CHC52025
Diploma of Community Services

Course Information

RTO DETAILS

Synergy Central Pty Ltd:

- Registered Training Organisation (RTO31486) under the (ASQA) Australian Skills Quality Authority (ASQA)

- **Australian Company** registered with the Australian Securities and Investments Commission (ASIC) (ABN 86117916328 - ACN 117916328).

Synergy Central specialises in sports, fitness, and health and well-being-related qualifications and training including:

- First Aid
- Fitness
- Sport Coaching
- Massage
- Counselling
- Community Services
- Business

Synergy Central was developed to assist individuals in Sports, Fitness, and Martial Arts in achieving Nationally Recognised Qualifications and improving the standards of education and knowledge within the industry.

Due to the changing nature of the industry, there are ongoing calls for greater diversity in the skills and knowledge needed for individuals in the health, sports, and fitness sectors. Synergy is also cooperating with other entities and organisations to provide a more diverse and industry-friendly range of training products.

100 WORKPLACE HOURS

To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency.

Workplace hours can be achieved through your existing work role, a work placement, or volunteering, among other means. Types of organisations with which this may be undertaken are listed on the next page.

The RTO does not arrange work placements or volunteering opportunities, and it is up to the learners to organise these themselves. Where there is a requirement for insurance, it can be undertaken at a small fee through ExperienceWorx https://experienceworx.com.au/

WHAT IS COMMUNITY SERVICE

Community services offer support to the public. The support may be information, advice, practical help, financial help or a combination of services. The community service may be run by federal, state or local government or by a non-government organisation such as a charity, or organisations/businesses which provide relevant services.

Community services often address the needs of a specific group, such as:

- Children
- Teenagers
- Women
- Men
- Families
- Senior citizens
- People with disabilities
- People with housing difficulties
- Aboriginal Australians or Torres Strait Islanders
- Immigrants and refugees
- People living in rural or remote areas
- People in crisis
- People coping in the aftermath of an emergency
- People with specific health or medical problems.

Examples of community service organisations:

- Federal or state government departments
- Charities
- Aged care providers
- NDIS providers
- Disability support services
- Immigration support services
- Respite care providers
- Indigenous support services
- Veteran support services
- Youth support services
- Family support services
- Cultural support services
- Animal welfare services
- Multicultural support services
- Parent support services
- Health and lifestyle support services
- Seniors support services
- And many more.

COURSE DETAILS

This qualification reflects the role of community services workers involved in the delivery, management and coordination of person-centred services to individuals, groups, and communities.

Name	CHC52025 Diploma of Community Services
Packaging Rules	20 units must be completed: 12 core units 8electives
Core Units	CHCCCS004 Assess co-existing needs CHCCCS007 Develop and implement service programs CHCCCS019 Recognise and respond to crisis situations CHCCSM013 Facilitate and review case management CHCDEV005 Analyse impacts of sociological factors on people in community work and services CHCDFV001 Recognise and respond appropriately to domestic and family violence CHCDIV001 Work with diverse people CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety CHCLEG003 Manage legal and ethical compliance CHCMGT005 Facilitate workplace debriefing and support processes CHCPRP003 Reflect on and improve own professional practice HLTWHS003 Maintain work health and safety
Elective units	CHCCSM014 Provide case management supervision CHCMGT003 Lead the work team CHCYTH016 Respond to critical situations BSBPEF401 Manage personal health and wellbeing CHCPRP005 Engage with health professionals and the health system CHCCOM003 Develop workplace communication strategies CHCDIV003 Manage and promote diversity CHCPRT029 Work within a practice framework
Possible variation	Alternate elective units to those listed above may be considered where: • Training package rules are met • The RTO has developed relevant training and assessment resources • They align with the relevant outcomes of an RPL applicant's role • Synergy assessor/s hold the relevant competencies needed to sign off on an RPL claim for any alternate unit

ENTRY REQUIREMENTS & LLN

There are no formal entry requirements for this qualification; however, Registered Training Organisations (RTOs) are now required to advise learners in advance of Language, Literacy and Numeracy (LLN) requirements to ensure they are not disadvantaged by enrolling in courses they are not capable of undertaking. Synergy endorses this approach as we strive to be good corporate citizens and deliver beneficial products and outcomes to our clients.

For this course, a good understanding of English, as well as sound essential English reading and writing skills and basic mathematical skills, are necessary.

Before your enrolment is accepted, you would need to provide evidence of one of the following:

- Prior completion of a course or undertaking a course that would have needed a similar or greater level of LLN. In this case, such evidence could include proof of the successful completion of a secondary school leaving certificate, a Certificate III or higher qualification, or other evidence that demonstrates LLN to this level.

- Providing other evidence of your LLN proficiency to this level or higher.

USI (UNIQUE STUDENT IDENTIFIER)

(Australian citizens and residents only. Offshore learners do not need a USI)

As of 1 January 2015, all learners need a unique student identifier (USI) to enrol or re-enrol in nationally recognised training courses.

This USI will consolidate your training records and results in a single online account, ensuring that your training records are secure and not lost.

To obtain a USI, please visit www.usi.gov.au.

Further information on the USI can be found at

http://usi.gov.au/Training-Organisations/Documents/FactSheet-Student-Information-for-the-USI.pdf

No USI – No enrolment!

SYNERGY DELIVERY APPROACH

Synergy Central can offer the delivery of courses through:

Face to face	Standard delivery
Mentored	Some face-to-face and some self-paced
Self-paced	Requires practical activities be done under supervision
RPL	Recognition of prior learning

All approaches utilise Synergy's online training system (VASTO) as the primary interface for data entry and theory assessments.

Practical activities still need to be completed according to the training package requirements and under the supervision of a Synergy Central assessor or a relevant qualified person for self-paced and external learners and, where applicable, on the job.

When completing practical activities, learners, assessors, relevant qualified persons, or other relevant stakeholders may need to complete checklists and/or other documentation, which needs to be uploaded into the online learning system along with any other supporting evidence.

All evidence is stored in VASTO, with results and other relevant data reported to the government through AVETMISS reporting.

TIMEFRAMES

The timeframe for completing this course is 12 months.

Extensions

Extensions on top of the 12-month timeframe can be granted subject to the following:

- That such an extension is within the acceptable timeframes for the delivery of the course, including teach-out as determined by the national regulator, ASQA.

- Such extensions would see an additional moderate fee determined by the RTO.

- The RTO may refuse extensions if learners have not engaged in their course, have not paid their fees, or if the RTO believes the learner is unlikely to engage in further study of the learner's course..

OUTCOMES

The federal government has correctly identified the need for tangible outcomes in nationally recognised training.

As a potential Synergy learner, you will be asked to identify the outcomes you are seeking from the training, allowing Synergy to determine if it can support you in achieving these outcomes and meet its obligations as an NVR RTO.

The purpose of this is to ensure that learners are not coerced into training that is not beneficial to them and that targeted real training occurs for the benefit of the learner and their industry or other relevant needs.

Examples of outcomes that might be identified and agreed to by the learner and the RTO may include:

- For entry into a specific job or industry
- to become more competitive in industry or in seeking employment
- for the benefit of an existing job or to seek advancement
- for personal interest
- other relevant reasons

UNDERTAKING ASSESSMENTS

THINGS YOU MIGHT NEED TO DO

Assessment tasks you may need to undertake may include:

- Written question and answer
- Reports
- Research
- Review
- Practice
- Complete templates
- Complete log book/skills development log
- Conduct research
- Undertake practical activities

Some activities may require you to read the notes, whereas others may necessitate conducting research, drawing on your experience, or providing personal opinions.

For CHC52015, practical activities will include:

General	• To achieve this qualification, the candidate must have completed at least 100 hours of work as detailed in the Assessment Requirements of units of competency
Community Services Assessment Activities	• Working with diverse people • Managing and promoting diversity • Managing legal compliance • Developing workplace communication strategies • Analysis of the impacts of social factors • Developing service programs • Facilitating debriefing and support • Self-reflection and professional development • Managing work health and safety • Promoting self-advocacy • Working collaboratively with other individuals and organisations • Providing services to people with coexisting mental health, alcohol, and other issues • Working effectively in trauma-informed care

WHAT BENCHMARKS ARE YOU ASSESSED AGAINST?

All industry sectors have different views, approaches, opinions, processes, and other areas of difference. For this unit, your assessment will be based on the following:

- The requirements of the unit of competency
- The resources provided or recommended for this unit

Alternative theories or opinions will not be accepted for this course, as the assessment needs to be standardised for all learners.

Alternative information or processes are not acceptable for this course, and all learners need to undertake assessments in line with the expectations of this course and the resources provided

OUTCOMES

The desired outcome of this delivery and assessment approach is to provide a flexible, user-friendly approach that allows for individual circumstances and needs to be addressed while ensuring the requirements of the Units of Competency are met by packaging guidelines and the NVR standards.

PLAGERISM

According to UNSW as of 17 June 2018 (https://student.unsw.edu.au/what-plagiarism)

at UNSW is using the words or ideas of others and passing them off as your own. Plagiarism is a type of intellectual theft.

Plagiarism can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement. Consequently, whenever you use the words or ideas of another person in your work, you must acknowledge where they came from.

Copying

- Using the same words as the original text without acknowledging the source or without using quotation marks is plagiarism.
- Putting someone else's ideas into your own words and not acknowledging the source of the ideas.
- This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment, without appropriate acknowledgement.

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When learners source information from an external source and use it in their answers, they must reference the source of the information to prevent plagiarism.

If a learner provides externally sourced information without reference or explanation, the assessor will return it until the correct acknowledgements and all references have been made.

For example:

If you are quoting someone, you need to acknowledge them by putting their name in brackets after the quote, i.e. (Mark Twain)

If you are sourcing information from an external source, you must acknowledge this, i.e.

The aims of resuscitation are:

1. foster and co-ordinate the practice and teaching of resuscitation.
2. promote uniformity and standardisation of resuscitation techniques.
3. act as a voluntary co-ordinating body.

(Australian Resuscitation Council file:///C:/Users/User/Downloads/guideline-1-1-march03.pdf)

Plagiarism also occurs when you purchase or otherwise receive someone else's work and present it as your own, and this also qualifies as cheating.

There is no problem sourcing external information and using it in your answers as long as you acknowledge the source and do not present this as your work.

It is **not** plagiarism where:

- You source or copy information from the resources we provide as you have our permission to do so

- You provide an answer to a direction we have given; for example, go to XYZ website, look up the section on XYZ, and provide three examples of…? Given that we direct you to that website, then it has already been acknowledged in the question, and your answer would not be subject to plagiarism.

UNDERTAKING SKILL DEVELOPMENT AND ASSESSMENT TASKS

Each question or task will have instructions, and for written activities, links or directions will be provided to where you may source the answer within the notes, or hints will be given to push you in the right direction.

Step 1 — Read all directions or questions carefully to ensure you understand what is being asked for. One of the most common mistakes in assessments is people answering the question in the wrong context.

Step 2 — Complete each assessment task and enter the answers into the allocated spaces provided, or provide whatever evidence or documents have been asked for.

Step 3 — Please double-check that you have read the question correctly and that you are satisfied with the answer/evidence you are providing.

Step 4 — Return the workbook to your assessor, along with any other evidence that may be required.

Step 5 — Move on to the next activity.

(Note: Where practice is recommended, it is acknowledged that different learners have different levels of experience, which can affect the amount of practice required. For practice activities, you will need to undertake enough practice to ensure you can complete the practical activity correctly.

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VALID ASSESSMENT EVIDENCE

Only assessment activity items signed off on and with appropriate evidence which is valid under the government guidelines, and the terms of the Registered Training Organisation and its authorised delegates will be used toward determining competence. Declarations made by email may be regarded as signed off on, providing this has been prearranged with and approved by the Registered Training Organisation or its authorised officers.

Note: Some activities will require you to undertake Internet or other research. This research assists in meeting competency.

WRITTEN QUESTIONS AND TEMPLATES

Please answer written questions by typing your answers directly into the text box or template provided for a particular question or written assessment task.

The text box or template size does not indicate a recommended length for an answer.

The text box should be expanded using normal word processing functions such as the space bar, return key, and typing until your answer is complete.

Your answers should provide sufficient information and content to address the question or task.

MULTIPLE CHOICE AND TICK BOXES

MULTIPLE CHOICE

Where multiple-choice questions are used, there will usually only be one correct answer.

TICK BOX QUESTIONS

The box questions may be in one, two, three, or more columns, and the answers must align with the elements or options provided on the left-hand side.

The boxes ticked need to correspond with the correct answers, which will usually be found in your learner resources. In a one-column option, only correct items would need to be ticked.

Where there are columns for both "YES" and "NO" options, both need to be ticked to indicate which answers are correct and which are not.

Where there are multiple columns that are not headed yes and no, only boxes with correct answers need to be ticked. The items identified on the left-hand side need to be ticked.

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LEARNER GUIDE AND ASSESSMENT TASKS

A learner guide is provided for the unit will, along with other resources, provide sufficient information needed to complete assessment tasks except where tasks:

- relate to the individual
- relate to the individual circumstances
- relate to an organisation or entity
- where research is required as a part of the assessment task

NOTE: Only basic information is provided, and the learner is expected to conduct further investigation and research into these subjects where necessary or for their benefit to gain additional information and knowledge.

RESEARCH

To undertake the assessment tasks, you may need to research to gain underpinning knowledge or information not provided in the basis notes or specific to your circumstances and area of activity.

The required underpinning knowledge can be gained from various sources, which may vary depending on the delivery method, such as face-to-face, flexible, self-paced, or Recognition of Prior Learning (RPL).

Any recommended sources of information for the study will be provided with specific questions or activities.

COMMUNICATION WITH YOUR TRAINER/ASSESSOR

Constant communication should be undertaken with your trainer/assessor to:

- seek clarification
- seek guidance
- seek explanation
- seek assistance or advice
- as needed to complete your study

Your trainer/assessor is there to help; you should communicate with them as part of your study process.

It would be best if you also communicated with your trainer/assessor as advised by your RTO, and this might include but not be limited to:

- face-to-face attendance
- email or phone communication
- communication through multimedia
- communication through a learning management system
- other protocols as determined by the RTO

COMPLETION OF THE WORKBOOK

Once the workbook for this unit is completed, it should be returned to the assessor for marking.

To do this, return the workbooks using the method indicated by your RTO.

Learners undertaking study through a learning system may be required to import or load their evidence directly into an LMS.

RELEVANT PERSONS AND PRACTICAL TASK

Study and assessment may sometimes require practical tasks to be undertaken as a part of the assessment process.

Some units will allow practical tasks through simulation using volunteers who   might role-play clients. In contrast, other units require conducting activities with real clients in real workplaces. Each activity will specify the conditions under which   tasks may be performed, and where simulation is allowed, the following information is relevant:

RELEVANT PERSONS/OBSERVERS

Relevant persons/observers are those people with the credentials and experience who can watch you undertake tasks and provide a qualified opinion on your performance, which the assessor may use as evidence of your practical ability and in conjunction with other evidence provided.

Relevant persons/observers are required to observe or supervise/observe your practical tasks, then complete some form of documentation (most commonly a checklist), which is returned to the assessor as evidence that you have undertaken the task as required and that the relevant person/assessor believe she did so to an appropriate standard.

For a specific unit or units, a relevant person might include:

- Some qualified to the same or a higher level than the course you are studying
- Degree qualified in a relevant and associated area.
- Other person/s with evidence of relevant skills and experience

Practical activities are simply that, practical activities and depending on the requirements of the training package and the unit of competency, they may:

- Need to be done in an actual workplace with real clients
- Be undertaken through simulation using volunteers to role-play the part of clients
- Where simulation is allowable, conditions and resources would need to reflect the conditions of the real workplace accurately

External and online learners:

Where the assessor cannot directly observe your performance, you will be required to provide video or other evidence that the assessor has approved. In many cases, learners may be able to use a relevant, qualified person/observer who would provide expert third-party feedback on the learner's performance and activities. When providing video and or photographic evidence, the following needs to occur:

- The learner and any client/s (actual or role-play must be visible and activities observable)

- There should be some form of documentation, labelling, or audible guidance that identifies each person, their role, and what is undertaken.

- Where the assessor cannot observe a learner's performance, the engagement of other stakeholders, or accurately discern who is to. The task will be deemed unsatisfactory and returned to the learner for review and rework.

ASSESSMENT TERMINOLOGY and guidelines

The following table guides how assessment should be undertaken and the terminology commonly used during the process. The topic, item, and term are on the left-hand side of the table, and the left column provides guidance or explanation.

Term/item/topic	Details/explanation
Context of answers	Many learners make the common mistake of not reading the question correctly and providing an answer in the wrong context. All questions need to be read thoroughly to ensure you understand what is wanted and how it is wanted, and if you are not sure, contact your assessor for guidance., For example: A question might ask, ' What are the benefits of a screening process? ' and learners will mistakenly provide details of the screening process rather than the benefits themselves.
Length of answers	Unless specified, there is no set length for answers. However, you must ensure that your answer contains sufficient content to demonstrate your understanding to an assessor and that you have answered the question correctly.
List	We want you to provide a list of where you are asked to list. You should offer several consecutive items, using bullets and/or separating them on separate lines. For example, if we ask you to list 4 reasons people might exercise, you would provide answers like this: - To get fitter - To lose weight - For a specific sport - To improve health
Describe	When asked to describe something, provide sufficient detail so that the assessor can gain a clear picture of your understanding and what you are writing about. Concise one-line answers are usually inappropriate. Answers to this type of activity are generally unacceptable, and there is an expectation that you would need to provide one more paragraph to describe something satisfactorily. For example, if you are asked to describe doing a push-up, a simple statement like "pushing the body up and down using the arms" would not be sufficient. The more relevant answer would be: "A push-up is an exercise which requires a person to be in a prone position with their arms at shoulder width, their back in the body straight, and then slowly use their arms to push their body up off the ground, and then lower the body back to the ground."

Explain	When asked to explain something, you are asked to provide details that show how it is achieved or undertaken. Once again, concise one-line answers are generally insufficient. For example: Explain why it is essential to use anatomical terminology when dealing with fitness professionals and other stakeholders. An appropriate answer would be: Using anatomical terminology allows various stakeholders, including fitness professionals, allied health professionals, and other industry-related individuals, to understand exactly what each is discussing and referring to, thereby eliminating potential confusion that may arise from variations used in other areas.
Provide	When asked to provide something, you need to provide what was requested. For example: If you are asked to provide an example of a fitness program you have developed, then that is what you need to do, and you need to give an actual fitness program you have developed
Define	When asked to define something, you must explain the meaning of a term or concept. This should typically be presented in a paragraph format, providing sufficient information to demonstrate to the assessor the level of your understanding. For example: If you have been asked to define active listening: Active listening is a technique used in various areas, such as counselling, and is often employed in dispute resolution and conflict resolution. It requires the listener to pay full attention and acknowledge what the other person is saying by using affirming terms, and being able to paraphrase or repeat what the other person is communicating."
Summarise	When you are asked to summarise something, you are being asked to provide the key points rather than all of the evidence or information that may be available. For example: If you are asked to give a summary of the health screening process, it would look something like this: "The health screening process involves a meeting with the client where a checklist is used to determine their current health status against defined parameters".

Compare	When asked to compare something, you may be asked to explain the differences or consistencies between two or more things. These may include ideas, concepts, situations, products, services, challenges, insights, or things that may be tangible or intangible. For example: If you are asked to compare orientation and health screening: "Orientation is where you familiarise a client or potential client with services and/or resources, where a screening process involves determining a client's suitability or status about the potential service or undertaking".
Expand	When asked to elaborate on something, provide additional information. This may be: • For returned assessment items which is not deemed satisfactory • For the information you have been provided, you are then required to expand For example: If provided a short answer to a question, i.e., In response to "What is a personal trainer?" you answered, "someone who does personal training" The assessor would correctly ask you to expand on your answer, for example: "A personal trainer is an individual who provides on one or small group training for specific clients, and to meet the specific goals and outcomes of the clients through the development and instruction for individualised programs. PTs are usually credentialed at the level of CIV in fitness or higher".
Undertake	When asked to undertake something, it is expected that you will engage in complete whatever this is. For example, if someone is asked to undertake a review process. For example, if you are asked to undergo a screening process with 6 clients wanting to undertake massage therapy, that is exactly what needs to happen. You need to conduct and undertake screening processes for these clients.

Review	The review may relate to assessment items returned to you for review, as they are not yet satisfactory. It may relate to an assessment activity where you are asked to review something and then provide an opinion, report, or other evidence. For example: If you are asked to review an answer or activity and the assessor is not fully satisfied with what you have provided, they will usually guide you on what should be reviewed or how. For example, "Your answer does not directly relate to the question that asked you to compare A & B, whereas you have only discussed A. Please review"
Develop	When asked to develop something, you must create something new or a version of something that meets a specified outcome. For example, you may be required to develop a specific form for use in your area of activity.
Name	When asked to name something, provide its actual name, not a vague description. For example, If you are asked to name the current national WHS act, the correct answer be "the Work Health and Safety Act 2011", and the incorrect answer would be "National Safety Legislation."
Complete	When asked to complete something, it must be completed in full. For example, learners are provided templates to record assessment tasks and practical activity forms must be completed in full. This means: • Areas provided for comments should have comments in them • Any relevant text boxes should be marked NA and preferably provide a reason why

General rule	When an assessor is marking your work, there are several things they need to consider, including:
	• Does the answer or evidence meet the requirements of the unit
	• Does the answer or evidence satisfactorily demonstrate your competence
	• Does the answer or evidence meet the compliance requirements
	• Will a government auditor agree with the result
	It would be best if you always undertook assessments with an understanding that:
	• others do not know what you know
	• do not know what you are thinking
	• need to understand what you mean
	• it is your responsibility to provide sufficient evidence and or explanation so your level of understanding and ability can be seen

WHAT IS COMPETENCY

Vocational competency includes **broad industry knowledge and experience**, usually combined with a **relevant industry qualification**.

A person who has vocational competency will:

Be familiar with the content of the vocation, and have relevant, current experience in the industry. (See Clause 1.13 of the *Standards for RTOs 2015*)

Vocational competency must be considered on an industry-by-industry basis, taking into account the guidance provided in the relevant training package's assessment guidelines.

Training packages include industry-specific advice on assessors' vocational competencies. This may include advice on the industry qualifications and experience required for assessing against the training package (or against specific qualifications within the package). The training package will also provide industry-specific guidance on acceptable forms of evidence to demonstrate the currency of vocational competency.

RTO Assessment for Compliance

The RTO uses training and assessment activities in line with the requirements of the training package to allow learners to demonstrate or achieve competency. The following illustration shows requirements and pathways which may be used to determine a picture of competence.

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TRAINING PACKAGE

Elements • Performance criteria • Required skills • Required knowledge • Foundation skills • Assessment conditions

RTO

Industry consultation → **Planning** ←
- Principles of assessment
- Rules of evidence
- Dimensions of competency

TRAINING

May include:

- Formal training
- Informal training
- Work experience
- Simulation
- Volunteer experience
- Self-paced study

SKILL DEVELOPMENT AND PRACTICE

May include:

- Formal activities
- Informal activities
- Research
- Practice/participation
- Simulation
- Language, literacy, numeracy

THEORY ASSESSMENT

May include:

- Q&A
- Written test
- Short exam
- Completed templates
- Oral examination
- Other relevant evidence

PRACTICAL ASSESSMENT

May include:

- Video
- Completed templates
- Photographs
- Challenge test
- Observer checklist
- Testimony and feedback
- Portfolio
- Other relevant evidence

PICTURE OF COMPETENCY

HOW THE ASSESSMENT ACTIVITY PROCESS WORKs

For each assessment item whether it be a simple question or a more complex practical task, the details will be provided using a table which provides you with the following:

- The element from the unit the activity relates to
- The performance criteria from the unit the activity relates to
- The activity number or ID
- Details of the question or activity
- Details of hints and tips or other resources

Here is what it looks like:

ACTIVITY INFORMATION

Activity #	Type of activity, question, etc
Element	This section will provide details of the element.
Performance Criteria	This section will provide details of the performance criteria.
Where to look	This section will provide where you should look, i.e. your learner notes, fact sheets, or elsewhere, such as a website or other source.
Resources needed	This section will outline what resources are required to complete the task.
Hints and or tips	This section will guide you on how you should approach the task.

ACTIVITY

Question or activity	The question/activity and any additional instructions will be provided here.
Learner response or answer	Sometimes, the learner will type directly into this box as a free text field. In other cases, you may need to complete tables or other activities to return completed documentation or templates.

Benchmarks

Assessor benchmarks	Learners will not see this section as it will only be available to the assessor.

STUDENT FEES

As required under the NVR regulations, which govern registered training organisations, Synergy Central may only take fees in advance as follows for courses where the total course cost is more than $1500, except where it has a student fee protection process or the enrolment relates to VSL (Vet Student Loans):

> The RTO may accept payment of no more than $1500 from each student before or by the commencement of a course except where it has a student fee protection process or the enrolment relates to VSL (Vet Student Loans.

> Commencement is deemed to have occurred when a learner has enrolled and either been supplied with learning and assessment materials or provided with an enrolment link for the learning system (VASTO).

> Following course commencement, the RTO may require payment of additional fees in advance from the student but only where, at any given time, the total amount needed to be paid which is attributable to costs yet to be incurred on behalf of the student for tuition or other services yet to be delivered to the student does not exceed $1,500, except where it has a student fee protection process or the enrolment relates to VSL (Vet Student Loans).

This means that at specific points after commencement, additional proportional fees will be due at set intervals for courses with a value exceeding $1500, except where a student fee protection process is in place or the enrolment relates to VSL (Veteran Student Loans).

NOTE: This restriction does not apply to companies and is only for individual learners who are self-enrolling and self-funding. Where an organisation or employer is paying the training and assessment fees, there is no restriction on the amount of fees that can be paid in advance.

Variation

Where relevant, Synergy Central may vary payment arrangements to accommodate individual needs and circumstances and may utilise any of the following payment regimes as negotiated with clients:

- Structured payments over some time (i.e. 12 monthly payments over one year)

- proportional payments (i.e. for a $3000 course, $1000 at commencement and for payments of $500 over 12 months)

- Negotiated terms of payment over some time (in line with NVR guidelines and restrictions)

REFUNDS

Synergy Central's refund policy seeks a balance in the rights of consumers as well as the RTO with the details being as follows:

SITUATION		REFUND ENTITLEMENT
Where a student pays a deposit and withdraws from the course:	1 month or more before the commencement of the course (Note: For online or external study, commencement has occurred when the learner has been provided with an enrolment link and or training and assessment materials)	A fee equal to 10% of the course cost will be retained to cover administration and processing costs. Any additional funds already paid to the RTO will be returned to the student.
	Less than 1 month before the commencement of the course (Note: For online or external study, commencement has occurred when the learner has been provided with an enrolment link, and or training and assessment materials)	A fee of 20% of the course cost will be retained to cover administration costs. Any additional funds already paid to be RTO will be returned to the student.
	Where a student has already commenced a course and withdraws (Note: For online or external study, commencement has occurred when the learner has been provided with an enrolment link and or training and assessment materials)	For the first month after commencement, the RTO will generally agree to negotiate a proportional refund of fees already paid to the RTO equal to the proportion of services not yet delivered to the portion of the course that has been paid for and where the learner provides sufficient reason that they cannot continue the course. After the first month from commencement, the RTO is not obliged to consider a refund and would only do so in circumstances of hardship or where it believes mitigating circumstances warrant it.
In a circumstance where the RTO cancels a course		The student will be offered a choice of an alternate course or a full refund of all fees paid to that time.
In circumstances where the RTO is working with 1/3 party	Where the RTO is working with 1/3 party or other organisation who has their own refund policy	Where the RTO is working with 1/3 party or organisation that has a refund policy provided to learners before enrolment, the refund policy of the third-party or client organisations will take preference as it is a commercial agreement between the third-party and their client.
Short Courses such as First Aid	Includes courses for first-aid which are under $300	For short courses such as first-aid a pre-course booking fee of 50% of the course cost may be required in advance and is non-refundable for those who do not attend or withdraw with less than two weeks notice.

Any request for a refund from SC needs to be given in writing and will be processed as soon as possible by SC.

Where a client is unable to fill in such a request, SC staff will do so for them, but the client will generally need to sign the request, however e-mails and other like request will be considered proof of the learner's request providing the learner's identity is clearly displayed.

Where a learner's behaviour is in breach of the participant code of conduct, the learner's enrolment may be terminated. Where a learner's enrolment is terminated due to a breach of the code of conduct, there will be no refund.

More information can be found at Synergy's website http://synergycentral.org/terms-conditions/ or you can request a student guide by emailing info@synergycentral.org

Synergy welcomes any questions and believes learners should be fully informed before committing to enrolment in a course.

PRACTICAL ACTIVITIES

Practical activities will vary from unit to unit and must be undertaken in accordance with the requirements of each unit of competency.

Relevant qualified person

In some cases, you will need to gather particular evidence. In contrast, in other cases, you may be required to undertake specific activities under the supervision of your assessor or a relevant qualified person.

A relevant and qualified person typically possesses the skills and knowledge necessary to supervise and assess your practical performance. Then, they complete appropriate documentation, such as an observation checklist, which is returned to your assessor.

Simulation

Some practical activities will allow simulation. Simulation does not mean that you hypothetically pretend to have done something, as this would not allow you to demonstrate your skills and knowledge effectively. In the simulation, you still need to undertake the same activities you would in the workplace. The simulation must be conducted in conditions that are consistent with the workplace. The difference is that you can use volunteers who can role-play clients or casualties, which can be done in a simulated environment, providing the conditions of the actual work environment can be recreated.

An excellent example of "transporting casualties" is the use of volunteers who role-play as casualties. You might place them in a relevant vehicle, such as an SUV, and then transport them around the street as if they were real casualties.

Simulation does not prevent you from doing everything; it simply means you get to do it as a volunteer in a controlled environment.

Remote or offshore learners

Remote or offshore learners may be required to provide additional evidence to ensure assessors can accurately assess the learner's performance and competency and ensure compliance with registration standards. An example of such evidence would be a video of the learner undertaking practical tasks; however, other evidence may be required in certain circumstances.

TERMS AND CONDITIONS

Synergy Central has extensive terms and conditions and frequently asked questions, all of which are available on our website. We encourage you to review these before enrolling.

https://synergycentral.com.au/terms/

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NATURE OF GUARANTEE

Synergy Central Nature of Guarantee

An agreement must be understood between Synergy Central and each learner.

Synergy is committed to providing high-quality training and assessment, as outlined in its publicly available information. In return, Synergy requires the learner to agree to undertake their study in line with the course requirements and Synergy's participant code of conduct. The responsibilities of both parties for the nature of the guarantee are:

Learner's responsibility:

Learners guarantee they will:

- Undertake all studies in the required manner and format, within the specified course timeframes.
- Adhere to the participant code of practice Participant code of conduct
- Conduct themselves responsibly, politely, and safely, and refrain from abusing Synergy staff or other learners.

Synergy's responsibility:

Synergy will guarantee:

- To deliver training and assessment as specified in the information provided to learners before commencement.
- Provide all services within the agreed-upon timeframes prior to learner commencement.
- Adhere to the RTO's code of conduct and deal with learners fairly and ethically.

Suppose Synergy can no longer provide the training and assessment services as initially agreed. In that case, Synergy will attempt to arrange for the training and assessment to be completed through another RTO. This will be facilitated through transition agreements with other RTOs. This will be undertaken via the following steps:

Step 1: Synergy will inform the learner that delivery of the course cannot be continued and provide details as to why.

Step 2: Synergy will inform the learner of details of alternate course delivery.

Step 3: Synergy will organise a transfer to the new provider.

Step 4: Synergy will document the process and provide details to the registering authority.

QUESTIONS

Please feel free to contact us with any questions at info@synergycentral.com.au, and we will provide the most accurate and honest information available.

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