



HOPE

TRAINING COLLEGE
OF AUSTRALIA

Quest for Excellence



Student Handbook

RTO 41237

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Print Disclaimer

The HTCA attempts to ensure that the information herein is up to date at the time of production; however, we reserve the right to amend without notice in response to changing circumstances.

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WELCOME

It is my privilege to welcome you at The Hope Training College of Australia (HTCA). Our dedicated team fully supports every student's endeavour and assists in achieving their success.

HTCA is defined by its diversity of students from different communities, vibrant culture, and sense of belonging. Our students, staff, partners, clients, and the local community are the parts that make us whole. We strive for academic excellence, and this is achieved through our philosophy of continuous improvement informed by feedback and experiences of our stakeholders.

Our mission is to provide quality education. We will continue to develop highly innovative training methods to accomplish this vision. As student feedback is highly encouraged and sought after, I welcome your input and advice to ensure that the Hope Training College of Australia's team adheres to the underlying philosophy of Continuous Improvement in all aspects of Hope Training College of Australia operations tapping education delivery.

As an educational College, our hope is that future generations will inherit a world that is civil, safe, healthy, peaceful, and more enlightened than the world we live in today.

I welcome you to HTCA & wish you a successful career into the chosen industry.

Rajinder Singh Benipal

Chief Executive Officer

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1.0 IMPORTANT AND EMERGENCY CONTACTS

Our Locations:	<p>Head office</p> <p>Adelaide: Level 3 & 4, 135 Pirie Street, Adelaide, SA 5000</p> <p>Delivery campus:</p> <p>Adelaide: Level 3 & 4, 135 Pirie Street, Adelaide, SA 5000</p> <p>Melbourne: Suite 50, 45 Riversdale Road, Hawthorn, VIC 3122</p> <p>Brisbane Campus – U5, 28 Old Cleveland Rd, STONES CORNER, QLD, 4120</p>
Postal Address:	Level 3 & 4, 135 Pirie Street, Adelaide, SA 5000
Enrolment enquiries	<p>T: 1300 46 46 73</p> <p>E: info@hope.edu.au</p>
While studying with us	<p>T: 1300 46 46 73</p> <p>E: info@hope.edu.au</p>
General enquiries	<p>T: 1300 46 46 73</p> <p>E: info@hope.edu.au</p>
Emergency contact	<p>Contact person: Rajinder Benipal</p> <p>Mobile: 0452618131</p> <p>E: ceo@hope.edu.au</p>

2.0 VISION & MISSION

Our vision is to play an active role as an education provider to maintain Australian Education standards in the worldwide educational industry. Our focus is on community services and health-related educational sector. Hope Training College of Australia is a growing education provider with a flexible approach to training delivery. The modern technology is becoming a part of daily life now. It is our mission to develop the learning environment of choice of next generation, where they can use technology to make their learning journey more flexible and customized. Our mission is to deliver a highly skilled workforce to the industry, which cannot be achieved till you, as a student, provide us with your feedback of your learning journey.

3.0 HTCA's RESPONSIBILITIES

- ❖ Hope Training College of Australia (HTCA) shall provide all students/students a study environment that is free of any form of harassment and discrimination.
- ❖ All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful, and sensitive manner. Any form of harassment and discrimination is considered an unacceptable behaviour and will be dealt with accordingly. Harassment or discrimination is not to be confused with legitimate comment and advice (including constructive feedback) given appropriately by relevant training staff.
- ❖ HTCA shall deal with all complaints in accordance with its Complaints and Appeals Policy and make sure that the rights of all individuals involved will be respected, and confidentiality will be maintained. Victimisation is unacceptable. No person making a complaint or assisting in the investigation of a complaint will be victimised.
- ❖ HTCA will maintain systems for secure recordings of student enrolments, attendance, completion, assessment outcomes (including Recognition of Prior Learning), results, qualifications issued, grievances and the archiving of records as per RTO Standards 2015.
- ❖ HTCA will maintain confidentiality of all clients' records in accordance with our Privacy Policy.
- ❖ HTCA will ensure that a current copy of our course curriculum and information regarding the program of study, learning resources and appropriate support services are available to students.
- ❖ HTCA will ensure that training & assessment occur in accordance with the requirements of the accredited course/endorsed training package, Principles of Assessment and Rules of Evidence.
- ❖ HTCA will ensure that reasonable adjustments are applied, wherever applicable, to promote fairness.

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- ❖ HTCA will ensure that all students are provided with quality training and assessment in compliance with the Standards for registered training organizations 2015, and for the issuance of the AQF certification documentation.
- ❖ HTCA will ensure that all training and assessment is delivered by trainers and assessors who have:
 - Demonstrated competencies at least to the level of those being delivered and assessed.
 - current knowledge and skills in vocational training and learning that informs their training and assessment
 - industry experience that is current and relevant to the courses/training packages or modules/units of competence that they are involved in delivering

4.0 STUDENT CONDUCT

Hope Training College of Australia (HTCA) provides a framework for the standard of conduct expected of students of HTCA concerning their academic integrity and behaviour. It outlines the primary obligations of students and direct staff and students to the code and related procedures.

HTCA Student Code of Conduct aims at providing a learning culture that prepares students to learn effectively and to gain the necessary skills for employment or further studies. Providing superior education in which students are encouraged to strive for excellence. HTCA expects students and staff to help to contribute to these endeavours. Students will practice the qualities that HTCA and their associated partners always seek and, act respectfully and courteously. An environment free of harassment, discrimination, and threatening behaviour will always operate.

HTCA recognises the values of diversity and differences, co-operation, respect, and tolerance & freedom of expression well established in social responsibility.

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4.1 STUDENT PARTICIPATION AND CERTIFICATION

HTCA will ensure:

Students are made aware prior to enrolment of all fees and charges that may be applied to them and the circumstances in which they apply

Students receive prior to enrolment accurate and sufficient information about services and qualification, including:

- Course fees
- HTCA Policies relating to enrolment
- Student support services
- Training/Program durations
- National recognition
- Qualifications are issued in accordance with its conditions of registration
- Your electronic student records are securely stored and protected from loss, damage, or unauthorized access for a period of thirty (30) years

4.2 EXPECTED BEHAVIOR WHILE ON CAMPUS

Whilst on campus, all students are expected to behave in a considerate and respectful manner towards other students, staff, and visitors in accordance with the Student Code of Conduct. Unacceptable behavior restricts academic progress and hinders the work performance of others.

Students are encouraged to:

- Speak in English whilst on campus
- Be punctual and attend all classes
- Arrive and leave class at scheduled times
- Allow everyone an opportunity to learn
- Listen and avoid interrupting others
- Submit all required work on time
- Turn off their mobile phones
- It is imperative for students to observe the following values:
- Be respectful and courteous to everyone
- Be responsible to catch up in case the student misses a class
- Adhere to the safety standards of your relevant course
- Alcohol, drugs, and smoking on campus is strictly prohibited
- Keep the campus tidy and clean

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- Don't damage the property belonging to fellow students, staff and/or other visitors
- Don't damage, in any way, the property of HTCA
- Any kind of general or academic misconduct is unacceptable

4.3 ACADEMIC MISCONDUCT

The following gives an indication to the types of behaviors that constitute 'Academic Misconduct' within the campus:

Students must not copy or paraphrase any document, audio-visual material, computer-based material, or artistic piece from another source except in accordance with the conventions of the field of study.

Students must not use another person's concepts, results or conclusions and pass them off as their own.

In cases where the assessment task is intended to be individual work does not group work, students must not prepare an assignment collaboratively and then submit work that is substantially the same as another student's assessment.

Students must not ask another person to produce an assessable item for them.

Any other way of academic misconduct as per HTCA's Plagiarism Policy.

Students must not help or receive assistance from other students.

Students must not request the loan of or lend materials or devices to other students

4.4 GENERAL MISCONDUCT

General misconduct is where a student acts dishonestly; harasses other students or staff; interferes with students or staff; prevents or disrupts learning; disobeys/fails to comply with contractual or legal requirements; misuses, damages or steals HTCA's property or the property of others; alters/defaces the HTCA's documents or records; dishonor the good name of the college, or otherwise acts in an improper manner

The following examples indicate the kinds of behavior which constitute student misconduct. They are for illustrative purposes and are not intended to be exhaustive.

Student misconduct occurs when a student:

Defies any rules or acts.

Dishonor the good name or reputation of the college.

Debauch the good order and governance of the college or interferes with the freedom of other people to pursue their studies.

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Willfully disobeys or disregards any lawful order or direction from college personnel

Refuses to identify him or herself when lawfully asked to do so by an officer of the college.

Fails to comply with any penalty imposed for breach of discipline.

Misbehaves in a class, meeting or other activity under the control or supervision of the college, or on college premises or other premises to which the student has access as a student at the college.

Obstructs any member of staff in the performance of their duties.

Acts dishonestly in relation to admission to the college.

Knowingly makes any false or misleading representation about things that concern the students at the college or breaches any of college rules;

- Alters any documents or records.
- Harasses or intimidates another student, a member of staff, a visitor to the college, or any other person while the student is engaged in study or other activity as a college student, because of race, ethnic or national origin, sex, marital status, sexual preference, disability, age, political conviction, religious belief or for any other reason.
- Breaches any confidence of the college.
- Misuses any facility in a manner which is illegal, or which is or will be detrimental to the rights or property of others. This includes the misuse, in any way, of any computing or communications equipment or capacity to which the student has access at or away from the college premises while acting as the college student.
- Steals, destroys, or damages a facility or property of the college or for which the college is responsible; or
- Is guilty of any improper conduct.

4.5 COMPLAINT, GRIEVANCES & APPEAL

All students are to be given the opportunity to access the HTCA complaints, grievances, and appeals procedure. All the stakeholders can refer to HTCA's Complaints, Grievances & Appeals Policy for more details

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5.0 QUALIFICATION: CHC33015 CERTIFICATE III IN INDIVIDUAL SUPPORT

This qualification reflects the role of workers in the community and/or residential setting who follow an individualised plan to provide person-centred support to those people who may require support due to ageing, disability, or some other mental/health reasons. The work involves using discretion and judgement in relation to individual support as well as taking responsibility for own outputs. Workers have a range of factual, technical, and procedural knowledge, as well as some theoretical knowledge of the concepts and practices required to provide person-centred support.

Our students can be for this course who are

- New entrants are seeking a career as a Personal care assistant in Aged Care Homes, Community Care Homes, Disability Care Homes, NDIS service setup etc.
- Seeking a pathway to higher-level qualifications, e.g., Certificate IV in Ageing or Disability etc.
- Existing professionals with prior knowledge or experience without formal qualifications with a view to progress in their career with a formal qualification

5.1 COURSE STRUCTURE

Seven (7) core units and ten (10) elective units are required for the award of the CHC33015 Certificate III in Individual Support (Ageing, Home & Community, Disability)

The chart pictured below explains the course structure being delivered by Hope Training College of Australia (HTCA). Please contact our office for any further information required.

Core units		
1	CHCCCS015	Provide individualised support
2	CHCCCS023	Support independence and well being
3	CHCCOM005	Communicate and work in health or community services
4	CHCDIV001	Work with diverse people
5	CHCLEG001	Work legally and ethically
6	HLTAAP001	Recognise healthy body systems
7	HLTWHS002	Follow safe work practices for direct client care
Elective units		
8	HLTINF001	Comply with infection prevention and control policies and procedures
9	CHCCCS011	Meet personal support needs
10	CHCDIS001	Contribute to ongoing skills development using a strengths-based approach
11	CHCDIS002	Follow established person-centred behaviour supports
12	CHCDIS003	Support community participation and social inclusion
13	CHCDIS007	Facilitate the empowerment of people with disability
14	CHCAGE001	Facilitate the empowerment of older people
15	CHCAGE005	Provide support to people living with dementia
16	CHCHCS001	Provide home and community support services
17	CHCCCS025	Support relationships with carers and families

The Australian Skills Quality Authority (ASQA) has developed a fact sheet to allow you to be fully informed about your decision to enroll in a course of study. We recommend reading this information prior to enrolling

<https://www.asqa.gov.au/news-publications/publications/fact-sheets/choosing-training-or-education-provider>

5.2 POSSIBLE JOB ROLES:

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

Accommodation support worker

- Field officer
- Assistant in nursing
- Home care assistant
- Care assistant
- In-home respite worker
- Care service employees
- Nursing assistant
- Care worker
- Personal care assistant (PCA)
- Support worker
- Community care worker
- Personal care giver
- Community house worker
- Disability service officer (in some jurisdictions)
- Personal care worker
- Community support worker
- Residential care worker

5.3 COURSE DURATION:

The AQF volume of learning guidelines for Certificate III recommends 1 – 2 years / 1200-2400 hours. We believe that the skill-based training, especially when clustered learning and assessment activities are involved, the total completion duration and hours can vary from person to person.

The skilled-based course cannot bond in the exact time frame but based on the average time spent from the previous learner's total of 1550 allocated hours can be completed between 6 months to 12 months. Our friendly staff will provide you with a training plan to guide you throughout your learning and assessment journey.

815 hours	Online and in campus learning activities will develop your knowledge and skill.
350 hours	Self-study is the best tool to identify your required learning zone and fill with self-search through the internet or by spending time with real people (clients) or people from the industry.
120 hours	Work placement is the final task to learn by spending time in aged care homes with real people you will serve in the future; this section of training and assessment is under the supervision of mentors and assessors.
265 hours	Assessment written and observation activities in campus

More about work placement: to undertake practical tasks in an actual workplace environment with real clients/residents, which are both observed and demonstrated. Training will be based on the requirements of individual units of competencies and include the elements, performance criteria, performance evidence, and knowledge evidence meeting the assessment conditions. It will be tailored or contextualised to meet workplace requirements

5.4 DELIVERY LOCATIONS

Adelaide: Level 3 & 4, 135 Pirie Street, Adelaide, SA 5000

Melbourne: Suite 50, 45 Riversdale Road, Hawthorn, VIC 3122

Brisbane Campus – U5, 28 Old Cleveland Rd, STONES CORNER, QLD, 4120

Online learning	Learn with your own time, good working laptop/pc/smart phone is required
Self-study	
In campus	You will come to closest campus to complete your practical training and assessment sessions prior to go on vocational work placement.
Work Placement	Any aged care or disability care home. HTCA will arrange it for you.
Students will be provided with required PPE and other resources for both theory and practical components of the course. The Trainer may provide additional learning material wherever gaps are identified to suit the current industry requirements and other Australian standards.	

5.5 RECOGNITION PROCESSES:

Recognition of Prior Learning is a process where a person with work experience or previous informal learning, can apply to have their skills and knowledge assessed, with the aim of getting a formal qualification.

RPL is the acknowledgement of skills and knowledge obtained through:

Formal Training: previous courses run by training providers or in-house training

Work experience: on the job experience, including informal training.

Life experience: community group involvement, family activities, sports, hobbies, leisure activities, unpaid work, organising events, and/or travel.

Applications for RPL will be assessed on an individual basis. Each applicant will need to provide the necessary evidence documentation to demonstrate their competency in accordance with the competency requirement of the relevant qualification for which they are applying for RPL. Documentation of prior learning is the most common form of evidence however there are also other forms of evidence including: third party observations, self-assessment reviews, verbal questioning, phone interviews and real work samples such as logbooks, lesson plans, meeting minutes etc. It is up to the student to compile the evidence, in consultation with a trainer once they have enrolled. Evidence documents will be assessed against the rules of evidence namely:

1. Validity
2. Authenticity
3. Currency
4. Sufficiency

Credit Transfer (CT): if learner have previously completed an accredited course with units that are identified as equivalent to the units in the course you are interested in you may be able to apply for Credit Transfer

HTCA has a simple but methodical CT process, which is outlined in detail on the Policy on Recognition of Prior Learning (RPL) and Credit Transfer (CT).

Prospective students will be made aware of the RPL/CT policy and process prior to enrolment into the program, via discussions and the Student Handbook and Hope training college of Australia's website and are encouraged to apply if they believe that they may be eligible.

Please refer to RPL/CT Policy for details on RPL/CT process & other terms.

5.6 OUR LEARNING RESOURCES:

Our online resources: For live demonstration of e-learning portal can be found at <http://file.hope.edu.au/video/demo>

E- Classrooms: Also referred to as Webinars. Hope Training College of Australia feels it is important to keep engaged with the issue after learners have obtained some information through e-presentations. Therefore, we have an E-Classroom for the convenience of the students. The E-Classroom is a recorded video of a classroom trainer-led presentation. It has been observed that learners who have seen an online presentation session before attending the practical session exhibit more engagement and interest in the subject. Hope Training College in Australia has experienced a significant good impact from this.

E-Books: Hope Training College of Australia has uploaded a digital copy of the learning guide to our web portal, giving the student greater studying freedom. The flip books may be read on learners' smart devices, such as phones, tablets, or laptops, allowing them to study whenever and anywhere they choose. Hope Training College of Australia also has the provision and will supply a physical copy of books upon request from a learner.

E-Simulation: This part contains many videos of role plays and other subject-related information. This segment prepares the learner for performance-based training by having them perform in a simulated setting, which helps them perform better when they go on Vocational Work Placement.

Our in campus learning and assessment resources:

HTCA ensures that the training delivery is to the standards of a real workplace environment. To meet this requirement, HTCA has implemented a variety of assessment tools that will be used during the course of the qualification. These assessment tools assess various elements of a real/actual workplace however in a simulated training environment.

HTCA meets the need for a real-time workplace simulation environment by:

Using Simulation lab and its resources to reflect a real-time work environment for practical training components of the course.

HTCA's Trainers portray the role of a real client and place the workplace demands while working on projects. These role plays are designed to cover a range of diverse situations and demands of the clients.

Students prepare timelines, schedule milestones, communicate, prepare documentation, and conduct training in accordance with the client (role played by the Trainer)

Working as a team (group work/assignments), fulfilling responsibilities and expectations of the job and workplace.

Note: The learning resources can be seen by visiting any of our delivery locations with an appointment before enrolling and/or can get a copy of the list of these resources by contacting us.

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5.7 ENROLMENT REQUIRMENTS:

HTCA has the following entry requirements:

Age - at least 18 years of age.

Technology skills – As the course is delivered in a blended mode where a student needs to access all learning and assessment resources through our online learning portal, we expect students to:

- own or have ready access to a good working condition computer or a laptop.
- should know basic knowledge of operating the computers and completing work online
- should have high speed internet connectivity
- should have knowledge of downloading & uploading documents
- should have willingness to learn

Language, Literacy and Numeracy - A preliminary test is conducted to assess the LLN skills of applicant at the time of admission. Students who fulfil the minimum requirements are given admission at Hope Training College of Australia, others will be given chance to improve and re appear again for the Language, Literacy and Numeracy test.

Physical requirement - Due to the physical nature of this industry and requirements of this course, it is very important that the student must be physically fit.

A government issued national photo ID e.g., Passport, DL etc.

The student must **not hold international student visa** or any other types of visas which prohibits them from enrolling in an RTO offering training to domestic students only.

Commitment to completing the mandatory 120 hours practical work placement (unpaid).

Unique Student Identifier (USI) – obtain and supply a USI. This is obtainable from usi.gov.au if a USI is not supplied and verified with usi.gov.au a certificate cannot be issued to the student.

National Police Check at your own cost.

Our enrolment policy and procedure can guide you for the enrolment process.

5.8 FEE STRUCTURE

Fees can be paid by direct transfer from your bank, credit card and/or cash paid directly into our nominated Bank account. Please ensure you collect a receipt for payment or an updated invoice once you have made any payment to US.

An enrolment fee will only be accepted once a student confirms their acceptance of the course offers by signing the offer letter. In signing the offer letter, the students acknowledge and agree to all terms and conditions of the enrolment agreement and offered training plan.

We do not accept payment of more than \$1500 from a prospective or current student.

Enrolment fee	333.00 AUD (non-refundable after 7 days of cooling off period is over)
Tuition fee	1517.00 AUD (can pay in installments)
Total course fee	1850.00 AUD (must pay in full prior to go on work placement)

DIRECT DEBIT (EZI DEBIT) The course fee can be paid through direct debit options to avoid late fee charges. The direct debit arrangement can be made directly by the college or through third-party service providers, e.g. Ezi Debit. We are offering flexible / customize payment plan as per student needs. For more detail, please discuss with our enrolment representative	PAYING MANUALLY We are encouraging our students to set up a direct debit for their pending fee before starting their course, in some cases, if the student wants to pay manually through EFTPOS or Cash can be arranged with fix payment dates. The college will add a \$15 late fee with every delayed payment.
OTHER CHARGES THAT MAY APPLY	
HTCA's Recognition of Previous Learning (RPL) application fee and RPL fee by unit of competency. Please talk to our staff for more details about fees for RPL.	300.00 AUD Plus 110/unit
Credit-Transfer processing fee	Nil
Only one free re-submission is permitted per assessment booklet. Charges for second re-submission and every submission thereafter.	50.00 AUD
Re-arrange vocational work placement after formal acceptance by the student.	300.00 AUD
Re-issue any document (qualification) after original lost, damaged or correction made from the student side, e.g. name change etc.	50.00 AUD

COURSE FEE REFUND OPTIONS: The course fee can be refunded if a student wants to discontinue their study with any reason. We recommend reading our Fee Refund Policy & procedure for more details.

5.9 FURTHER TRAINING PATHWAYS FROM THIS QUALIFICATION INCLUDE, BUT NOT LIMITED TO:

- CHC43015 Certificate IV in Ageing Support
- CHC43115 - Certificate IV in Disability
- CHC43415 Certificate IV in Leisure and Health

Additional notes:

- Complaints and appeals policy can read on our website
- Visit at <https://training.gov.au/Organisation/Details/41237> to know current legal status of training provider.
- Please contact us to share your special needs during your learning and assessment process.

6.0 UOC – HLTAID011 PROVIDE FIRST AID

This unit describes the skills and knowledge required to provide a first aid response to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

6.1 OUR STUDENTS CAN BE FOR THIS COURSE WHO ARE

who want to provide a first aid response in an emergency which can save someone's life.

6.2 POSSIBLE JOB ROLES

Job roles and titles vary across different industry sectors. Attainment in HLTAID011 is one of the mandatory requirements in various industry sectors i.e., Education, Health Sector, Child Care etc. Possible job titles relevant to this UOC include:

- Accommodation support worker
- Field officer
- Assistant in nursing
- Home care assistant
- Care assistant
- In-home respite worker
- Care service employees
- Nursing assistant
- Care worker
- Personal care assistant
- Support worker
- Community care worker
- Personal care giver
- Community house worker
- Disability service officer (in some jurisdictions)
- Personal care worker
- Community support worker
- Residential care worker
- Child Care Assistant
- Trainer/Assessor

6.3 COURSE DURATION

To ensure hands on competence, at Hope Training College of Australia, HLTAID011 will be delivered as:

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- Students are provided access to the Learning resource upon enrolment through our online learning portal. Students are required to undertake pre-classroom studies through our online learning portal. This includes reading and understanding the theoretical concepts, watching videos and the activities mentioned there. This ensures the students come to the class-based session with understanding of the theoretical knowledge and basic information about the practical activities they will undertake in the classroom-based session. This requires a minimum commitment of **10 Hours** (unsupervised)
- Followed by that, students are required to attend the face-to-face classroom session. The classroom session is for 8 Hours.
- The classroom-based session includes both the Training and Assessment as detailed in the session plan.
- HTCA ensures that we train only an appropriate number of students in the classroom-based sessions based on the capacity which has been carefully considered. Generally, there are 10 number of students in a class enabling students to get the desired attention from the assessor and permitting the assessor to apply the rigour in the learning and assessment process.
- Occasionally, some reasonable adjustments can be made based upon the number of students present in the classroom

6.4 MODE OF DELIVERY



Delivery Sites

Our Practical skill learning sites are: -

- **Adelaide:** Level 3, 135 Pirie Street, Adelaide, SA 5000
- **Brisbane:** U5, 28 Old Cleveland Rd, STONES CORNER, QLD, 4120
- **Melbourne:** Suite 50, 45 Riversdale Road, Hawthorn, VIC 3122

The delivery method for special needs students: Hope Training College of Australia manages the students with Special requirements by providing them with educational facilities with distance learning methods. If the student is residing in some remote area that is not easily accessible, or they have to isolate due to the Covid-19 infection outbreak. Our approach in this kind of situation is to deliver training activities through Zoom meetings and engage them in training activities via virtual learning methods. Still, the student must attend in-person assessment sessions to achieve competency in the same unit.

6.5 PATHWAYS

Further training pathways from this Unit of competency include, but are not limited to,

Students will get credit transfer for this unit, HLTAID011 where it is a part of any other qualification/UOC i.e., HLTAID014 Advance First Aid, CERT III Individual Support, Cert IV in Ageing Support, Certificate IV in Disability or many other health related qualifications etc

6.6 ENTRY REQUIREMENTS

HTCA has the following entry requirements:

Age - at least 18 years of age.

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Technology skills – As the course is delivered in a blended mode where a student needs to access all learning and assessment resources through our online learning portal, we expect students to:

- own or have ready access to a computer or a laptop
- should know basic knowledge of operating the computers and completing work online
- should have high speed internet connectivity
- should have knowledge of downloading & uploading documents
- should have willingness to learn
- Students must have demonstrated **Foundation Skills** as a pre-requisite at the time of enrolment as follows:
 - Students must have completed Year 10 with English as a subject (unit) at school **OR**
 - HLTAID011 – Provide First Aid (current or expired)
OR Qualification of Certificate II level or above **OR**
 - Minimum of 2 years of industry experience with sound literacy and numeracy skills
OR
 - If necessary, a preliminary **Language, Literacy, and Numeracy (LLN) test** can be administered at Hope Training College of Australia to assess the applicant's skill level at the time of admission or prior to the start of the training session. Successful students are admitted, and rest of Students are given the opportunity to improve and retake the Language, Literacy, and Numeracy test.

6.7 LEARNING RESOURCES

All students are provided access to the following course materials, as applicable:

- **Learning and Assessment Materials**

All our learning materials are made available to the students in an online mode through our Learning Management system.

E-Books: Hope Training College of Australia has uploaded a digital copy of the learning guide to our web portal, giving the student greater studying freedom. The flip books may be read on learners' smart devices, such as phones, tablets, or laptops, allowing them to study whenever and anywhere they choose. Hope Training College of Australia also has the provision and will supply a physical copy of books upon request from a learner

E-Simulated: This part contains many videos of role plays and other subject-related information. This segment prepares the learner for performance-based training by having them perform in a simulated setting, which helps them perform better when they go on Vocational Work Placement.

For a live demonstration of the e-learning portal can be found at <http://file.hope.edu.au/video/demo>

Simulation lab is suitably equipped with various learning resources.

- Hand sanitizer
- Trainer's Laptop/Computers
- Data Projectors / Large screen Monitors
- Flash Drives (optional if internet is not available)
- Human Manikin All ages

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- CPR Face Mask 36X1 Pack
- AED training device
- Disposable resuscitation face shield 36x1 Pack
- CPR Mask
- Manikin bags (Optional)
- Gloves – small; medium; large
- Alcohol Wipes (Box) 2 Packs
- Placebo bronchodilator puffers
- Spacer device
- Adrenaline auto-injector training device. (Epipen)
- First aid kits
- Crepe bandage
- Compression bandages
- Emergency rescue blanket
- Lungs packs all ages
- Wound dressings
- FLEX ALL 18INCH SPLINT
- FINGER SPLINT

6.8 RECOGNITION PROCESS:

Recognition of Prior Learning (RPL): Recognition of Prior Learning is a process where a person with work experience or previous informal learning, can apply to have their skills and knowledge assessed, with the aim of getting a formal qualification.

RPL is the acknowledgement of skills and knowledge obtained through:

- **Formal Training:** previous courses run by training providers or in-house training
- **Work experience:** on the job experience, including informal training.
- **Life experience:** community group involvement, family activities, sports, hobbies, leisure activities, unpaid work, organising events, and/or travel.

HLTAID011 Provide First Aid is high risk unit and HTCA only assesses a student/s in a face-to-face environment (classroom based) instead of offering RPL.

Credit Transfer (CT): HTCA can accept HLTAID009 and/or HLTAID010 for direct credit transfer if learner coming with valid certificate.

6.9 COURSE FEE:

90.00 AUD, which nonrefundable once paid and received enrolment confirmation. If you missed your practical session, you must pay again for the next booking.

Additional notes:

- complaints and appeals policy can read on our website
- Visit at <https://training.gov.au/Organisation/Details/41237> to know current legal status of training provider.
- Please contact us to share your special needs during your learning and assessment process.

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7.0 UOC – PROVIDE CARDIOPULMONARY RESUSCITATION

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) guidelines.

This unit applies to all persons who may be required to provide CPR, in a range of situations, including community and workplace settings

7.1 OUR STUDENTS CAN BE FOR THIS COURSE WHO ARE

who want to provide a CPR response in an emergency which can save someone's life.

7.2 POSSIBLE JOB ROLES

Job roles and titles vary across different industry sectors. Attainment in HLTAID009 is one of the mandatory requirements in various industry sectors i.e., Education, Health Sector, Child Care etc. Possible job titles relevant to this UOC include:

- Accommodation support worker
- Field officer
- Assistant in nursing
- Home care assistant
- Care assistant
- Nursing assistant
- Care worker
- Personal care assistant
- Support worker
- Community care worker
- Personal care giver
- Community house worker
- Disability service officer (in some jurisdictions)
- Personal care worker
- Community support worker
- Residential care worker
- Child Care Assistant
- Trainer/Assessor

7.3 COURSE DURATION

Total 5 hours training will divide into:

- 2 Hours self-paced learning through our website or eBook
- 3 Hours in classroom training and assessment.

7.4 MODE OF DELIVERY



Delivery Sites

Our Practical skill learning sites are: -

- **Adelaide:** Level 3, 135 Pirie Street, Adelaide, SA 5000
- **Brisbane:** U5, 28 Old Cleveland Rd, STONES CORNER, QLD, 4120

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- **Melbourne:** Suite 50, 45 Riversdale Road, Hawthorn, VIC 3122

The delivery method for special needs students: Hope Training College of Australia manages the students with Special requirements by providing them with educational facilities with distance learning methods. If the student is residing in some remote area that is not easily accessible, or they have to isolate due to the Covid-19 infection outbreak. Our approach in this kind of situation is to deliver training activities through Zoom meetings and engage them in training activities via virtual learning methods. Still, the student must attend in-person assessment sessions to achieve competency in the same unit.

7.5 PATHWAYS

Further training pathways from this qualification include, but are not limited to,

Students will get credit transfer for this unit, HLTAID009 where it is a part of any other qualification/UOC i.e., HLTAID011 Provide First Aid, CERT III Individual Support, Cert IV in Ageing Support, Certificate IV in Disability etc.

7.6 ENTRY REQUIREMENTS

HTCA has the following entry requirements:

- **Age** - at least 18 years of age.
- **Technology skills** – As the course is delivered in a blended mode where a student needs to access all learning and assessment resources through our online learning portal, we expect students to:
 - own or have ready access to a computer or a laptop
 - should know basic knowledge of operating the computers and completing work online
 - should have high speed internet connectivity
 - should have knowledge of downloading & uploading documents
 - should have willingness to learn
- Students must have demonstrated **Foundation Skills** as a pre-requisite at the time of enrolment as follows:
 - Students must have completed Year 10 with English as a subject (unit) at school **OR**
 - HLTAID009 - Provide cardiopulmonary resuscitation (current or expired) **OR**
 - Qualification of Certificate II level or above **OR**
 - Minimum of 2 years of industry experience with sound literacy and numeracy skills **OR**
 - If necessary, a preliminary Language, Literacy, and Numeracy (LLN) test can be administered at Hope Training College of Australia to assess the applicant's skill level at the time of admission or prior to the start of the training session. Successful students are admitted, and rest of Students are given the opportunity to improve and retake the Language, Literacy, and Numeracy test.
 - **Physical requirement** - Due to the physical nature of this industry and requirements of this course, it is very important that the student must be physically fit. Students should be physically fit to perform a minimum of two (2) minutes of simulation task on a hard surface for

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Cardiopulmonary Resuscitation (CPR) assessment and to be able to roll onto their back, side, and stomach.

- A government issued **national photo ID** e.g., Passport, DL etc.
- **Unique Student Identifier (USI)** – obtain and supply a USI. This is obtainable from usi.gov.au if a USI is not supplied and verified with usi.gov.au a certificate cannot be issued to the student.

7.7 LEARNING RESOURCES

All students are provided access to the following course materials, as applicable:

- **Learning and Assessment Materials**

All our learning materials are made available to the students in an online mode through our Learning Management system.

E-Books: Hope Training College of Australia has uploaded a digital copy of the learning guide to our web portal, giving the student greater studying freedom. The flip books may be read on learners' smart devices, such as phones, tablets, or laptops, allowing them to study whenever and anywhere they choose. Hope Training College of Australia also has the provision and will supply a physical copy of books upon request from a learner

E-Simulated: This part contains many videos of role plays and other subject-related information. This segment prepares the learner for performance-based training by having them perform in a simulated setting, which helps them perform better when they go on Vocational Work Placement.

For a live demonstration of the e-learning portal can be found at <http://file.hope.edu.au/video/demo>

Simulation lab is suitably equipped with various learning resources.

- Hand sanitizer
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- Flash Drives (optional if internet is not available)
- Human Manikin All ages
- CPR Face Mask
- AED training device
- Disposable resuscitation face shield
- CPR Mask
- Gloves – small; medium; large
- Alcohol Wipes (Box) 2 Packs

7.8 RECOGNITION PROCESS:

Recognition of Prior Learning (RPL): Recognition of Prior Learning is a process where a person with work experience or previous informal learning, can apply to have their skills and knowledge assessed, with the aim of getting a formal qualification.

RPL is the acknowledgement of skills and knowledge obtained through:

- **Formal Training:** previous courses run by training providers or in-house training
- **Work experience:** on the job experience, including informal training.

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- **Life experience:** community group involvement, family activities, sports, hobbies, leisure activities, unpaid work, organising events, and/or travel.

HLTAID009 Provide Cardiopulmonary Resuscitation (CPR) is high risk unit and HTCA only assesses a student/s in a face-to-face environment (classroom based) instead of offering RPL.

Credit Transfer (CT): HLTAID009 Provide Cardiopulmonary Resuscitation (CPR) is itself first stage of first aid units so there is not any sub-unit which can be transfer as a credit, so credit transfer is not available for this unit.

Prospective students will be made aware of the RPL/CT policy and process prior to enrolment into the program, via discussions and the Student Handbook and Hope Training College of Australia's website.

7.9 COURSE FEE:

45.00 AUD, which nonrefundable once paid and received enrolment confirmation. If you missed your practical session, you must pay again for the next booking.

Additional notes:

- complaints and appeals policy can read on our website
- Visit at <https://training.gov.au/Organisation/Details/41237> to know current legal status of training provider.
- Please contact us to share your special needs during your learning and assessment process.

- End of the document -

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