

# Learner Handbook

LEARNING & DEVELOPMENT

---

Version 1.2.0

# Cempqy rgf i go gpvu

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

MHCC acknowledges and greatly appreciates the funding provided by NSW Health (Mental Health Drug and Alcohol Office) to establish training and other workforce development initiatives for community managed organisations working for mental health in NSW.

MHCC thanks all those involved in the development of this book.

<b>National Training Package</b>	CHC
<b>Version</b>	1.2.0
<b>Original release</b>	March 2017
<b>Last revised</b>	September 2023
<b>This revision</b>	November 2023
<b>Released for use</b>	November 2023

Published and distributed by:

Mental Health Coordinating Council

## Disclaimer

Mental Health Coordinating Council does not give a warranty nor accept any liability in relation to the content of this work.

© 2023 Mental Health Coordinating Council. Apart from any use permitted under the *Copyright Act 1968*, no part may be reproduced by any process without prior written permission from MHCC. Requests and enquiries concerning reproduction and rights should be addressed to:

Mental Health Coordinating Council  
Attention: Learning and Development  
PO Box 668  
Rozelle NSW 2039  
Phone: 02 9060 9630  
Email: [training@mhcc.org.au](mailto:training@mhcc.org.au)

# Contents

Acknowledgements .....	2
Introduction .....	6
Essential learner checklist.....	7
Contacts .....	8
Costs, refunds and timelines .....	8
Scholarships, Smart & Skilled funding, fully funded courses & NDIS supported learners .....	10
Unique Student identifier .....	11
Training Plans .....	12
Nationally Accredited Training.....	13
About VET .....	13
Australian Skills Quality Authority (ASQA) .....	13
Australian Quality Framework (AQF) .....	13
Overview of the Qualifications .....	14
Entry requirements .....	15
Language, Literacy and Numeracy (LLN) Assessment .....	16
Learner support.....	16
Pathways to complete the qualifications.....	17
1. Course pathway.....	17
2. Partial recognition, Credit transfer & Recognition of prior learning .....	17
Course pathway delivery structure .....	19
Core and elective units.....	19
Specialisation elective unit considerations:.....	20
Training delivery methods .....	20
Delivery program for CHC22015 Certificate II in Community Services .....	21
Delivery program for CHC43515 Certificate IV in Mental Health Peer Work .....	22
Delivery program for CHC43315 Certificate IV in Mental Health.....	23
Assessment requirements.....	24
Assessment time commitment.....	24
Certificate IV In Mental Health and Certificate IV in Mental Health Peer Work qualifications workplace supervisor's reports .....	25
De-identifying personal details when using real situations in an assessment.....	25
Plagiarism and cheating policy .....	25
Referencing.....	26

Submitting assessment tasks .....	26
Assessment extensions .....	26
Overdue assessments and withdrawals.....	27
How assessment tasks are marked .....	27
Assessor’s feedback .....	27
Deferral or Withdrawal from qualification.....	28
Training cancellations.....	30
Changes to agreed services.....	30
Canvas - Learning Management System (LMS) .....	30
Quality checks and continuous improvement at MHCC .....	31
Traineeships.....	31
Issue of Testamur (Qualification) .....	31
Privacy and confidentiality .....	32
Complaints and appeals.....	33
Complaints .....	34
Lodging a complaint with an external agency .....	35
Appeal of assessment decision .....	35
Steps to appeal a decision.....	36
Rights and responsibilities of learners and MHCC .....	36
Workplace health and safety policy .....	37
Harassment and anti-discrimination policy .....	38
Legislation and regulatory requirements .....	39
Appendix 1: Additional privacy information.....	41
Glossary .....	47



Dear Learner,

Mental Health Coordinating Council (MHCC) is pleased to be supporting workers in the community mental health sector to gain recognition of skills and experience through training and workplace assessment.

This flexible learning model seeks to achieve effective delivery and assessment for mental health workers. The skills you bring to your role are formally recognised and further developed as required.

The competencies you will achieve are nationally recognised. They can open future pathways for workforce entry as community service workers, as well as opportunities to complete further and higher level nationally recognised qualifications, to enhance your prospects of working within the mental health community sector.

Congratulations on starting the process of gaining recognition for your skills.

Dr Evelyne Tadros  
Chief Executive Officer

## Kpvtqf wevkap

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 facilitates 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). MHCC prides itself on its compliance with the Australian Skills Quality Authority's Standards for Registered Training Organisations 2015.

MHCC delivers nationally accredited and non-accredited training in support of the Community Mental Health sector. As an RTO, we are registered to deliver and assess the following nationally recognised qualifications from the Community Services Training Package::

- CHC22015 Certificate II in Community Services
- CHC43515 Certificate IV in Mental Health Peer Work
- CHC43315 Certificate IV in Mental Health
- Skills Sets / units of competency

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 recognises certified AQF qualifications and/or Statements of Attainment issued by Australian RTOs.

This Learner Handbook is an **information guide** only and not part of the assessment process. This Handbook is designed to provide students with any additional information they may require while completing the assessment process.

If you require further details, please contact Learning and Development

Phone: (02) 9060 9630

Email: [training@mhcc.org.au](mailto:training@mhcc.org.au)

Throughout this Handbook we refer to anyone completing our courses as '**learners**' or '**students**'.

## Guugpvkrfrgctpgt'ej gemkuv

To ensure you understand the requirements of the course you are undertaking we have provided a checklist to assist you in the process of becoming a learner with MHCC.

Once you have read this handbook, please go through the checklist before applying:

<input type="checkbox"/>	I am 18 years and over
<input type="checkbox"/>	I have read the section on <b>Costs, Refunds and Timelines</b> , have checked the current qualification price on the website and understand the financial commitment involved.
<input type="checkbox"/>	I have read the <b>Course Pathway Delivery Structure</b> section and understand the attendance requirements of the qualification.
<input type="checkbox"/>	I have read the <b>Assessment Requirements</b> section and understand the assessment commitments of the course.
<input type="checkbox"/>	If I may need student support whilst completing this course, I have explained the type of support in the Enrolment Form
<input type="checkbox"/>	I am aware that when I enrol into my course, I can access information and resources online (see <b>Online Student Portal</b> )
<input type="checkbox"/>	I am aware of who to contact within MHCC if I need assistance (see <b>Contacts</b> page)
<input type="checkbox"/>	I have provided MHCC with a valid USI - Unique Student Identifier, and
<input type="checkbox"/>	Through the USI Registry website, I have provided MHCC permission to access my USI transcript. This is to allow MHCC to identify any potential previous studies which may contribute to Credit Transfer. (see page 11)
<i>Certificate IV qualification specific questions:</i>	
<input type="checkbox"/>	I am aware that workplace evidence is used for many assessments and I am able to collect evidence from and complete projects in the workplace
<input type="checkbox"/>	My workplace is supporting me to collect evidence and conduct workplace projects as part of the assessment process

**The following items are optional:**

<input type="checkbox"/>	<p>I am applying for Full or Partial Recognition of Prior Learning (RPL)</p> <p>If you select yes to wanting to apply for RPL read the section on <b>Pathways to Completing the Qualification</b> and also contact MHCC for further information</p>
<input type="checkbox"/>	<p>I am requesting Credit Transfer</p> <p>If you answer <b>Yes</b> to this question you must select <b>Yes to section 2e)</b> on the enrolment form. You must also submit certified copies of any relevant certificates and transcripts.</p>

## Eqpvcevu''

### 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](mailto: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](mailto:training@mhcc.org.au)

Phone: 02 9060 9630

## Equvu.'tghwpf u'cpf 'llo grkpgu

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	<b>MHCC Member Fees</b> \$150	<b>Non-Member Fees</b> \$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 learner with what is missing from assessment and the learner is given 2 weeks to re-submit. After this date, the assessment is returned to the learner unmarked.
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
---	------

## Uej qrcuj kr u.'Uo ctv' 'Unkrngf 'hwpf kpi .'hwr' " hwpf gf 'eqwtugu' 'P F K' 'ur r qtvgf 'rgctpgtu

### Scholarships

You may be eligible for a funded scholarship place in the CHC43515 Certificate IV in Mental Health Peer Work or CHC43515 Fast Track Certificate IV in Mental Health Peer Work. The Fast Track option is open to learners with two years or more current peer work experience and provides the opportunity to complete your training over six face to face days; with the rest of your course work completed through supported self-paced learning.

The purpose of the scholarship is to gain a formal qualification for those who are currently employed or looking to gain employment in relevant roles that provide direct peer support services to consumers and carers. The training is open to people already working as a peer support worker (consumer or carer), or those with a lived experience wanting to move into peer work (you will be required to complete a 120-hour peer work placement). Your work placement can be either paid or voluntary peer work.

**Please note** there is a selection panel who will be assessing your application and there is a co-contribution fee of \$500 which can be paid by either your employer or yourself once your application has been successful.

These scholarship places are funded by the NSW Ministry of Health and aim to develop the peer workforce to meet the evolving needs of the mental health sector.

### Smart & Skilled funding

MHCC delivers government subsidised training under the Smart and Skilled program. Depending on your previous qualifications and experience your fee may vary.

You may qualify for subsidised fees or fee exemptions for:

- CHC43315 Certificate IV in Mental Health
- CHC43515 Certificate IV in Mental Health Peer Work.

If you are considering applying for a qualification through the Smart and Skilled program, please obtain a copy of Smart and Skilled Learner Handbook from MHCC administration team.

For more information, please read Smart and Skilled Fee Administration policy:

[j wr u41y y y 0uy 0 qx@w1 gf wecvqp/cpf /tcklpi 1 tguqwtegu1 uo ctv/cpf /umngf /hgg/ cf o lkvutcvqp/r qtef](#)

## Fully Funded CHC22015 Certificate II in Community Services

This program was funded by the NSW Ministry of Health and all places in the course are free for students who are mental health consumers or carers. This course is currently not being delivered.

## National Disability Insurance Scheme (NDIS)

The NDIS will fund specific support to NDIS clients that enables learners to engage in higher education or VET courses which are related to the learner's disability.

This includes:

- Personal care on campus related to the learner's disability such as assistance with eating or self-care;
- Assistance with transport to and from campus required because of the learner's disability;
- Aid and equipment that is transportable such as a wheelchair, personal communication device or a hearing aid;
- Specialised or intensive support to transition into higher education and VET, or transition once the learner finishes studying.

NDIS will not fund any course fees or education materials associated with education and training that is not for the purpose of developing industry skills e.g. Nationally Recognised Training (NRT) qualifications or skill sets are eligible.

Please refer to the following website for further information:

<https://www.ndis.gov.au/>

## Wpks wg'Uwf gpv'kf gpvhtgt

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 is 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 this up and can assist if you need help.

Link to creating a USI: [j wr u41y y y 0uk0 qx@w1 uwf gpvul i gv/c/wuk](#)

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

If you wish to apply for an exemption contact:

[j wr u41y y y 0uk0 qx@w1 r tqxlf gtu1 gzgo r vkpu/tgr qtvpi /wuk](#)

Email [usi@education.gov.au](mailto:usi@education.gov.au)

Phone 13 38 73

MHCC must be notified if an USI exemption has been received. Learners with USI 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.

# Vtcklpi 'Rrcpu

## **What is a training plan?**

The training plan will outline details of the RTO that will deliver the training, learner details and their work contact (for Certificate IV qualifications where work placement is part of the training requirements), units to be completed including CT/RPL, unit start date, and assessment due date which is also the end date for the associated unit(s). Treat the training plan as a working document. It should be flexible enough to meet all your needs. Remember that you can speak to your trainer or MHCC student support team about this at any stage during the training.

## **What is the purpose of a training plan?**

The training plan provides detailed information on training and assessment agreed by you, your employer (where applicable) and MHCC. This information ensures that all parties are making informed decisions about the services required and the respective obligations in the delivery of these services. It is an important document that you, your employer (where applicable) and MHCC must sign and provides a record of intent and progress during the learning process.

## **Monitoring training progress**

MHCC must monitor the progress of learners to make sure they are developing the skills and knowledge outlined in their training plan. This is done by:

- Discussing their progress
- Identifying any further support needed
- Adjusting plans for training and assessments as required (If they are having trouble achieving competence)
- Negotiating further opportunities for training and assessment

The details of the training plan should be monitored and amended where required. For example, changes to time frames or to the person responsible for training or assessment should be amended on the training plan.

## **What is to be Included in the training plan?**

The training plan must specify the following:

- The competencies to be obtained
- The timeframe for achieving the competencies
- The training to be undertaken
- Mode of delivery
- Who is responsible for the delivery and/or assessment of each competency?
- Assessment details and arrangements
- A record of any recognised prior learning (RPL) for qualifications and cross credit hours granted prior to commencing the training. RPL involves the assessment of any existing relevant skills and/or qualifications. This crediting process can reduce the length or the duration of your training.
- The name of the qualification to be issued
- Any other specific requirements to be met in accordance with the particular training contract in question

## **Who signs the training plan?**

The following individuals sign the training plan as confirmation that they contributed to the development of the plan and are aware of their responsibility to ensure that it is implemented and monitored.

- MHCC

- Learner/Trainee
- Employer (where applicable)

## Recognition of 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 Australian Skills Quality Authority is the national regulator for vocational education and training in accordance with the *National Vocational Education and Training Regulator Act 2011*. ASQA works with various industry stakeholders to ensure the standards for registration reflect the needs of 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 [www.asqa.gov.au](http://www.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](#).

## **CHC22015 Certificate II in Community Services**

### **CHC22015 Certificate II in Community Services**

#### **Description:**

This qualification may be used as a pathway for workforce entry into community services positions that provide a first point of contact and assist individuals in meeting their immediate needs. At this level, work takes place under direct, regular supervision within clearly defined guidelines.

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

<https://training.gov.au/Training/Details/CHC22015>

## **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 use that experience while working 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 for the 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 psychosocial disability. Work involves implementing community-based programs and activities focusing on mental health, mental illness and psychosocial 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 for the units of competency delivered by MHCC.

To find out more details about this qualification go to:

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

For further information about specific details and entry requirements for all MHCC courses please contact the LD team at:

[training@mhcc.org.au](mailto:training@mhcc.org.au)

## **Gpvt{ 'tgs wltgo gpvu'**

MHCC has customised the delivery of qualifications to meet the needs of workers currently in community managed mental health organisations. Some assessments (outside the Certificate II in Community Services) 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 the age of 18 years.

## **Ncpi wci g.'Nlvtce{ 'cpf 'P wo gtce{ '\*NNP +'** **Cuuguuo gpv**

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.

## **Ngctpgt'lw r qtv**

Beyond entry level language, literacy, numeracy and digital skill requirements, MHCC makes every effort to accommodate student learning needs and offers reasonable adjustment where possible. This may include undertaking another course as a pathway into the learner's chosen course, and/or development of a tailored training plan to assist the learner in developing the required skills.

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 655 506  
[info@literacyline.edu.au](mailto:info@literacyline.edu.au)  
[www.readingwritinghotline.edu.au](http://www.readingwritinghotline.edu.au)

**TAFE New South Wales**  
Phone 131601 or ask your local TAFE  
Campus listing: [www.tafensw.edu.au](http://www.tafensw.edu.au)  
ask for Adult Basic Education (ABE)  
section

**Referral to general disability services  
Information on disability and  
education awareness (IDEAS)**  
Phone: 1800 029 904  
TTY: 02 6947 3377  
[info@ideas.org.au](mailto:info@ideas.org.au)  
[www.ideas.org.au](http://www.ideas.org.au)

**Learning difficulties  
specific learning difficulties  
association of NSW (SPELD)**  
Phone: 02 9451 9477  
[enquiries@speldnsw.org.au](mailto:enquiries@speldnsw.org.au)  
[www.speldnsw.org.au](http://www.speldnsw.org.au)

**Deafness and hearing impairment  
Deaf Society of NSW**  
Phone: 1800 893 855  
TTY: 1800 893 885  
[www.deafsocietynsw.org.au](http://www.deafsocietynsw.org.au)

**Vision impairment  
Vision Australia**  
Phone: 1300 847 466  
TTY: 02 9334 3260  
[info@visionaustralia.org](mailto:info@visionaustralia.org)  
[www.visionaustralia.org](http://www.visionaustralia.org)

## Rcvj y c{ u'vq'eqo r rgvg'vj g's wrkhecvlqpu

Your qualification enrolment form has tick boxes for each completion pathway. If you are not sure which is the best option for you, you can contact student support team for assistance. A change in pathway may incur additional fees depending on the option. Please note that Credit Transfers and RPL are only available before the commencement of study.

There are 2 ways to complete the qualification:

### 1. Course pathway

This pathway is best suited to someone with no prior qualification and little experience or someone who has more experience but would like to consolidate it through formal learning. This option includes training, as well as assessment and workplace-based projects that are generally completed over a 12-month period.

### 2. Partial recognition, Credit transfer & Recognition of prior learning

- **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. This may include your USI Transcript for training you have completed since 2015. 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 learner 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.

## Eqwtug'r cvj y c{ 'f grkxgt{ 'lvtwewtg

### **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 are able to be downloaded within each section.

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

## Eqtg'cpf 'grgevkg'wplku

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 18-20) 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.

## **Vtcklpi 'f grkxgt{ 'o gvj qf u**

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 20-22. 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** (available for certificate IV qualifications):

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 you with ongoing support from an industry professional who is a qualified trainer. RPL process involves 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.

## First point of contact Work effectively in the workplace

Course Title	Face to face days	Units
<b>Communication in the workplace</b> (3 units)	3 days	CHCCOM001 Provide first point of contact <b>Core</b>
		CHCCOM005 Communicate and work in health or community services <b>Core</b>
		FSKOCM07 Interact effectively with others at work <b>Elective</b>
<b>Work effectively in the workplace</b> (2 units)	2 days	BSBWOR202 Organise and complete daily work activities <b>Core</b>
		BSBWOR201 Manage personal stress in the workplace <b>Elective</b>
<b>Workplace health &amp; safety</b> (1 unit)	1 day	HLTWHS001 Participate in workplace health & safety <b>Core</b>
<b>Suicide prevention</b> (1 unit)	2 days	CHCCCS003 Increase the safety of individuals at risk of suicide <b>Elective</b>
<b>Diversity</b> (1 unit)	2 days	CHCDIV001 Work with diverse people <b>Core</b>
<b>Trauma informed practice</b> (1 unit)	2 days	CHCMHS007 Work effectively in trauma informed care <b>Elective</b>

## Foundations of Peer Work

Course Title	Face to face days	Units
<b>Foundations of Peer Work</b> 5 units	(7 days)	CHCPWK001 Apply peer work practices in the mental health sector - <b>Core</b>
		CHCPWK002 Contribute to the continuous improvement of mental health services for consumers and carers - <b>Core</b>
		CHCPWK003 Apply lived experience in mental health peer work - <b>Core</b>
		CHCPWK004 Work effectively in consumer mental health peer work - <b>Elective Consumer Specialisation</b> <b>OR</b> CHCPWK005 Work effectively with carers as a mental health peer worker - <b>Elective Carer specialisation</b>
		CHCLEG001 Work legally and ethically - <b>Elective</b>
<b>Trauma Informed Work</b> 1 unit	2 days	CHCMHS007 Work effectively in trauma informed care - <b>Core</b>
<b>Advocacy</b> 1 unit	1 day	CHCMHS008 Promote and facilitate self-advocacy - <b>Core</b>
<b>Physical Health</b> 2 unit	1 day	CHCMHS011 Assess and promote social, emotional and physical wellbeing - <b>Core</b> CHCCCS023 Support independence and wellbeing - <b>Elective</b>
<b>Culture</b> 1 unit	1 day	CHCDIV001 Work with diverse people - <b>Core</b>
<b>Reflect on Practice</b> 1 unit	1 day	CHCPRP003 Reflect on and improve own professional practice - <b>Elective</b>
<b>Managing Stress</b> 1 unit	1 day	HLTWHS006 Manage personal stressors in the work environment - <b>Elective</b>
<b>WHS</b> 1 unit	Online	HLTWHS001 Participate in workplace health and safety - <b>Core</b>
<b>Suicide</b> 1 unit	1 day	CHCCCS003 Increase the safety of individuals at risk at suicide - <b>Elective</b>
<b>HBS</b> 1 unit	Online	HLTAAP001 Recognise healthy body systems - <b>Elective</b>

## Foundations of Mental Health

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

## Cuuguo gpv'tgs wltgo gpvu

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

For face-to-face courses, 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:

General:	Specific to Certificate IV qualifications:
<ul style="list-style-type: none"> <li>• Questions and answers</li> </ul>	<ul style="list-style-type: none"> <li>• A 120-hour work log recording work done within a community managed mental health organisation, to be completed over the duration of study (<i>Certificate IV's</i>)</li> </ul>
<ul style="list-style-type: none"> <li>• Scenarios and answers</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace documentation</li> </ul>
<ul style="list-style-type: none"> <li>• Research</li> </ul>	<ul style="list-style-type: none"> <li>• Supervisor's Workplace Report</li> </ul>
<ul style="list-style-type: none"> <li>• Multiple choice, true/false</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace examples and Stories of Practice</li> </ul>
<ul style="list-style-type: none"> <li>• Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Review, reflection and recommendations of a workplace topic or activity</li> </ul>
<ul style="list-style-type: none"> <li>• Reflections or discussions on historical events</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace Policies &amp; Procedures</li> </ul>

### 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 assessments 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 your work or personal life that may delay you.

You are strongly encouraged to start assessment tasks quickly after the training for the following reasons:

- The information is still fresh, making it easier to complete the assessment
- Some assessment tasks may require collecting evidence over a period of time
- Different assessment tasks will take different lengths of time, depending on the subject matter and the complexity of the topics
- Unexpected situations occur in both personal and work life, which often impact on the time you think it takes to complete assessments
- If student support is needed, letting MHCC know as soon as possible increases the potential for options to help you

### **Certificate IV In Mental Health and Certificate IV in Mental Health Peer Work qualifications workplace supervisor's reports**

Both of our Certificate IV qualifications contain an assessment component called a Workplace Supervisor's Report, which asks your supervisor to confirm 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 for 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 policy**

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 peoples' work.

*Work generated using Artificial Intelligence, AI, such as ChatGPT is also considered a form of 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 will 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 need to check that they have completed all components of assessment tasks before emailing or uploading assessments onto the online learning platform: Canvas. Assessments with information missing are not forwarded to the assessor for marking; instead, we contact you to advise the assessment is incomplete and outline the additional evidence required. We send one reminder and if the additional information is not received, the assessment is sent back to you unmarked. To avoid delays, please ensure you have answered all questions and provided all evidence.

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

Whether you upload your assessment onto Canvas or email it, MHCC does not take responsibility if it is not received. In all cases, if your assessment does not reach MHCC and you have not kept a copy, you 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:** Assessments submitted in advance, i.e. prior to the submission 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 learner applies using the Exceptional Circumstances Extension Application Form. 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. Reasons can include tight timelines around an event or a 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.

### **Assessor's feedback**

MHCC returns assessment feedback through the online learning platform: Canvas. MHCC is required to keep copies of any learners assessments for six months after you have been reported as being competent. MHCC then destroys them securely.

**Remember: You must keep a copy of each assessment prior to sending it to MHCC**

## Deferrals

### Deferrals

If for any reason you wish to defer your enrolment in training and assessment, you must contact student support team and submit a deferral application form. The form is available upon request from Student Support. In all instances we will endeavour to implement processes that will support you to continue with your training.

**Deferral** is a postponement of a course for a short period of time totalling no more than 12 months. A deferral can only be granted under compassionate, medical or compelling circumstances and supporting documentary evidence must be supplied with this form.

**Compassionate or compelling circumstances** are generally those beyond the control of the learner and which have an impact upon the learner's course progress or wellbeing. These could include, but are not limited to:

- a) Serious illness or injury, where a medical certificate states that the learner was unable to resume studies for a given period of time.
- b) Bereavement of close family members such as parents or grandparents,
- c) Major political upheaval or natural disaster that has impacted the learner's studies.
- d) A traumatic experience which includes:
  - i. involvement in or witnessing of a serious accident, or
  - ii. witnessing or being the victim of a serious crimeWhen this has impacted on the learner these cases should be supported by police or psychologists' reports.
- e) A letter from workplace Supervisor/Manager stating work related stress or load, where the student was unable to resume studies for a given period.

### Learner deferral policy statement

Deferral of enrolment may be initiated by a learner or by MHCC.

Deferral decisions will be made in accordance with MHCC Learner Deferral Policy and Procedures and with the Smart and Skilled operating guidelines. An excerpt from MHCC policy and procedures is summarised below:

#### Deferral procedures

##### Learner initiated deferral

- 1) Learners wishing to defer their enrolment must contact student support team and submit the completed form to defer from a course. The form is available upon request.
- 2) Supporting documents verifying the compassionate and compelling circumstances must be provided together with this application.
- 3) Learner must meet one of the compassionate and compelling reasons listed in the Definitions of this Policy and Procedures.
- 4) Once an application is received, MHCC will:
  - a) Acknowledge the application.

- b) Assess the application and make a decision within seven (7) working days.
  - c) Where an application is successful MHCC will notify the student of the outcome in writing and update enrolment information in the Student Management System.
  - d) Where an application is unsuccessful, MHCC will notify the student of the outcome in writing and inform them of the reason for the decision as well as their right to access MHCC complaints and appeal process within 20 working days of the decision.
- 5) A decision to defer learner's enrolment will be recorded in Student Management System and learner's file.
  - 6) The maximum deferral or deferrals period is no more than twelve (12) months in total from the date of receipt of notice from the enrolled learner. Extensions beyond this will not be granted.
  - 7) MHCC will send reminder to learners 30 days prior to deferral end date.

### **MHCC initiated deferral**

- 8) MHCC may defer the commencement of a course when a course is not offered.
- 9) MHCC may defer a learner's enrolment for:
  - a) Misconduct- where behaviour of a student:
    - i. Has been in serious breach of an institute rule
    - ii. Is in breach of enrolment conditions
    - iii. Is considered to provide a threat to the wellbeing of other students or staff
  - b) Non-payment of student fees; or
  - c) Non-commencement or non-reenrolment in a compulsory study period.
- 10) If the affected learner elects to access MHCC's internal appeal process, MHCC will maintain the learner's enrolment until the internal appeal process is completed.
- 11) If there is clear evidence that the affected learner's health or wellbeing, or the wellbeing of others, is likely to be at risk unless the deferral is initiated immediately, MHCC will cancel or defer the learner's enrolment prior to the internal appeal process being completed.
- 12) If a learner does not commence a course or does not re-enrol in a compulsory study period (without prior approval) the learner will be deemed to have notified cessation of studies and the relevant enrolment will be cancelled without further notice.
- 13) MHCC will report learner training activity data within 31 days of learner leaving MHCC to relevant governing body.

A learner who wishes to recommence training after discontinuing an Approved Qualification will be treated as a new student.

## **Withdrawals**

If you decide to withdraw from a course, we ask that you discuss the reasons for doing so with your trainer or staff member. They may refer you to another appropriate staff member to discuss any support requirements or to Student Support if you have a complaint or grievance. If you still decide to withdraw then the following applies:

- You should give formal notice, preferably in writing, of the date and reasons for your withdrawal
- You will be refunded any outstanding fees in line with the Fee and Refund Policy

- You will be issued Statement of Attainment for units assessed as competent within 28 days of notice of discontinuation
- Your Training Plan will be updated, and you will be given a copy
- You will be given the results of any assessments

Learners who 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.

## **Vtcklpi 'ecpegnvklpu**

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 training 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.

## **Ej cpi gu'vq'ci tggf 'ugtxlegu**

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

## **Ecpxcu'/'Ngctlpi 'Ocpai go gpv'Uξ uvgo '\*NOU+**

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 you can:

- Access course resources and assessments
- Complete eLearning
- Submit your 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.

You 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](mailto:training@mhcc.org.au).

## S wcrk'ej gem'c'pf 'eqvlpwqwu'lo r tqxgo gpv'cv' OJEE

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. We may contact you after you have received a marked assessment task to get feedback on your experience. This information helps us to improve the study experience for all learners.

## Vtckpgguj kr u

New Entrant Traineeships are available for some qualifications to eligible learners. An application for a traineeship can be made by a learner's organisation through an apprenticeship centre. Conditions apply.

To inquire about a traineeship or apprenticeship contact Apprenticeship Support Australia:

<http://www.apprenticeshipsupport.com.au>

Phone: 1300 363 831

Email [info@apprenticeshipsupport.com.au](mailto:info@apprenticeshipsupport.com.au)

If you have been granted a traineeship, then you need to tick the box on your enrolment form.

## Kuug'qh'Vguvco wt'\*S wcrthecvlpq+

- a) Testamurs are system generated protected documents, produced to an authorised template including AQF Certification documentation and issued to a learner. Amendments or the addition or deletion of details from a testamur is not allowed except where demonstrably incorrect information is presented on the document.
- b) Testamurs will be issued within 28 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.
- c) Multiple copies will not be provided. Replacements will only be made available where the original has been permanently lost, damaged or destroyed. Any replacement testamur will be issued in the format in which it was originally issued however, it may be on different paper or parchment. Replacement documents will include the wording "*This is a replacement copy of the original document and was issued on <date>.*"

If MHCC has closed, or you have lost your original copy, ASQA may be able to provide a letter only (not a new certificate) that confirms the competencies you achieved.

Before you apply for a copy of your learner records, please be aware that:

- Since July 2011, all registered training organisations (RTOs) that are closed are required to provide ASQA with a record of all qualifications and Statements of Attainment issued to students.
- Some state and territory regulators opening before July 2011 did not collect records from closed providers, so ASQA may not have these records.
- You can also obtain a USI Transcript for qualifications you've completed after 2015, only if you were issued a USI. It cannot include training delivered before you had a USI.
- There is a \$50 fee for re-issuance of a testamur.

## 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 enrolls, 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 your 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 from you for the reasons it was collected. Primarily, we collect it to provide you training services and to check if you are interested in further study. When we contact you regarding further study, you are given the option to opt out from further contact about other courses.

You have the right to access or correct the information we have about you and can do so by making a formal request. It is our responsibility to provide this information to you in a reasonable amount of time and in the format, you 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 you believe your privacy has been breached, you 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 you have a general enquiry about MHCC training services, you don't have to give us a name or you can use a different name if you don't want us to know who you are. It is only when you want to discuss your studies or information, we have about you that we need to know who you are.

For more detail on how MHCC addresses the Australian Privacy Principles, please read Appendix 1 - Additional Privacy Information.

## **Eqo r ncpw'cpf 'cr r gcu**

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 complaints 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 outcome 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
- 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.

### **Complaints against MHCC**

Complaints made by learners may be about MHCC, its trainers, assessors, or other staff, or a third-party providing services on MHCC's behalf, including trainers, assessors, or other staff in one of MHCC's qualification training programs. Steps to make a complaint:

1. Contact Student Support 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 Student Support, 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

## Lodging a complaint with an external agency

If you believe that your complaint or appeal has not been treated reasonably and fairly, you can lodge a complaint with the following bodies:

The National Training Complaints Hotline for VET students	Phone: 13 38 73 <a href="mailto:skilling@education.gov.au">skilling@education.gov.au</a>
Australian Skills Quality Authority Complaints Team (issues around training and assessment services)	Phone: 1300 701 801 <a href="mailto:jvr u41 cus ceqppgev@us c0 qx@wi">j vr u41 cus ceqppgev@us c0 qx@wi</a>
Anti-Discrimination Board (issues around discrimination)	Phone: 02 9268 5544 Toll Free: 1800 670 812 <a href="https://antidiscrimination.nsw.gov.au/anti-discrimination-nsw/complaints/how-to-make-a-complaint.html">https://antidiscrimination.nsw.gov.au/anti-discrimination-nsw/complaints/how-to-make-a-complaint.html</a>
Human Rights and Equal Opportunity Commission (issues around equity and fairness)	Phone: 02 9284 9600 Hotline: 1300 656 419 <a href="https://humanrights.gov.au/complaints/make-complaint">https://humanrights.gov.au/complaints/make-complaint</a>
Office of the Australian Information Commissioner (Issues around privacy)	Phone: 1300 363 992

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

## Disputes between learners

In the event of a dispute between learners, the trainer/assessor will assist in the resolution by:

- ensuring that each person's views can be expressed
- encouraging and/or assisting others to understand them
- negotiating an agreement between them, if possible

If the learners in dispute are unable to resolve the issue, the trainer will refer the dispute to be dealt with by Student Support.

The trainer/assessor may ask a learner to leave if they have breached their responsibilities as outlined in the Learner Handbook (see clause Harassment and anti-discrimination policy).

If you would like to make a complaint, please contact Student Support  
[training@mhcc.org.au](mailto:training@mhcc.org.au)

## Appeal of assessment decision

To lodge an appeal against an assessment decision, the person making the appeal 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 an 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)

### Steps to appeal a decision

1. Contact student support team 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 situation is not resolved through the formal process, it is managed 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](mailto: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.

## TK j w'cpf 'tgur qpuldkwgu'qh'rgctpgtu'cpf 'OJ EE

MHCC attempts to provide training and assessment services in a spirit of co-operation and mutual respect. It is committed to the welfare of all course learners by complying with WHS, anti-discrimination and equal opportunity legislation. It is expected that mutual respect and the rights of others be observed at all times. Breaches of conduct will be handled by the CEO.

As a learner you can expect:

- ✓ Professional conduct by suitably qualified trainers and assessors
- ✓ Appropriate teaching methods and materials
- ✓ Clean, comfortable facilities suitable for adult learning
- ✓ Accurate and current information
- ✓ Opportunities for input into your learning needs

As a learner you have the right to:

- ✓ Be treated with courtesy, fairness, and respect
- ✓ Privacy concerning personal information, subject to statutory requirements
- ✓ Learn in an environment free of discrimination and harassment
- ✓ Be informed of assessment procedures (if applicable)
- ✓ Pursue your educational goals in a supportive and stimulating environment
- ✓ Lodge a complaint through the grievance process if needed

As a learner it is your responsibility to:

- ✓ Treat other people with courtesy, fairness and respect
- ✓ Submit assessment items by the due date or seek approval to extend the due date
- ✓ Be punctual and attend training events
- ✓ Avoid plagiarism or cheating in any assessment
- ✓ Make and keep a copy of any and all assessments you submit
- ✓ Observe normal safety practices, including no smoking in buildings or any outside area other than the designated area
- ✓ Behave in a responsible manner; by not littering, harassing or offending fellow learners or staff, damaging property or persons, or attending class affected by alcohol or drugs
- ✓ Inform MHCC of any changes that affect your studies, such as a change in personal details or employer
- ✓ Follow your group rules/agreement

If you are unable to meet your responsibilities you will be asked to talk to the LD Manager regarding changes to be made, including the possible cessation of attendance. In the specific case of an individual attending training/assessment activities under the influence of alcohol or drugs, you can be asked to leave immediately as MHCC has a zero-tolerance policy around learners and trainers attending training events while under the influence of alcohol or drugs.

MHCC is responsible for providing you clear and detailed information about the service you are signing up for and the costs associated with this. MHCC is also responsible for the quality of the training and assessment in compliance with the RTO Standards 2015 and for the issuance of certificates and Statements of Attainment for those eligible to receive them.

## **Y qtmr ñeg'j gcnj 'c'pf 'uchgv{ 'r qñe{**

Work Health and Safety describes MHCC's duty of care to provide a safe and healthy working environment for all employees; and the employees' duty of care to take reasonable care for the health and safety of themselves and others within the workplace.

The following procedures and standards must be observed to achieve a safe working and learning environment:

- Maintain a safe and clean learning environment
- Implement procedures and practices, in a variety of situations, in accordance with State and Local Government Health regulations
- Store and dispose of waste according to health regulations
- Clean walls, floor and working surfaces to meet health and safety standards without causing damage
- Refer equipment for repair as required
- Store equipment safely
- Identify hazards and take precautions to prevent incidents
- Safe lifting and carrying techniques maintained
- Ensure learner safety at all times

- Ensure procedures for operator safety are followed at all times
- Ensure all unsafe situations are recognised and reported
- Display first aid and safety procedures for all team members and learners to see
- Promote an environment that is drug and alcohol free
- Report any identified Work Health and Safety hazards to the appropriate team member as required. Fact sheets may be obtained at <https://www.safework.nsw.gov.au/>

## **J ctcuuo gpv'cpf 'c'pvk/f kuetlo kpcvqap'r qrlē{**

MHCC strictly adheres to the Anti-Discrimination and Equal Employment Opportunity policy, as set out in the Legislation. Copies of the Legislation are available on the internet and from the Administration Office.

MHCC has a legal obligation to ensure that no learner or member of its team is discriminated against on the grounds of race (colour, ethnic origin or nationality), gender, age, disability, marital status or sexual orientation. Harassment on these grounds will not be tolerated and may lead to disciplinary action.

At MHCC, everyone, regardless of whether they are a learner, trainer, administrator or support team member is entitled to expect the same rights. These rights are listed below:

- The right to learn, teach or carry out their duties
- The right to be treated with respect and fairly
- The right to be safe in the workplace/learning environment emotionally and physically
- The right to have all reports of harassment and discrimination treated seriously, impartially, and sensitively. All these, including victimisation and bullying, are unwelcome, uninvited, and unacceptable behaviour that will not be tolerated
- The right to inform management of any harassment or discrimination. Management has the responsibility to take immediate and appropriate action to address it

### **Learners have the responsibility to:**

- Allow others to learn
- Make MHCC safe by not threatening, bullying or hurting others in any way
- Make the classroom safe by obeying instructions
- Make MHCC safe by not bringing illegal substances or weapons into training
- Not steal, damage or destroy the goods of others

### **Specific principles**

- All team members and learners have a right to work in an environment free of any form of harassment and discrimination

- All reports of harassment and discrimination will be treated seriously, impartially and sensitively
- When management is informed of any harassment or discrimination it has the responsibility to take immediate and appropriate action to address it
- In dealing with all complaints, the rights of all individuals should be respected, and confidentiality maintained
- Whenever possible, all complaints and the person against whom the complaint has been made, will receive information, support and assistance in resolving the issue
- Victimisation is unacceptable and will not be tolerated. No person making a complaint or assisting in the investigation of a complaint should be victimised.
- Harassment or discrimination should not be confused with legitimate comment and advice (including feedback) given appropriately by management or trainers
- Team members and learners should not make any frivolous or malicious complaints. All team members and learners are expected to participate in the complaint resolution process in good faith

Further information may be gained by accessing the publications located on the Anti-Discrimination Board of NSW website:

<http://www.adb.nsw.gov.au/116136main.nsf/04666064-4000-4900-9000-400000000000?open&open=1>

## **Ngilurcivlap'cpf'tgii wrcvqt{'tgs wltgo gpvu**

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)*





## Cr r gpf k'3'f f kqpcnr tkce{ 'lphqto cvlap

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

**Personal information** means lphqto cvlap"qt"cp"qr kqpcnr"cdqmw"cp"lf gpvtkgf " kpf kxf wcn"qt"cp"lpf kxf wcn'y j q"ku'tgcuqpcdrf "lf gpvtkcdrg< \*c+"y j gvj gt"vj g'lphqto cvlap"qt"qr kqpcnr"ku'vtwg"qt"pqv=cpf

\*d+"y j gvj gt"vj g'lphqto cvlap"qt"qr kqpcnr"ku'tgeqtf gf "lp"co cvgtkr'hqto "qt" pqv0

**Sensitive information** means:

\*c+"lphqto cvlap"qt"cp"qr kqpcnr"cdqmw"cp"lpf kxf wcn'au<

\*k+"tcekr'qt"gvj ple"qtki kp=qt

\*kk+"r qn'lecr'qr kqpcnr=qt

\*kk+"o go dgtuj k "qh'c"r qn'lecr'cuuqekcvlap=qt

\*kk+"tgn'i kqwu'dgn'ghu"qt"ch'kcvlapu=qt

\*x+"r j kquqr j lecr'dgn'ghu=qt

\*xk+"o go dgtuj k "qh'c"r tqhguukqpcnr'qt"vtcf g"cuuqekcvlap=qt

\*xkk+"o go dgtuj k "qh'c"vtcf g"wpkqpcnr=qt

\*xkkk+"ugzwn'qtkgpvcvlap"qt"r tcevl'egu=qt

\*kz+"etlo kpcnr'tgeqtf =

vj cv'ku'cnuq"r gtuqpcnr'lphqto cvlap=qt

\*d+"j gcnvj "lphqto cvlap"cdqmw"cp"lpf kxf wcn'f=qt

\*e+"i gpgvle"lphqto cvlap"cdqmw"cp"lpf kxf wcn'vj cv'ku'pqv'qvj gty kug"j gcnvj " lphqto cvlap=qt

\*f + "dlqo gvtle"lphqto cvlap"vj cv'ku'vq"dg"wgf "hqt"vj g"r wtr qug"qh' cwqo cvgf "dlqo gvtle"xgtk'lecvlap"qt"dlqo gvtle"lf gpvtk'lecvlap=qt

\*g+"dlqo gvtle"vgo r r'vgu0

## 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.

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
- learner information is recorded and stored in the student management system, Job Ready
- in accordance with the requirements of Government agencies if a 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 Learner handbook, by contacting Student Support [training@mhcc.org.au](mailto:training@mhcc.org.au) or by contacting the Office of the Australian Information Commissioner [Lodge a privacy complaint with us | OAIC](#). The Learner 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 traineeship 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.

Where personal information is no longer required, MHCC will take reasonable steps to destroy or de-identify it, as long as it is legal to do so. Tgeqtf u'qh'CS H" egtvHtecvlqp" f qewo gpcvlpq"cpf "ucvgo gpv"qh'cwclpo gpv'kuwgf ."o wv'dg" tgvclpgf "hqt"c"r gtlqf "qh'52" { gctu'lp"ceeqtf cpeg'y kj "vj g"Standards for Registered Training Organisations (RTOs) 20150After this period, records will be destroyed as

outlined in the Archiving Policy in the Training and Policy and Procedures Manual. Audit copies of assessment evidence will be kept in accordance with ASQA requirements, after competencies or qualifications have been issued to an individual. Evidence associated with assessment will be copied and originals will be returned to individuals when the assessment process has been completed.

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

# 1 request"

## **Appeal process**

This process allows for the person being assessed, or an employer, to have an assessment reviewed. This may result in part of an assessment being repeated or carried out in a different way.

## **Assessment**

Assessment is the process whereby the assessor reviews evidence that the learner has submitted and makes judgments on the ability of an individual to perform certain tasks or skills.

## **Assessment process**

The assessment process is the steps agreed to by the learner and the assessor to complete the assessment activities most suitably.

## **Assessor**

An assessor is someone who has the skills and knowledge to conduct assessments. RTOs must use assessors who have the assessment qualifications required by the training package guidelines.

## **Competency unit**

Competency is a fixed arrangement of knowledge and skill needed in the workplace for a particular task. Elements are lists of outcomes that make up the competency unit. All the elements, together with essential skills and knowledge describe the competency unit.

## **Evidence**

Evidence is information gathered that shows proof of competency. It can take many forms and be gathered from a number of sources. Evidence must be valid, authentic, sufficient and current to enable the assessor to make the assessment judgment.

## **Extension**

A learner may apply for an extension of time beyond the due date to complete an assessment.

## **Portfolio**

A portfolio is a collection of materials, such as original documents, work samples, certificates, etc. that are put together for a specific purpose.

## **Qualification**

A qualification is the formal declaration, issued by a RTO, stating that a person has achieved all the requirements of a national Training Package or an accredited course.

## **Reasonable adjustment**

Reasonable adjustment is when the assessment method is altered to meet individual or learner needs while remaining valid and reliable.

## **Recognition process**

This term may be called recognition of prior learning, recognition of current competency, skills recognition, or simply recognition. All of these terms refer to the process of accepting a person's skills and abilities regardless of how, when or where the learning occurred. This includes any combination of formal or informal training and education, work experience or general life experiences. The assessor must be confident that the learner currently possesses the competencies being recognised. The assessor may request a variety of evidence from the learner that could include documentation, references from employers and workplace observations. The assessor must ensure that the evidence is authentic, valid, reliable, current and sufficient.

## **Registered training organisation ('RTO')**

A Registered Training Organisation (RTO) is a training organisation that has met the standard for training and assessment according to national requirements

## **Self-assessment**

Self-assessment is a process that allows learners being assessed to collect and provide evidence on their own performance against the competencies in a certain qualification. This method is often used to help the learner and the assessor to determine what evidence is valid and where the gaps may be.

## **Special consideration**

Special consideration may be made to the assessment process to meet the individual needs of the learner. Learners may need particular attention because of personal needs, such as language difficulties, disabilities, cultural requirements, etc. All information provided to the assessor and RTO about special needs remain confidential.

## **Statement of attainment**

Statement of Attainment is a record of recognised competencies. The Statement of Attainment may contribute towards a qualification if a learner has or undertakes further training, assessment or recognition. The Statement of Attainment is issued by an RTO when competencies have been successfully assessed.

## **Training package**

A training package is a set of nationally approved competencies, assessment guidelines and qualifications for a specific industry or work sector. This certificate is from the community services training package.