate IV in Mental Health or the Certificate IV in Mental Health Peer Work

The competencies that learners will achieve through these qualifications are nationally recognised and provide future opportunities to complete other Certificate IV and Diploma level qualifications.

Supervisors play an important role in supporting workers to complete their study, whether it be providing direct support and guidance or simply being aware that there are additional pressures for them at this time. In order to promote the success of learners, we have developed this Handbook outlining the commitment required of learners and provide guidelines on how supervisors can best support their workers.

We hope it is a valuable and fulfilling experience for you.

Dr Evelyne Tadros
Chief Executive Officer

Contents

Introduction

Mental Health Coordinating Council (MHCC) is the peak body for the community mental health sector in NSW. MHCC's membership includes both mental health specific and generalist community organisations and other bodies interested in mental health.

As the peak body for NSW, MHCC aims to provide leadership and an independent public voice on mental health issues. MHCC facilitate effective linkages between the government, non-government and private sectors acting as the liaison body representing the view of our membership.

MHCC is directly funded by the NSW Health Department. It also receives project grants from other sources as well as raising revenue from membership fees and other activities. As part of our key objectives MHCC is a Registered Training Organisation (RTO), 91296. As such we are approved to train and assess CHC43515 Certificate IV in Mental Health Peer Work and CHC43515 Certificate IV in Mental Health which are part of the Community Services Training Package.

The competencies offered by MHCC are nationally recognised within the Australian Qualifications Framework (AQF). Any statement of attainment or qualifications received will be recognised by other RTOs throughout Australia. MHCC also recognises AQF qualifications and/or statements of attainment issued by any other RTO in Australia.

This Handbook provides you with the following information,

- Overview of CHC43315 Certificate IV in Mental Health and CHC43515 Certificate IV in Mental Health Peer Work and how these qualifications can be completed

- Study commitment required of workers completing the qualifications

- Ways in which MHCC and supervisors can provide support to workers

Throughout this Handbook, a worker who participates in workplace training and assessment is referred to as "learners" or "students".

Contact

General course and enrolment enquiries

For all questions regarding when courses are starting, what they cover and how you apply, please contact MHCC LD:

Email: training@mhcc.org.au

Phone: 02 9060 9630

It is the responsibility of learners to inform MHCC if any personal details change from the information provided on the enrolment form. Please contact student support team to update your information.

If you have any questions regarding your enrolment, completion plans, assessments, student support needs or if you would like to access your records, please contact student support team:

Email: training@mhcc.org.au

Phone: 02 9060 9630

Costs, refunds and timelines

Please check MHCC's website for current qualification fees:

https://mhcc.org.au/training/funding/

Beyond qualification fees, there are no additional costs for learners if they successfully complete all requirements within the set timeframes.

Payment terms	
Courses that cost up to $1000	Full amount due prior to start date
Courses costing over $1000	$1000 due before start date Remainder is due at the mid-point of training
Refund amounts and timelines	
The refund amount will vary according to the number of training days attended	For a full refund to be considered, notice of withdrawal must be received in writing to the LD Manager within 2 weeks from the qualification start date
Refund details	
All fee-paying learners are given the opportunity to transfer to another qualification date on 1 occasion, pending availability, and MHCC needs to be notified in writing 7 days before the qualification starts. Qualification refunds Depending on the circumstances, refunds may be available for withdrawals within the first 2 weeks from the qualification start date. All withdrawals must be in writing. After that point payments for training and assessment will only be refunded in exceptional circumstances. Learners in exceptional circumstances can make application for special consideration to the LD Manager.	
Assessment and re-assessment details	
Assessment costs are included in the qualification fees. An additional assessment cost only applies if a learner is "Withdrawn" from a course or if their assessment	

task has been marked "Not Yet Competent" after two resubmissions, and they wish to redo the assessment.
- If after the third attempt the learner does not pass, they will be marked as "Not Yet Competent".
- If a learner receives the mark of "Not Yet Competent", you will need to re-enroll in the unit and attempt the assessment again. This will incur additional fees.

The learner's eligibility to continue with the course will be assessed by the trainer and the learning and development manager.

Before submitting assessments, the learner must:
- keep a copy of completed assessment tasks before sending them in.
- ensure they only send in fully completed assessments, including signatures, dates, and supervisor's report, where applicable. Incomplete assessments will not be forwarded to the assessor.

Re-enrolling into an assessment if "Withdrawn" or marked "Not Yet Competent" after the third attempt	MHCC Member Fees $150	Non-Member Fees $200

Assessment timelines	
Assessment due date	4 weeks after training (confirmed in your training completion plan)
Assessment sent in with missing information	Email sent to learnerwith what is missing from assessment and the learneris given 2 weeks to re-submit After this date, the assessment is returned to the learnerunmarked.
Assessment resubmission timeframe (Assessor has marked assessment and additional work is required)	2 weeks to resubmit
Assessment not handed in - automatic withdrawal	6 months from due date
Completed out of date assessments not accepted	6 months from due date or older

Certificate details	

Certificates for qualifications or Statement of Attainments are included in the qualification fees unless a replacement is required. Certificates are only issued after all requirements are met and all fees have been paid.

Requests for replacement certificates or Statements of Attainment must be in writing and addressed to the learning and development manager. Written requests must have:
- Your full details including name, address, contact details and driver's licence number
- The title of the qualification or units of competency achieved

The provision of the first replacement certificate is without cost, however additional replacements will attract a fee of $50. All decisions regarding replacement certificates reside with the LD Manager.

Certificate replacements	
Replacement of Certificate or Statement of Attainment	$50

Unique Student Identifier

From January 1, 2015, all students enrolling in VET training require a Unique Student Identifier (USI). Your USI links all your training records and results for studies completed from 1 January 2015 onwards and are available to you as of 2016. MHCC cannot issue your certificates or qualifications without your USI, so during the enrolment process, we will inform you how to set it up and can assist if you need help.

If an individual has a genuine personal objection to being assigned a student identifier or meet specific criteria, they may be able to receive an exemption.

If they wish to apply for an exemption go to:

https://www.usi.gov.au/providers/exemptions-reporting-usi or

Email usi@education.gov.au or

Phone 13 38 73.

MHCC must be notified if an exemption has been received. Learners with exemptions will not be able to access their training results through the Commonwealth and their results will not appear on any authenticated VET transcript prepared by the Registrar.

Nationally Accredited Training

The Mental Health Coordinating Council is an established Registered Training Organisation (RTO) providing nationally accredited and endorsed training qualifications.

This means our qualifications are recognised by all Australian Universities, TAFE's and other private RTO's as well as being respected in the workforce across all Australian states and territories.

About VET

The Australian vocational education and training (VET) system is recognised as among the most sophisticated in the world because it is:

- Industry led – employers and industry representatives define what outcome is required from training.
- National – the system is jointly managed by state, territory and Australian governments.
- Client focused – it is flexible and relevant and responsive to client needs.

VET qualifications are developed in consultation with the industry sectors and their associations – including the Australian HR Institute (AHRI) and the Australian Institute of Project Management (AIPM) – so you can be certain that the units are specially designed to deliver the skills that your industry needs.

Qualifications are regularly reviewed and updated to ensure they remain relevant to world class best practice models and incorporate the latest thinking from around the world and, of course in Australian workplaces.

Australian Skills Quality Authority (ASQA)

The recognition required to achieve the Registered Training Organisation status is given by the federal government authority, ASQA, through a rigorous business

registration and audit process. This enables us as an RTO to offer nationally recognised and accredited courses. ASQA works with various industry stakeholders to ensure the standards for registration reflect what is needed by industries and current and prospective students.

As a Registered Training Organisation, as approved by ASQA, MHCC is required to comply with the *Standards for Registered Training Organisations (RTOs) 2015* and the VET Quality Framework, VQF, which comprises specific legislative instruments.

To maintain recognition as a Registered Training Organisation, MHCC is subject to rigorous business registration and audit processes which comply with the *Standards for Registered Training Organisations (RTOs) 2015* and the VET Quality Framework, VQF, which comprises specific legislative instruments. This enables MHCC to offer nationally recognised and accredited courses.

"Our purpose is to ensure quality education and training so that students, employers, governments and the community can have confidence in the integrity of qualifications issued by training providers." – ASQA overview | Australian Skills Quality Authority (ASQA)

Australian Quality Framework (AQF)

As a registered training organisation MHCC agrees to operate within the principles and standards of the Australian Quality Framework (AQF).

This includes a commitment to:

- Deliver the highest quality Vocational training & assessment as outlined in the Australian Quality Framework training and assessment standards
- Provide the highest quality service to all our customers and stakeholders with an ongoing commitment to continuous improvement
- Recognise the training qualifications issued by other Registered Training Organisations
- Meet all legislative requirements of State and Federal Governments
- Ensure students, staff, clients and all others with whom the College deals are treated fairly with regard to access and equity
- Participate in external monitoring, review and audit by relevant government authorities
- Sound financial and administrative management
- Engage in honest and open marketing and advertising

To learn more …

The MHCC registration details are entered into the official government VET database https://training.gov.au/Organisation/details/91296 which lists the details and scope of registration.

For more information on nationally accredited online training and qualifications please visit the Australian Skills Quality Authority (ASQA) website at https://asqa.gov.au

To enquire about State funded places for Vocational Education and Training, you can visit your appropriate State or Territory education and training authority, or contact Student Support.

Overview of the Qualifications

CHC43515 Certificate IV in Mental Health Peer Work

Description

This qualification reflects the role of workers who have lived experience of mental illness as either a consumer or carer and who work in mental health services in roles that support consumer peers or carer peers. Workers are employed in the mental health sector in government, public, private or community managed services.

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

To find out more details about this qualification go to the following link

http://training.gov.au/Training/Details/CHC43515

CHC43315 Certificate IV in Mental Health

Description

This qualification reflects the role of workers who provide self-directed recovery oriented support for people affected by mental illness and psychiatric disability. Work involves implementing community based programs and activities focusing on mental health, mental illness and psychiatric disability. Work is undertaken in a range of community contexts such as community based non-government organisations; home-based outreach; centre-based programs; respite care; residential services, rehabilitation programs; clinical settings; or supporting people in employment. Work is carried out autonomously under the broad guidance of other practitioners and professionals.

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

To find out more details about this qualification go to the following link

http://training.gov.au/Training/Details/CHC43315

Specific details and entry requirements for all MHCC courses may be requested as separate handouts.

Entry Requirements

MHCC has customised the delivery of qualifications to meet the needs of workers currently in community managed mental health organisations A number of assessments require learners to submit workplace evidence and provide workplace examples of practice. As a result, those not currently working within a community managed mental health organisation may struggle to complete some assessments.

Entry requirements beyond an applicant's current work role include the applicant's ability to read and write English to a standard that allows them to do the following:

- Read, understand and follow WHS instructions

- Read instructions and procedures relating to the care of people with a mental illness

- Write care notes which record assistance provided to people with a mental illness

- Perform calculations such as additions, subtraction etc. to support mental health clients with budgeting skills

Please note: MHCC does not train people under 18.

LLN assessment

Sometimes a person's language, literacy, numeracy and digital skills levels mean they may require some assistance, and this may be identified by the compulsory LLN assessment which is conducted prior to commencement of training. If your language, literacy, numeracy and digital skills levels do not meet the required standards, then MHCC may recommend that you commence studies after you have reached the required levels.

Learner Support

Beyond entry level language, literacy, numeracy and digital skills requirements, MHCC makes every effort to accommodate learner learning needs and offers reasonable adjustment where possible.

Needs could relate to:

- physical or intellectual ability

- language, literacy and numeracy

- mental health conditions

- cultural or ethnic backgrounds

- location or

- socio-economic factors

Types of support MHCC may be able to provide include:

- Extensions on assessment due dates (conditions apply)

- Individual negotiation around assessment evidence as long as it doesn't compromise the integrity of the competency outcomes

- Information about support services

- Negotiation with your supervisor or other relevant workplace person where workplace support is the most appropriate assistance

- Support from assessors to help understand assessments by negotiating with MHCC to spend additional individual or group time with an assessor

- Large print resources or other material support

MHCC can make an initial assessment based on the information you provide, by matching that against what MHCC can offer.

Please note that MHCC makes every effort to accommodate learner support needs. Where a learner has negotiated to receive support and does not participate in that support, MHCC will provide one opportunity to renegotiate the support, after that MHCC reserves the right to withdraw future support unless there are exceptional circumstances. For example, if a learner has negotiated to discuss an assessment with an assessor and is not available at the time negotiated, an alternative time may be negotiated, pending availability of the assessor. If the learner is not available at the renegotiated time, MHCC may withdraw future support unless exceptional circumstances can be demonstrated.

The following is a list of services that may assist students with specific needs beyond the types of support MHCC are able to provide:

Reading Writing Hotline (national adult literacy referral service) Phone: 1300 6555 06 info@literacyline.edu.au https://www.readingwritinghotline.edu.au/	TAFE New South Wales Phone 131601 or ask your local TAFE Campus listing: www.tafensw.edu.au and ask for Adult Basic Education (ABE) section
Referral to general disability services Information on Disability and Education Awareness (IDEAS) Phone: 1800 029 904 TTY: 6947 3377 www.ideas.org.au info@ideas.org.au	Learning difficulties Specific Learning Difficulties Association of NSW (SPELD) Phone: 9451 9477 www.speldnsw.org.au enquiries@speldnsw.org.au
Deafness and hearing impairment Deaf Society of NSW Phone: 1800 893 855 TTY: 1800 893 885 www.deafsocietynsw.org.au	Vision impairment Vision Australia Phone: 1300 847 466 TTY: 9334 3260 www.visionaustralia.org info@visionaustralia.org

How Supervisors can Support Learners

There is a range of ways a supervisor can support a learner through their studies. Many of these options depend on the flexibility of the workplace, job roles and time availability.
Since the qualifications that learners complete at MHCC are industry based, they contain a number of assessment items that demonstrate workplace practice. This means that some assessments may need to be completed in the workplace. It is helpful for the supervisor to support the learner by ensuring opportunities are built into the learner's workload if the activity is not part of their everyday work. For instance, the learner may need to add an agenda item to a meeting that is not scheduled till after their assessment is due. If there is some flexibility to move the meeting forward, this may help the learner to complete their assessment in a timely manner. Another example is where a learner may need to complete a small project and the supervisor may provide permission to run the project if it is within workplace guidelines and will add value to the organisation, even if it is not part of

their work plan.

Some learners may be newer to the workplace and benefit from having an informal mentor who they can go to if they need assistance. It may be the supervisor or someone at that level who knows what is required of the learner's role against workplace policies and procedures. Other learners may not have undertaken study for a long time and might benefit from mentoring from someone who has completed the qualification or from someone who might have strong time management skills and can help develop a study calendar that incorporates other obligations.

Learners may also benefit from more flexible work arrangements. For instance, some workplaces provide study release, where learners can use some of their work time to complete assessments. Other organisations may negotiate that the learner 'clocks off' early but remains at work to complete work-based tasks and then make up the time at a later date.

Assessments will include a range of activities. As this is a vocational qualification, it requires workplace evidence. The following activities will require cooperation from the workplace where possible:

- A 120 hour work log recording work done with consumers and/or carers, to be completed over the duration of study. This is to be checked and signed by their supervisor at 80 hours and final.
- Workplace documentation that has been de-identified. This may include wellness plans, recovery plans, and experiencer of service survey.
- Supervisor workplace reports verifying performance of specific tasks with comments on how they demonstrate this in their work.
- Professional development plan
- Workplace policies and procedures.
- Evidence of performing a workplace risk assessment or minutes of a WHS meeting.

Finally, a supervisor can simply provide moral support, check in with the learner from time to time to see how they are going and acknowledge successes such as completed assessments. Learners who feel supported in the workplace tend to have a stronger commitment to completing their studies, particularly if it is the organisation who has asked them to complete the qualification.

Pathways to Complete the Qualification

There are 2 ways to complete the qualification:

| Course Pathway | Full or Partial Recognition |
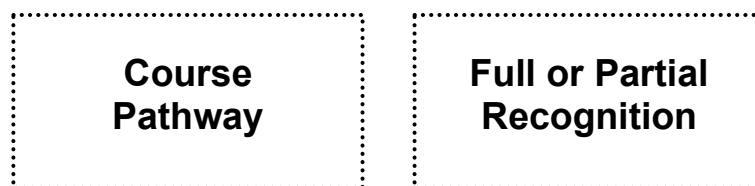
Course Pathway

This pathway is most suited to someone with no qualification and little experience or someone who has more experience but would like to consolidate it through a formal learning environment. This option includes training, assessment and workplace based projects that are generally completed over a 12 month period. An Assessment Only option may be available for learners for units covering work they have significant experience in. This needs to be negotiated prior to classes starting.

Partial Recognition, Credit transfer & Recognition of prior learning

Partial recognition, credit transfer, and recognition of prior learning are to be requested and/or discussed at time of enrolment and prior to course commencement to facilitate the development of an individualised training plan which recognises the applicant's existing knowledge and skills applicable to the proposed course of study.

Partial recognition:

This option is best suited to someone with some qualifications and/or extensive experience in some areas. Recognition is a process whereby an experienced worker can apply to have their skills and competencies assessed to gain either a part of the qualification or the whole qualification. This blended pathway includes partial recognition (complete some units by recognition) and assessment only options (complete some units by assessment).

Credit transfer:

If you have completed studies that are equivalent to some units and can provide enough evidence, you may gain credits for some units as well. The study needs to be equivalent to those units and certified copies of transcripts need to be provided as part of your application. If your studies are not equivalent but contribute towards some units, you may be able to use these for partial recognition.

Please note that units that cross over are clustered together into subjects in order to streamline the qualifications so that learners don't need to repeat assessments across common areas. If you receive recognition or credits for one or more units, depending on the other units it is clustered with, you may still need to do assessment work to demonstrate competence in the other units.

If you are unsure whether you are able to use previous studies for credits or recognition, you can discuss this with student support team. See Contact page for details.

Recognition of prior learning:

Full Recognition is where the learner's current (gained within the last three years) skills and competencies are assessed against the full qualification. Recognition is often known as Recognition of Prior Learning (RPL). This option is most suited to an experienced worker who has current and extensive experience. You may have some qualifications and will also submit a collection of evidence e.g. work documents that contribute to a portfolio.

The recognition process starts with the learner requesting and reading the course-specific Learner Recognition Information Kit. An assessor will contact the learner after examining the documents submitted initially, and to organise a planning meeting. At the planning meeting, the types of evidence that can be submitted are discussed, questions are answered and a timeline for submitting the evidence is developed.

Part of the recognition process involves a final interview where a range of questions will be asked. You will be provided with these questions before the meeting, so you have time to prepare. If you are not able to provide enough evidence to demonstrate competence in the areas you are completing recognition for, you may need to do some assessment work to fill the gaps. This may incur an additional fee.

In terms of the time required to undergo a recognition assessment, this varies from learner to learner. At the minimum several meetings between the learner and their assessor are usually required to help identify types of evidence and discuss what has been submitted. It is important that you read the 'Recognition Information Kit for Learners' before taking this option.

Recognition assessment can be based on a variety of evidence. There are lots of ways a person can demonstrate that they are competent including workplace evidence, completed studies and professional development, supervisor reports and assessor interviews. It is important that the assessor negotiates a mutually suitable process with the learner.

There are 3 possible outcomes of a recognition assessment. These are:

- The learner is assessed as competent and attains the qualification

- It is noted that further evidence is required, and the learner is asked to provide it, leading to the attainment of the qualification

- The learner is assessed as not yet competent and cannot receive the qualification but may receive a Statement of Attainment for one or more units within the qualification. In this case, the student may choose to complete the qualification via a blended pathway or via course work but additional fees apply and these options are subject to availability.

The pathway of partial recognition, credit transfer or RPL needs to be negotiated prior to classes starting.

Course Pathway Delivery Structure

Competency Based Training

Competency-based training is a method of training that focuses on a learner's ability to receive, respond to and process information in order to achieve competency.

It is geared towards the attainment and demonstration of skills to meet industry-defined standards, rather than to a learner's achievement relative to that of others. Learner progress in a competency-based program is not time-based.

As soon as a learner achieves a required competency, they can move to the next. In this way, learners can complete training in their own time and at their own pace.

Department of Education and Training, Australian Government

Classroom training: Each course is structured according to the length and content of the topic areas. A typical training day consists of a range of activities which may include theory, large group discussions, small group activities, individual exercises, video excerpts and workplace simulations and demonstrations. At training, you are provided with resources that contain information and activities that are covered in the training and that will help inform your assessment tasks.

Virtual classroom training: Virtual classrooms enables you to attend the session from wherever you are located in a shared online space. Training is delivered in the form of video, webinar, power point, group discussions, interactive learning,

individual exercises and assessment guidance videos.

E-learning: Our online learning programs use a mix of text, pictures, interactive learning material, quizzes, audio and video, discussion forums and assessment guidance videos. There is a requirement for learners to be able to download and upload documents in our learning platform. Our learning platform uses Canvas. Students are emailed a link to enrol into each section of the course. Resource books, supplementary learning material, and assessment books can be downloaded within each section.

After completing the online course content, students are required to attend and contribute to a virtual classroom.

Core and elective units

Each qualification that we deliver is comprised of both core and elective units.
The number of core and elective units required to complete varies in each of the qualifications.
Core units: these are the compulsory units that must be completed
Elective units: please refer to the delivery schedule of each of the qualifications (pp 19-20) to see the elective units that MHCC offers in each of its qualifications. Where they cross over in content, common units are clustered into subjects for combined delivery.
Specialisation elective unit considerations:

CHC43515 Certificate IV in Mental Health Peer Work has an option for either Consumer or Carer specialisation. The specialisation units are:

- CHCPWK004   Work effectively in consumer mental health peer work

- CHCPWK005   Work effectively with carers as a mental health peer worker

Please contact the training team if you would like to discuss specialisation elective unit options in more detail.
Please also note that if there are not enough students enrolled in an elective, the class cannot run. In this case, MHCC offers students available options including the option to complete their electives by self-paced supported learning, change electives (pending availability and eligibility), or offer a place in another group that is running that elective if there is one coming up and there is room available. Where learner's complete electives by self-paced supported learning due to an elective not running, they can clarify assessment expectations with an assessor before starting their assessments and are provided with the same access to learning material as people attending classes.

Training delivery methods

There are typically four (4) modes of delivery that may be incorporated for courses (depending on learner needs):

1.   Classroom training and self-paced supported learning (face to face)

2.   Live virtual classroom training and eLearning

3.   Assessment only – RPL

4.   Blended learning

1.   Classroom training (Face to Face):

Learners are required to attend all training sessions where possible. Delivery schedules for all qualifications are on pages 19-20. If you are unable to attend a

session, it is important you contact MHCC before the class to discuss alternative options. MHCC does not pay for travel related costs if a class is cancelled by MHCC or if a learner cannot attend a class they have been booked into.

Learners can transfer to an alternative public course on one occasion pending availability.

Self-paced supported learning - Learners will be required to undertake course work between the face-to-face workshops, both working through the learning materials and completing assessment tasks at their own pace.

2.   Live virtual classroom training and elearning:

This delivery option offers learners real time training alternatives for those who are restricted from attending face to face deliveries by distance or time. This delivery includes:

- 2 x 2 hours of webinars for each module of the qualification (10 modules – 40 hours in total)
- 2 units completed online - WHS and Healthy Body System
- Pre- and post-work to support virtual training through the online learning platform Coassemble

3.   Assessment only – Recognition (RPL):

When learner chooses an assessment only mode, the assessment tasks and relevant resources are sent to them with ongoing support from an industry professional who is a qualified trainer. RPL process involves the individual presenting evidence that they have attained the skills and knowledge that are presented in the unit. This option is most suited to individuals with current industry experience of 5 or more years, with extensive knowledge and skills in the relevant field of work/study.

4.   Blended learning:

A combination of any of the above three (3) modes of delivery can be put in place to suit the needs of students. These are negotiated and agreed with students on an individual basis.

Delivery program for CHC43315 Certificate IV in Mental Health

Course Title	Face to face days	Units
Foundations of Mental Health 4 units	5 Days	CHCMHS002 Establish self-directed recovery relationships - *Core*
		CHCMHS003 Provide recovery oriented mental health services - *Core*
		CHCMHS004 Work collaboratively with the care network and other services - *Core*
		CHCLEG001 Work legally and ethically - *Core*
MH & AOD 1 unit	2 day	CHCMHS005 Provide services to people with co-existing mental health and alcohol and other drugs issues - *Core*
WW Aboriginal People 1 unit	1 day	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety - *Core*
Suicide 1 unit	2 days	CHCCCS003 Increase the safety of individuals at risk of suicide – *Required Elective from 'at risk'* ***
Trauma 1 unit	2 days	CHCMHS007 Work effectively in trauma informed care – *Core*
Advocacy 1 unit	1 day	CHCMHS008 Promote and facilitate self-advocacy - *Core*
Physical Health 2 units	1 day	CHCMHS011 Assess and promote social, emotional and physical wellbeing – *Core*
		CHCCCS023 Support independence and wellbeing – *Elective*
Cultural Diversity 1 unit	1 day	CHCDIV001 Work with diverse people - *Core*
Managing Stress, and Reflect on Practice 2 units	1 day	HLTWHS006 Manage personal stressors in the work environment - *Elective*
		CHCPRP003 Reflect on and improve own professional practice - *Elective*
WHS 1 unit	Online	HLTWHS001 Participate in workplace health and safety - *Core*

Delivery program for Certificate IV in Mental Health Peer Work

Course Title	Face to face days	Units
Foundations of Peer Work 7 units	8 days *(in 2 day blocks)*	CHCPWK001 Apply peer work practices in the mental health sector - *Core*
		CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers - *Core*
		CHCPWK003 Apply lived experience in mental health peer work - *Core*
		BSBCMM401 Make a presentation - *Elective*
		CHCGRP001 Support group activities - *Elective*
		CHCPWK004 Work effectively in consumer mental health peer work – *Elective Consumer Specialisation* ***
		CHCPWK005 Work effectively with carers as a mental health peer worker – *Elective Carer specialisation* ***
		CHCLEG001 Work legally and ethically - *Elective*
Trauma Informed Work 1 unit	2 days	CHCMHS007 Work effectively in trauma informed care - *Core*
Advocacy 1 unit	1 day	CHCMHS008 Promote and facilitate self-advocacy - *Core*
Physical Health 2 unit	1 day	CHCMHS011 Assess and promote social, emotional and physical wellbeing - *Core* CHCCCS023 Support independence and wellbeing - *Elective*
Culture 1 unit	1 day	CHCDIV001 Work with diverse people - *Core*
Managing Stress, and Reflect on Practice 2 units	1 day	CHCPRP003 Reflect on and improve own professional practice – Elective
		HLTWHS006 Manage personal stressors in the work environment – Elective
WHS 1 unit	Online	HLTWHS001 Participate in workplace health and safety – *Core*

Attending Training

Learners are required to attend all training sessions where possible. Delivery schedules for both qualifications are on subsequent pages. In the event that learners are unable to attend a session, it is important they contact MHCC before the class to discuss alternative options. MHCC does not pay for travel related costs if a class is cancelled by MHCC or if a learner cannot attend a class they have been booked into.

Learners are able to transfer to an alternative public course on one occasion pending availability. Where MHCC cannot offer an alternative class, we may suggest that the assessment be completed by Assessment Only, which means that we send them the materials to complete the assessments independently.

Assessment Requirements

Assessment tasks are handed out in the classroom and explained by the trainer. The trainer will confirm the due date at this time. Learners are provided with an opportunity to clarify assessment questions and requirements in class. Generally, assessments are due four weeks after the class.

For learners completing courses via assessment only, the assessment tasks and relevant resources are sent to you and you can clarify assessment questions with MHCC. All courses have resources and assessment tasks accessible online. See Assessment Information for more details and Online Student Portal for online queries.

Assessments may include the following range of activities:

- A 120 hour work log, recording work done within a community managed mental health organisation, to be completed over the duration of study
- Questions and answers
- Scenarios and answers
- Workplace documentation
- Supervisor's Workplace Report
- Workplace examples and Stories of Practice
- Review, reflection and recommendations of a workplace topic or activity
- Research
- Reflections or discussions on historical events
- Workplace Policies & Procedures
- Multiple choice, true/false
- Presentations or role plays

Assessment Time Commitment

The number and type of assessment tasks vary for each course, depending on the number of units clustered together and the content of the course.

Some assessment can take several hours to complete, depending on the subject matter and complexity of topics. Some assessment tasks will need to be completed in the workplace, while others can be completed at home and during training. Some

assessments are straightforward and done in one sitting, while others may require you to gather evidence over a period of time.

The amount of time each person requires to complete assessments will vary depending upon factors such as individual learning styles, level of experience and number of competing demands during work and personal time. The assessment due date of four weeks after the training is based on what it would take a busy person with less experience to complete assessment requirements and taking into account that things will pop up unexpectedly in a person's work or personal life that may delay them.

Workplace Supervisor's Reports

All courses contain an assessment item called a Workplace Supervisor's Report, which asks your supervisor to verify (tick off against) a list of skills and knowledge demonstrated by you in your day to day work. This report confirms that you are performing at an expected level for your role. These reports are considered supporting evidence and help the assessor to gauge where you are at in terms of skill and knowledge level.

The following provides a guideline to how supervisors can give quality feedback in supervisor reports:

- Tick boxes where the learner is demonstrating or well on the way to demonstrating a good working knowledge of each item listed

- Make specific comments on how learners demonstrate this in their role

- Ensure they sign and provide their details

De-identifying Personal Details when using Real Situations in an Assessment

Some assessment tasks ask learners to reflect on or report on actual workplace events. When using real life workplace examples, it is important to maintain the privacy of those involved, especially consumers. Personal details such as name, address and phone numbers should be removed. If using a false name, this should be stated at the start of the assessment. Assessments not clearly de-identifying personal details of a real person may be sent back unmarked.

Plagiarism and Cheating

There are penalties for learners found to be cheating or plagiarising.

Cheating can take different forms, for example copying part or all of another person's work; or submitting work that in part or in its entirety has been copied from written material or electronic material including the Internet. This is plagiarism. You must make it clear if you are quoting or using other people's work. The use of Artificial Intelligence, AI, such as ChatGPT may also be considered as plagiarism.

If you use someone else's work e.g. research from the Internet or a journal, you need to reference it and also explain it in your own words to show you have understood it. Referencing acknowledges the source of each quotation or piece of borrowed material.

Plagiarism is considered serious. Any work containing plagiarised material can be assessed as "Not Yet Competent" and the person may not be able to attend MHCC training as a result. Where a learner has plagiarised for the first time, a warning is given, and the assessment must be redone. This is considered a resubmission.

Any further incidents of plagiarism will be referred to the LD Manager and penalties will apply.

If at any time you disagree with the decision made by MHCC please follow our complaints and appeals process which can be found in this handbook.

Referencing

If you would like information on referencing, you can find a document called, "Harvard Referencing Guide - Students" by following this link:
http://www.mhcc.org.au/wp-content/uploads/2018/07/Guidelines-Harvard-Referencing.pdf

Submitting Assessment Tasks

Learners are required to check that they have completed all tasks before sending/uploading assessments. Assessments with information missing are not forwarded to the assessor for marking, instead, the learner is informed they need to send the remaining components before they can be passed on. MHCC will send one reminder and if the additional information is not received, the assessment is sent back to the learner unmarked. It is up to individual learners to check if their assessment has been received by MHCC.

LEARNERS MUST KEEP A COPY OF THEIR ASSESSMENTS

Whether a learner uploads their assessment onto the online Learner Management System - Canvas or emails it, MHCC does not take responsibility if it is not received. In all cases, if the assessment does not reach MHCC and they have not kept a copy, they will need to redo the assessment and resend it to be marked. It is up to individual learners to check if their assessment has been uploaded successfully and received by MHCC.

Please note: any assessments submitted prior the due date will not be marked until the nominated date.

Assessment Extensions

MHCC understands that unexpected situations occur in both personal and work life, which often impact upon the time taken to complete assessments. To this end students may phone or email our student support team to request up to a 2 week extension from the original due date. External student support staff or trainers cannot provide further extensions.

Any further extension may only be considered if the student applies using the online exceptional circumstances Extension Application. This form must be completed and submitted to MHCC with the required documentation providing evidence of the circumstances for the delay.

Overdue Assessments and Withdrawals

An assessment is deemed overdue when it is past the due date, unless an extension has been requested and granted. The onus is on learners to be responsible for their own study, so it is up to you to keep track of when assessments need to be submitted. In some cases, assessments will not be accepted at all if they are significantly overdue owing to tight timelines around an event or change that affects assessment marking turnaround times.

It can be helpful to add your assessment due dates to your Outlook calendar or diary with a reminder two weeks before, to ensure they are completed on time.

Learners are automatically withdrawn from a subject once the assessment is six months overdue from the due date. There can be cases where a learner may be

withdrawn earlier but MHCC will provide warning before this happens. Once you have been withdrawn, you must re-enrol and pay a fee if you wish to complete the assessment. The amount depends on the subject, as some subjects are more complex than others. Enrolment fees start at $125.

Once a learner has been withdrawn from all subjects, they need to re-enrol in the whole qualification if they wish to complete it and pay the associated fees. In this case, if there were subjects successfully completed previously, credits may be available. However, if a new version of the qualification is being delivered, there may be additional work to do for subjects completed under the old version.

Only Assessments with a signed coversheet, and signed third party reports where applicable, can be accepted by MHCC.

How Assessment Tasks are Marked

Training packages use competency based assessment which means that the skills, knowledge and aptitude required for a certain task or position are assessed. A person's competence is measured against the relevant industry competency standards or course performance criteria and not against other learners. The performance criteria and required knowledge for each assessment task are included within each assessment task.

There are two possible results you can receive: Competent (C) or Not Yet Competent (NYC). Not Yet Competent means you have not passed the assessment/s for that unit. This result will only be given if a learner has been provided with two opportunities to resubmit work, neither of which has met the requirements of the assessment. However, if the assessor believes that you need some support, they will make recommendations accordingly. See Learner Support section. If you have support needs that you believe are making it difficult for you to pass your subjects, please let MHCC know as soon as possible, to see if there are support options for you.

Assessments Requiring More Work

If an assessment task does not answer all the questions adequately, learners are given up to two opportunities to resubmit work. When a learner is required to resubmit work, the assessor, via the online learning platform: Canvas, provides them with information on what needs to be resubmitted, whether it be that they have misunderstood the question or have not answered it in enough detail to demonstrate their skills and knowledge. Each resubmission is due two weeks after the learner is informed.

Assessments Being Returned to Learners

MHCC returns marked assessments by email. Electronic copies are kept for 3 years. MHCC is required to keep any hard copy assessments for six months after they have been marked. MHCC then destroys them securely.

Learners must keep a copy of each assessment prior to sending it to MHCC

Partial or Full Recognition to Complete the

Qualification

The recognition process starts with the learner requesting and reading the course-specific Recognition information kit for learners. An assessor will make initial contact with the learner to organise a time to discuss the process and to create a timeline for completion. At the planning meeting, types of evidence that can be submitted are discussed, questions answered and a timeline for submitting the evidence is developed.

The recognition process is similar to the assessment process in terms of submitting the evidence to LD Support who passes it on to the assessor. Also, if timelines cannot be kept, it is up to the learner to request an extension in writing.

Part of the recognition process is having a final interview where a range of questions will be asked. Learners will be provided with these questions before the meeting, so they have time to prepare. If they are not able to provide enough evidence to demonstrate competence in the areas they are completing recognition for, they may need to do some assessment work to fill the gaps. This may incur an additional fee.

Qualification Withdrawal

Learners who decide to withdraw or have been withdrawn from all units, will be automatically withdrawn from the qualification. Re-enrolment is only possible if the course is still running or if a new qualification is set to run. The relevant qualification fees apply.

Training Cancellations

MHCC training events will proceed only if sufficient numbers are enrolled to make the course financially viable. We make every attempt to ensure that courses run. However, MHCC reserves the right to alter any arrangements, including course cancellations if required. We will notify you of any cancellations and changes as soon as possible, usually this will be 7 days prior to the course date. MHCC will refund any fees paid where a qualification is cancelled before it commences but is not responsible for travel-related costs that may be incurred as a result of cancellations. Where a qualification is terminated or MHCC is not able to provide the full service offered when you enrolled, MHCC will repay the relevant fees associated with the services not provided.

Changes to Agreed Services

If at any time MHCC makes changes to agreed services, such as in the case of MHCC changing ownership or entering a 3rd party arrangement, you will be informed as soon as is practicable. This includes providing learners with clear and timely information if there will be changes to their studies.

Canvas - Learning Management System (LMS)

MHCC recognises the need for learners to be able to access course information and documents from anywhere at any time. To meet this need MHCC has created LMS that allows online education which can be accessed 24 hours a day, 7 days a week.

Through Canvas students can:

- Access course resources and assessments

- Complete eLearning
- Submit their assessments
- Receive assessor feedback

Accessing Canvas

All students who are completing a qualification through MHCC are provided access to Canvas. We will email your login details and access instructions once enrolled successfully.

They can access Canvas through the link below:

https://mhcc.instructure.com/login/canvas

Need Help?

If your login details are not working or you are having any other issues accessing the online system, please contact training@mhcc.org.au.

Quality Checks and Continuous Improvement at MHCC

MHCC aims to provide relevant and high-quality services that meet the needs of learners. To achieve this, MHCC is committed to an ongoing monitoring and evaluation feedback system that fosters both open communication and contributions from stakeholders. Feedback sheets are provided to learners at the end of each course and can be found at the back of learning materials provided at training. Organisations paying for learners to study are also sent a survey after a learner completes. This information helps us to improve the study experience for learners and is a compliance requirement.

Funded Training Opportunities

From time to time, MHCC has access to funding opportunities that can reduce the costs for learners to complete their qualification. When available, MHCC will advertise these by placing the information on MHCC's website. Each funding source normally has an eligibility requirement.

It is important that learners check the full details of the funding opportunity before applying. Accessing certain types of funding can mean that learners may not be entitled to receive government funding for future training. You can check by contacting MHCC or the funding provider to clarify the conditions associated with the funding.

Privacy and Confidentiality

MHCC is committed to upholding and abiding by the Australian Privacy Principles (APPs) under the Privacy Amendment (Enhancing Privacy Protection) Act 2012. All personal information held by MHCC remains confidential and protected and is only used and disclosed to the extent specified in the Learning and Development Privacy and Confidentiality policy for Learners which is summarised below and can be read in full at the end of this handbook.
Please note that when a learner enrols, if their course is paid by the employer, they sign an agreement to disclose information about their studies to their employer.

Learning and Development Privacy and Confidentiality Policy for Learners

Under the Data Provision Requirements 2012 as replaced by the *National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020,* MHCC is required to collect and submit data compliant with AVETMISS for the National VET Provider Collection for all Nationally Recognised Training. This data is held by the National Centre for Vocational Education Research Ltd (NCVER), and may be used for the following purposes, to:

- issue a VET Statement of Attainment or VET Qualification, and populate Authenticated VET Transcripts;

- facilitate statistics and research relating to education, including surveys

- understand how the VET market operates, for policy, workforce planning and consumer information; and

- administer VET, including program administration, regulation, monitoring and evaluation.

Information provided in this data submission about client training and outcomes may appear on Unique Student Identifier transcripts.

Information provided in this data submission will only be used, accessed, published and disseminated according to the National VET Data Policy.

If that information also includes personal information, the *Privacy Act 1988* and Australian Privacy Principles, regulate the collection, use and disclosure of personal information.

Identified RTO level information that supports consumer information, transparency and understanding of the national VET market may be published in reports, tables and a range of other data products, including data cubes and websites.

Training Privacy and Confidentiality Policy Summarised

MHCC only collects information that is relevant to providing training services and collects this information directly from the person or through someone they have given permission to provide it. It is MHCC's responsibility to keep information as accurate, up-to-date and complete as possible and we have policies and procedures in place to ensure this. If MHCC receives personal information about a person through an unauthorised party, we inform the person if it is relevant information or else we destroy or de-identify it, as long as it is legal to do so.

All personal information held by MHCC remains confidential and protected, and is only used for the reason it was collected. MHCC will not pass on any personal information to a third party without permission. MHCC stores electronic records securely through JobReady, an Australian-based student record management system provider and hard copy files are kept in locked cabinets. We only keep information for as long as it is required and then destroy it so no one else can access it.

MHCC only uses personal information collected for the reasons it was collected. Primarily, we collect it to provide training services and to check if learners are interested in further study. When we contact learners regarding further study, they are given the option to opt out from further contact about other courses. MHCC send further study emails using Mail Chimp, which is a US owned company. The US privacy laws meet Australian Privacy Principle standards.

Learners have the right to access or correct the information we have about them and can do so by making a formal request. It is our responsibility to provide this information to them in a reasonable amount of time and in the format they request as long as it is reasonable for us to provide it in this way. Our contact details are at the end of this document. If at any time they believe their privacy

has been breached, they have a right to make a complaint through us or through the Office of the Australian Information Commissioner whose details can also be found at the end of this document.

If a person has a general enquiry about MHCC training services, they don't have to give us a name or they can use a different name if they don't want us to know who they are. It is only when someone wants to discuss their studies or information we have about them that we need to know who they are.

For more detail on how MHCC addresses the Australian Privacy Principles, please read the Additional Privacy Information later in this book.

Complaints and Appeals

MHCC values and practices openness, fairness and accountability in the conduct of its activities including any investigations that may arise from learner feedback. We act on feedback quickly and aim for efficient and equitable resolution of learner's complaint and appeals.

All staff involved in complaints and appeals handling will treat information as confidential. This means that the name or identity of the person complaining/appealing, and any other private information, will only be given to people who need to know it in order to deal with the issue. MHCC will endeavour to protect complainants, and other people who provide information, from any reprisals or victimisation, which may occur as a result of making a complaint/appeal. If a learner feels that they are being treated unfavourably by training personnel following a complaint or appeal, they should immediately contact the Chief Executive Officer (CEO). MHCC is committed to the resolution of complaints and appeals in a fair and timely manner by ensuring that learners:

- are clearly informed in a timely way about how to complain or appeal

- have an opportunity to present their case

- have access to an independent representative if needed

- are clearly informed of the outcomes of the complaint or appeal

- have their complaints and appeals resolved within realistic and fair timeframes

Complaints

A complaint can be lodged about any aspect of MHCC's training services except an assessment decision. To seek a review of an assessment decision, learners must lodge an appeal. Learners may lodge a complaint where they feel that:

- their privacy has been breached

- competencies and assessment processes were not adequately explained

- they were not consulted about, or did not take part in, planning their assessment

- assessment was conducted differently to the planned process

- assessment evidence provided was misinterpreted

- assessment procedures were inappropriate, incomplete or incorrect

- assessor(s) and/or trainer(s) showed bias, misjudgement or inappropriate behaviour

- there was a mistake in recording the assessment decision

- they were wrongly excluded from the training or assessment program.

- another learner or an MHCC staff member has treated them unfairly

MHCC treats every complaint as a serious matter and attempts, where possible, to negotiate a satisfactory outcome for all parties.

Steps to make a complaint:

1. Contact the LD Manager to discuss the complaint and to see if it can be resolved informally

2. If the situation is not resolved informally, you can ask for it to be formally reviewed

3. If you do not wish to discuss the complaint with the LD Manager, or the situation is not resolved through the formal process, it is dealt with by the CEO

4. If you are not happy with the outcome, MHCC will make arrangements for an independent third party to review the complaint outcome

5. If the complaint is still not resolved, you can contact a relevant external body listed below

The CEO is responsible for dealing with all formal complaints according to MHCC's Policy and Procedure Manual.

Learners can make a complaint by contacting MHCC Learning and Development

Manager Michelle Hoomans michelle.h@mhcc.org.au or Team Leader, Mary Mizo: mary@mhcc.org.au

Appeal of assessment decision

To lodge an appeal against an assessment decision, the appellant must have been assessed as 'not yet competent' in at least one part of the assessment activity or event.

An appeal can be lodged against:

- the outcome of an assessment activity or event that relates to a nationally recognised module or course

- the outcome of a RPL application

How to lodge an appeal:

- first, the person making the appeal should request an opportunity to contact the assessor to clarify the reason for the decision

- if the issue isn't resolved, follow the formal appeal process below for the appellant (person making the appeal)

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Steps to Appeal a Decision

1. Contact Student Support or the LD Manager to discuss the appeal.

2. If the situation is not resolved informally, you can ask for it to be formally reviewed.

3. If you do not wish to discuss the appeal with Student Support or the LD Manager, or the situation is not resolved through the formal process, it is dealt with by the CEO.

4. If you are not happy with the outcome, MHCC will make arrangements for an independent third party to review the appeal outcome

5. If you are still not happy with the outcome, you can contact a relevant external body.

If you would like to appeal an assessment decision, please contact MHCC Learning and Development:

Address - MHCC Learning and Development, P.O. Box 668, Rozelle NSW 2039

Phone/email - (02) 9060 9630 or training@mhcc.org.au

Where MHCC considers more than 60 calendar days are required to process and finalise the complaint or appeal, MHCC will inform you in writing, including reasons why more than 60 calendar days are required and will regularly update you on the progress of the matter.

Lodging a complaint with an external agency

If a learner believes that their complaint or appeal has not been treated reasonably and fairly, they can lodge a complaint with the following bodies:

The National Training Complaints Hotline for VET students	Phone: 13 38 73 skilling@education.gov.au
Australian Skills Quality Authority Complaints Team (issues around training and assessment services)	Phone: 1300 701 801 j wr u41 cus ceqppgev@us c0 qx@wl
Anti-Discrimination Board (issues around discrimination)	Phone: 9268 5544 Toll Free: 1800 670 812 https://antidiscrimination.nsw.gov.au/anti-discrimination-nsw/complaints/how-to-make-a-complaint.html
Human Rights and Equal Opportunity Commission (issues around equity and fairness)	Phone: 9284 9600 Hotline : 1300 656 419 https://humanrights.gov.au/complaints/make-complaint
Office of the Australian Information Commissioner (Issues around privacy)	Phone: 1300 363 992

Legislation and regulatory requirements

MHCC complies with the relevant requirements of the following acts and standards and any other relevant state or federal legislation. It ensures learners are informed of these requirements where they affect their participation in vocational education and training.

- *Age Discrimination Act 2004*

- *Australian Human Rights Commission Act 1986*

- *Disability Discrimination Act 1992*

- *National Vocational Education and Training Regulator Act 2011*

- *NSW Anti-Discrimination Act 1977*

- *Privacy Act 1988*

- *Racial Discrimination Act 1975*

- *Sex Discrimination Act 1984*

- *Standards for Registered Training Organisations (RTOs) 2015*

- *Work Health and Safety Act (2011)*

Additional Privacy Information

The following definitions are from the Privacy Act 1988, 21 September 2023

Personal information means kphqto cvkqp"qt"cp"qr kpkqp"cdqw'cp"kf gpvkhgf ""kpf kxkf wcn"qt"cp"kpf kxkf wcn'y j q"ku"tgcuqpcdn{"kf gpvkhcdng<

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How MHCC addresses the Australian Privacy Principles

Part 1 — Consideration of personal information privacy

Australian Privacy Principle (APP) 1 — open and transparent management of

personal information

MHCC must take reasonable steps to ensure it complies with the Australian Privacy Principles (APP) through its policies and through being open and transparent about the management of personal information. This includes processes around inquiries and complaints from individuals. A copy of this Policy can be found on MHCC's website.

In order to deliver training services, it is necessary for MHCC to obtain information from various individuals including training learners. MHCC will only collect personal information necessary to provide training services and collects it primarily through the enrolment process and follow up after enrolment. This information is electronically stored in a secure student management system and hard copies kept in locked cabinets.

For the purposes of training, it is necessary for MHCC to collect, use, store and where relevant, disclose the following personal information:

- name/s
- date of birth
- home address/es
- personal contact phone number/s
- details about employment
- demographic information as required by ASQA (this is compulsory for nationally recognised training courses, optional for other courses)
- assessment results
- appeals results
- education and qualifications and
- information about training an individual has undertaken
- support needs are only used, stored and where relevant, disclosed when the information is given by the learner

Personal information will only be used or disclosed for the following direct, and directly related purposes:

- providing training and subsequent assessment including student support
- providing administrative services relating to training, e.g. sending a trainer a list of course learners
- recording student information into the student management system, which is stored with JobReady, an external provider
- in accordance with the requirements of Government agencies if learner is undertaking a traineeship or a funded place
- auditing by the Australian Skills Quality Authority (ASQA)
- an appeals process as it pertains to course assessment
- contacting the individual within the context of, and regarding their training;
- in an emergency
- personal information will only be otherwise disclosed with the written consent of the individual or the person's Parents, Guardian or Attorney acting under Power of Attorney and
- as authorised or permitted by law

MHCC will not disclose personal information to other parties other than have been agreed to by the individual. Where an organisation pays for a learner to study, the learner agrees to have records of their academic progress reported to their employer when they enrol. MHCC will provide the following information to an authorised third party:

- Course attendance: On request MHCC will advise the organisation of learner attendance or absenteeism where a learner is enrolled to complete a course

- Completion of assessment/s and results: The organisation will be provided with a report of learner progress periodically including specific units of competency currently being completed and results to date

- Student support: If a learner has advised MHCC they require assistance to complete training and or assessment, MHCC may provide this information to a delegated third party to ensure appropriate support is provided in all training and assessment events

- For the purposes of statistics where MHCC complies with RTO requirements, attendance, grades and other personal information collected as listed above, is disclosed in a de-identified format

- For the purpose of funding reporting and traineeships where this information is required

Individuals may access personal information kept about them by requesting this information in writing.

If an individual believes MHCC has breached the APP, they can follow MHCC's complaints process found in the Student Handbook, by contacting MHCC (see contact details at the end of this document) or by contacting the Privacy Commissioner (see contact details at the end of this document). The Student Handbook is available on MHCC's website.

Australian Privacy Principle (APP) 2 — anonymity and pseudonymity

Individuals who contact MHCC about training services have the right to not identify themselves or can use a pseudonym when making general training and assessment enquiries. If the information is specific to an individual's information or their interaction with MHCC, then their details may be required to address these enquiries. The only other time MHCC may need details is if it is required or authorised by or under an Australian law, or a court/tribunal order, to deal with individuals who have identified themselves.

Part 2 — Collection of personal information

Australian Privacy Principle (APP) 3 — collection of solicited personal information

MHCC is committed to only collecting personal and sensitive information about an individual when it is reasonably necessary and directly related to MHCC activities. MHCC collects information directly from individuals unless they have given permission for a third party to provide it e.g. their employer or a traineeships centre or unless it is unreasonable or impracticable to do so.

Australian Privacy Principle (APP) 4 — dealing with unsolicited personal information

If MHCC receives unsolicited personal information about an individual and it is unlikely this information would have been provided to MHCC by that individual, MHCC will destroy or de-identify the information as soon as is practicable and if it

is lawful to do so. If the information would have been collected from the individual or an authorised third party, APP 5 – 13 apply (see below).

Australian Privacy Principle (APP) 5 — notification of the collection of personal information

In the case that MHCC receives unsolicited personal information about an individual, if the information is relevant and could have been collected from the individual through MHCC's information collection processes, MHCC will inform the individual, including what the information is used for, as soon as is practicable.

Any information collected by MHCC can be accessed or corrected by an individual by contacting MHCC and formally requesting the information or correction. The individual may need to provide proof of their identity. Contact details can be found at the end of this document.

Part 3 — Dealing with personal information

Australian Privacy Principle (APP) 6 — use or disclosure of personal information

MHCC only uses personal information about an individual in relation to their studies and to provide information about further study. The only exceptions are unless:

- The individual has consented to the use of their personal information
- It is somehow legally required or relates to a legal or equitable claim
- It is required to assist in locating a missing person
- It is required for the purpose of a confidential alternative dispute resolution

Australian Privacy Principle (APP) 7 — direct marketing

MHCC will only use personal information (not sensitive information) collected from the individual for direct marketing where MHCC provides the individual information about further study and also provides a simple way of requesting to not receive direct marketing. MHCC does not on-sell personal information.

Australian Privacy Principle (APP) 8 — cross-border disclosure of personal information

If personal information collected by MHCC for training services is requested from an overseas third party, MHCC will only disclose the information if MHCC has authority to do so and is certain the recipient does not breach the APPs other than APP 1.

Australian Privacy Principle (APP) 9 — adoption, use or disclosure of government related identifiers

MHCC will not adopt government related identifiers of any individual unless it is a legal requirement. MHCC will not disclose a government related identifier unless it is reasonably necessary for MHCC to carry out its activities or obligations or unless it is legally required.

Part 4 — Integrity of personal information

Australian Privacy Principle (APP) 10 — quality of personal information

MHCC will take reasonable steps to ensure that personal information collected, used or disclosed about an individual for the purpose of training services is accurate, up-to-date and complete.

Australian Privacy Principle (APP) 11 — security of personal information

MHCC will take reasonable steps to ensure that the personal information held is protected from misuse, loss, unauthorised access, modification or disclosure. The personal information of individuals will be stored in a locked filing cabinet in MHCC Learning and Development office and on the JobReady database that is password protected.

Y j gtg'r gtuqpcn'kphqto cvkqp'ku'pq''nqpi gt''tgs wktgf ."OJ EE''y kn'vcmg''tgcuqpcdng'' uvgr u''vq''f guvtq{''qt''f g/kf gpvkh{''kv.''cu''nqpi ''cu''kv''ku''ngi cn'vq''q''uq0T geqtf u''hʼCS H'' egtvkhkecvkqp''f qewo gpvcvkqp''cpf ''uvcvgo gpvu''qh'cwcko o gpvʼkuuwgf .''o wuv''dg'' tgvckpgf ''hqt''c''r gtkqf ''qh'52 ''{gctu''kp''ceeqtf cpeg''y kj ''vj g''Uvcpf ctf u''hqt''T gi kuvgtgf '' Vtckpkpi ''Qti cpkucvkqpu''*T VQu+''42 37 0''Chvgt''vj ku''r gtkqf .''tgeqtf u''y kn'dg''f guvtq{gf '' cu''qwwnkpgf ''kp''vj g''Ctej kxkpi ''Rqnke{''kp''vj g''Vtckpkpi ''cpf ''Rqnke{''cpf ''Rtqegf wtgu'' Ocpwcn0'Cwf kv''eqr kgu''qh'cuuguo gpv'gxkf gpeg''y kn'dg''mgr v''kp''ceeqtf cpeg''y kj '' CUS C''tgs wktgo gpv.''chvgt''eqo r gvgpekgu''qt''s wcnkhkecvkqpu'j cxg''dggp''kuuwgf ''vq''cp'' kpf kxkf wcn0'Gxkf gpeg''cuuqekcvgf ''y kj ''cuuguuo gpv'y kn'dg''eqr kgf ''cpf ''qtki kpcnu'y kn' dg''tgwwtpgf ''vq''kpf kxkf wcnu''y j gp''vj g''cuuguuo gpv'r tqeguu'j cu''dggp''eqo r ngvgf .

Assessments and related documentation received by MHCC in hard-copy form are forwarded to assessors and then returned to the learner through the post. Assessments received electronically are forwarded to the assessor via email but may, under certain conditions, be printed and sent to the assessor via post. Electronic assessments may be returned to the learner via email or post. MHCC keeps copies of marked assessments electronically for a period of time as required by the registering body and any associated funding. After that time, MHCC destroys them securely. MHCC may keep assessments longer if they are part of a validation process.

Part 5 — Access to, and correction of, personal information

Australian Privacy Principle 12 — access to personal information

Individuals who have participated in training at MHCC have the right to request access to their personal information held by MHCC. On written request, with proof of identity, MHCC will provide individuals access to this information within a reasonable timeframe and where possible, in the manner requested. Access to information is free unless the cost to MHCC to provide it is unreasonable and in that case MHCC will offer to provide access if the individual pays the costs. A complete copy of a learner's information will be made, unless this is impracticable and in which case, the person can view their original information and file under supervision.

MHCC may not provide an individual access where:

- MHCC believes it would pose a serious threat to the life, health or safety of any individual, or to public health or public safety or

- giving access would have an unreasonable impact on the privacy of other individuals or

- the request for access is frivolous or vexatious or

- the information relates to existing or anticipated legal proceedings between the entity and the individual, and would not be accessible by the process of discovery in those proceedings or

- giving access would reveal the intentions of the entity in relation to negotiations with the individual in such a way as to prejudice those negotiations or

- giving access would be unlawful; or

- denying access is required or authorised by or under an Australian law or a court/tribunal order; or

- both of the following apply:
  - the entity has reason to suspect that unlawful activity, or misconduct of a serious nature, that relates to the entity's functions or activities has been, is being or may be engaged in;
  - giving access would be likely to prejudice the taking of appropriate action in relation to the matter or

- giving access would be likely to prejudice one or more enforcement related activities conducted by, or on behalf of, an enforcement body; or

- giving access would reveal evaluative information generated within the entity in connection with a commercially sensitive decision-making process

If MHCC is unable to provide requested information to the individual, MHCC will:

- give reasons for this and

- make available information on how to make a complaint

Australian Privacy Principle 13 — correction of personal information

MHCC will correct personal information upon request or whenever MHCC becomes aware that personal information is inaccurate. If MHCC is unable to correct information, MHCC will:

- give reasons for this and

- make available information on how to make a complaint

- make accessible, where possible, a statement confirming the correction of the personal information and attaching it to required documentation

Tool evaluation form for Supervisor Handbook

MHCC values your feedback. Please let us know what you think about this booklet. Your comments can be anonymous. Thanks for your time.

Name
(Optional):_____

Tel (Optional): _____

Email (Optional): _____

Please circle your responses to the following.

1. This Supervisor Handbook is:

   useful   acceptable   not useful

2. This Supervisor Handbook is:

   easy to use   acceptable   not easy to use

3. This Supervisor Handbook is:

   comprehensive   acceptable   inadequate

4. This Supervisor Handbook is:

   interesting   acceptable   dull

What I like about this Supervisor Handbook is: _____

_____

_____

In my opinion what needs to be improved about this Supervisor Handbook is: ____

_____

_____

Please attach any other comments you would like to make and send this form to:

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Learning and Development Unit
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Phone: (02) 9060 9630
training@mhcc.org.au