



creativeintension

**STUDENT
HANDBOOK**



training + development

STUDENT HANDBOOK

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Course List



Creativeintension works with individuals and organisations to offer the following nationally recognised courses.

MANAGEMENT

- BSB31207 Certificate III in Frontline Management
- BSB40807 Certificate IV in Frontline Management
- BSB51107 Diploma of Management

TRAINING AND ASSESSMENT

- TAE40110 Certificate IV in Training and Assessment
- TAA50104 Diploma of Training and Assessment
- TAE50111 - Diploma of Vocational Education and Training (Coming soon)
- TAE50211 - Diploma of Training Design and Development (Coming soon)

OCCUPATIONAL HEALTH & SAFETY

- BSB41407 Certificate IV in Occupational Health & Safety

BUSINESS ADMINISTRATION

- BSB30407 Certificate III in Business Administration
- BSB50407 - Diploma of Business Administration
- BSB30110 Certificate III in Business (Coming soon)

FIRST AID

- Senior First Aid containing HLTF301B Apply First Aid, HLTCPR201A Perform CPR, HLTF201A Provide Basic Emergency Life Support

MINING

- RII10109 - Certificate I in Resources and Infrastructure Operations
- RII20109 - Certificate II in Resources and Infrastructure Work Preparation
- RII20209 - Certificate II in Surface Extraction Operations
- RII20409 - Certificate II in Underground Metalliferous Mining
- RII20509 - Certificate II in Resource Processing
- RII30109 - Certificate III in Surface Extraction Operations
- RII30309 - Certificate III in Underground Metalliferous Mining
- RII30409 - Certificate III in Resource Processing

GAS

- UEG30106 - Certificate III in Gas Industry Operations
- UEG40106 - Certificate IV in Gas Industry Operations

Welcome

Thank you for choosing creativeintension to assist you in developing the skills, knowledge and confidence you may need in your current or future workplace.

Creativeintension is a nationally Registered Training Organisation (RTO) with National Provider Code 31739. Creativeintension offers accredited and nationally recognised courses in Frontline Management, Training & Assessment, Occupational Health & Safety, Business Administration, First Aid, Gas and Mining via corporate delivery, public courses (face to face) and distance delivery.

Creativeintension wants to make certain that you feel as comfortable as possible about your learning. Whilst parts of this handbook specifically relate to students undertaking specific delivery methods, the information as well as the policies and procedures outlined are designed to support every student in making decisions about their learning. The important information contained in your handbook will:

- help you to understand what is going to be expected from you during the course in the way of training and assessment;
- outline what will be required of you as a student; and
- help you to manage your time in order for you to complete required assessments.

It is our pleasure to extend an open invitation to contact creativeintension throughout your studies.

STUDYING WITH CREATIVEINTENSION

Creativeintension is passionate about the service we provide and the way in which we present it. Creativeintension is committed to the following principles:

1. Creativeintension courses and modules are high quality, current resources with real workplace relevance.
2. Creativeintension courses and modules are designed to be undertaken by employees in dynamic workplaces. Study timetables are tailored to each student's workplace commitments with face-to-face or distance learning options.
3. Creativeintension trainers / coaches are highly qualified and focused on supporting you to reach your training goals.
4. Creativeintension trainers / coaches and assessors are fair and impartial.
5. Privacy and confidentiality of client/ student's personal details and records are maintained at all times.
6. Creativeintension's Training services are delivered as promoted.

MANAGEMENT

Creativeintension's policies and management strategies ensure sound financial and administrative practices. Management guarantees creativeintension's sound financial position and safeguards students' fees until used for training and assessment.

Records and clients' personal details shall at all times be held in confidence. Release of any client details and records may only occur at the request of the actual party. All records and relevant administrative details are maintained electronically or in hard copy within lockable storage areas. Electronic data is backed up regularly.

VALUES

One of the core reasons for our success is our careful selection of clients based on alignment of values. Over the past twenty years, we have applied the following simple values:

Making a Difference | we have meaningful and measurable impact.

Mindful Challenge –|we think and listen before we act and have the courage to challenge your thinking.

Synergy in Working Together | we partner to achieve more.

Heartfelt Commitment | we want you to succeed.

Accountable for Our Behaviour and Results –|we will deliver and speak up if we don't.

Respect for the Dignity of Others | we will walk in other's shoes.

ACCESS AND EQUITY

Creativeintension believes it is important for its students to have access to services, their Coach/Instructor and their records. We believe all students should be treated equally with fair and equal opportunities. We therefore implement the following:

- Fair and equal allocation of resources and information to students within appropriate timeframes
- Fair and equal amount of involvement by coaches
- All students have equal opportunity with no discrimination
- All students have equal access to appropriate quality vocational education and training programs and services
- All students have access to their records and should liaise with their Coach/Instructor
- All students have the opportunity to contribute to the continuous improvement of our workbooks, assessment materials, procedures, programs and other services
- Effective support services which enhance your ability to achieve your goals
- Foster and promote an inclusive learning culture that addresses learner needs
- Effective networks and links with relevant agencies to support participation

- All Students and creativeintension representatives shall comply with this document
Compliance with Commonwealth and State anti-discrimination legislation, which includes the Disability Discrimination Act (1992), the Human Rights and Equal Opportunity Act (1986), the Racial Discrimination Act (1975) and the Sex Discrimination Act (1984).
- Student records are not disclosed to a third party without the written consent of the student

DISABILITY SUPPORT

Creativeintension is committed to supporting students with disabilities to enable them to participate in educational opportunities. Creativeintension will work with students and their employer to provide assistance and support to enable them to successfully complete their training and assessment.

Individual needs - creativeintension is committed to providing students with the resources and assistance to successfully complete their training. We are committed to supporting students with special or individual learning needs to enable them to participate in educational opportunities. Assistance may include note taking, interpreting, provision of equipment or alternative learning strategies and assessment strategies. Creativeintension respects the student's rights to confidentiality and disclosure is voluntary.

LANGUAGE, LITERACY AND NUMERACY (LL&N)

Creativeintension recognises that all vocational training includes language, literacy and numeracy tasks and ensures:

- Materials, resources and assessment tasks that do not require students to have language, literacy and numeracy skills of more complexity than those used in the workplace for the competencies being assessed.
- Clear models of the language/literacy/numeracy task
- Opportunities for repeated and supported practice.

Creativeintension is committed to providing language, literacy and numeracy support where necessary to all prospective and current students as required by state government performance contracts and AQTF standards.

LEGISLATIVE REQUIREMENTS

Creativeintension will ensure that its training policies and procedures comply with relevant Commonwealth, State or Territory legislation. They will also ensure that its staff, students and clients are informed of legislation that significantly affects their duties or participation in training. Creativeintension is committed to meeting its obligations and responsibilities for employers and students in relation to:

- Occupational health and safety
- Workplace harassment, victimisation and bullying
- Anti-discrimination, including equal opportunity, racial vilification and disability discrimination
- Vocational education and training

- Apprenticeships, traineeships and other funded programs
- Child protection.

PLAGIARISM

During studies, students will be researching from other sources and text books. Students must not directly copy someone else's work or plagiarise from books or the internet. Any instances where students have used information from any source, quotations must be clearly cited and an acknowledgement of the source of information used, such as diagrams, ideas and data must be clearly referenced and sourced. Students who submit plagiarised work will be deemed Not Competent for that assessment task.

Enrolments, Payments & Cancellations

The following terms and conditions are binding on all students enrolling in a course with creativeintension. Please telephone our team if you need clarification on any matter. We want to ensure your questions are fully answered.

ENROLMENTS

Once an Enrolment Form is received by creativeintension, a binding agreement has been created between you and creativeintension Pty Ltd. The following should be remembered:

By signing and returning the Enrolment Form, you agree to pay the course fee for the course you have enrolled in. Student fees are detailed with the student information on creativeintension's website upon enrolment.

Creativeintension agrees to provide you with the appropriate materials, deliver the course as agreed and provide the assessment required for the course. An Enrolment Fee of \$115 per student covers administration costs and is included in the course cost. This fee is not refundable.

In the highly unusual event that the enrolled course is not provided, students are eligible for a full refund. In this circumstance, students are also given the opportunity to transfer to an alternative course.

Special Arrangements

Pursuant to specific supply agreements, corporate contracts, or the requirements of any Government funded programs, creativeintension may have different or additional rules regarding fees or refunds applicable to students funded by those clients or programs.

Payment Plans

By signing and returning the Enrolment Form, you agree to pay the course fee for the course in which you have enrolled. This is irrespective of whether you have paid the full amount upfront or have entered into a payment plan. In the event that you enter into a payment plan, and during the payment plan period your payment is declined, creativeintension will charge an Administration Fee of \$45 to cover the costs associated with remedying this issue.

Substitute Students

If you are unable to attend the course in which you are enrolled, you may send someone in your place. The substitute student will need to pay the \$115 enrolment fee and use any materials already supplied to you, if applicable. There will be no additional cost provided they are enrolling into exactly the same course as you were enrolled in, on the same dates.

Transfers

Please contact your coach, instructor or a creativeintension's operations manager to discuss transferring to a different course; they will describe the procedure to follow. The applicable forms are located on our website. Generally, an enrolment fee of \$115 will be charged and you will be required to return any manuals provided for the original course in the same condition as received by you and if not, then an additional fee will be levied to cover the cost of those manuals. A student can only transfer once. The details below also refer to transfers from an RPL course to a full course.

Transferring Between Face-to-face Courses: Same Course - Different Dates

Creativeintension recognises that on some occasions a student needs to change to a different course start date. This is permitted provided there is five (5) working days notice prior to the start date of the original course. The transfer is also subject to there being vacancies in the new course. A further enrolment fee of \$115 will be charged.

Transferring: Different Face-to-face Course

Creativeintension recognises that on some occasions after a student has enrolled in a course they may wish to transfer to another course. Subject to there being vacancies in that course, creativeintension will facilitate that transfer. A further enrolment fee of \$115 will be charged. Additionally, if the cost of the new course is greater than the cost of the original course, that amount will be charged.

Transferring: Different Distance Course

Creativeintension recognises that on some occasions after a student has enrolled in a course they may wish to transfer to another course. A further enrolment fee of \$115 will be charged. Additionally, if the cost of the new course is greater than the cost of the original course, that amount will be charged.

Transferring: From a Public Course to a Distance Course

This is permitted provided there is five (5) working days notice prior to the start date of the original course. A further enrolment fee of \$115 will be charged. Additionally, if the cost of the new course is greater than the cost of the original course, that amount will be charged.

Transferring: From a Distance Course to a Public Course

This is permitted provided there is five (5) working days notice prior to the start date of the original course. A further enrolment fee of \$115 will be charged. Additionally, if the cost of the new course is greater than the cost of the original course, that amount will be charged.

CANCELLATIONS

In the event that you do not complete the course within the given time frame, your course will be immediately cancelled without refund. If you wish to continue, you will need to re-enrol within 12 months of the cancellation date and creativeintension will charge you a \$265 re-enrolment fee. If your course has started, or if the course is due to start within 2 weeks, you will not be entitled to any refund.

Choosing to cancel your Face to face or Distance Course

After enrolling, you have two weeks (14 days) to notify creativeintension in writing of your intention to cancel your enrolment. You will be entitled to a full refund less the administration fee of \$115. You are also obliged to return at your cost any manuals and related material forwarded to you by creativeintension. Such manuals and materials are to be returned in the same condition as received by you, and if not, then an additional fee will be levied to cover the cost of those manuals.

DEFERMENT OF STUDIES

Students should apply in writing to creativeintension for a deferment of studies for up to twelve (12) months. Each student can apply for one deferment during the term of their studies. If a student requires a second deferment, the course will be cancelled. If the course is re-commenced within 12 months from the date of cancellation it will attract a \$265 re-enrolment fee.

LAPSED STUDIES

Your enrolment will be cancelled if your coach or instructor has not received any assessment evidence or appropriate correspondence from you after a 30 day lapse. At this time, you will be notified in writing and a transcript of your results will be posted to you with notification of the cancellation of your enrolment. If the course is re-commenced within six (6) months from the date of cancellation it will attract a \$265 re-enrolment fee. If more than six (6) months has passed, you will have to re-enrol by paying the full course fee.

INDUCTION

Creativeintension's Training Coordinator and Operations Managers looks after your enrolment and logistic issues including ensuring you have your learning support materials, management of your records and issuing your qualifications.

Your Coach/Instructor/Assessor supports your learning and assesses your work. This person will stay in contact with you every two weeks and report your progress to the Operations Manager.

Getting Started – All Students

Creativeintension wants to make certain that you feel as comfortable as possible about your learning. Whilst parts of this handbook specifically relate to specific delivery methods (i.e. distance, face to face etc.), the policies and procedures outlined are designed to support every student in making decisions about their learning.

IT'S JUST THE BEGINNING!

At the beginning of a new training journey, we appreciate that you may be asking yourself “where do I start?” We suggest as you go through the process of obtaining your qualification, you may find it helpful to refer back to your student guide from time to time. The important information contained in your handbook will:

- help you to understand what is going to be expected from you during the course in the way of training and assessment;
- outline what will be required of you as a student; and
- help you to manage your time in order for you to complete required assessments.

RECEIVING SUPPORT & CONTACTING YOUR COACH/ INSTRUCTOR

Depending on your course delivery, you will be assigned a coach or instructor. Your coach or instructor's email address will be provided to you upon enrolment. You should contact your coach or instructor at any time with any question, large or small by contacting 1800 880 224.

Each creativeintension student is entitled to plenty of time with their coach or instructor to ensure your learning is as smooth and hassle free as possible. It's important that you are comfortable with your learning materials and workbooks. We invite you to discuss any questions with your coach or instructor. It's very important that you understand exactly what is required of you and that you feel comfortable contacting your coach or instructor.

Creativeintension strives to maintain consistency through excellent standards and systems. We are therefore committed to continual improvement of the following objectives:

- Appropriate responses and reactions to student enquiries. Note: to ensure that privacy is respected, creativeintension staff, coaches and instructors will only respond to enquiries directly from the student and not from third parties
- Written responses to student requests shall be provided within three working days
- Recorded messages will be responded to by the end of the next working day
- Students are provided with a Statement of Attainment, Certificate or Diploma after being deemed competent by a creativeintension assessor. These will be processed within 14 days of being deemed competent.
- Students must receive notification of their competency outcome within 21 days after the creativeintension assessor receives their work
- Students and creativeintension representatives comply with the standards in this document

COMMENCING YOUR STUDIES

When you are ready to get into the course itself, here's what you should do:

Work through each topic in order. You may find it helpful to print your reading material and learning activities. Then you will have a hard copy of your notes which will provide a systematic basis for your learning. There are a number of questions to answer and tasks to perform as you go through each unit.

Make sure you are familiar with your **Units of Competency** in your course. It's vital that you are aware of the learning outcomes relevant to the qualification for which you are completing.

Understand and diarise your **Assessments**. At the completion of each unit, you are required to submit your assessment work to your coach or instructor. To be deemed competent, all criteria must be met. All assessment activities must be attempted and submitted within the stipulated deadline, unless an application for extension has been submitted and authorised by your coach or instructor.

Your learning activities should not be sent to your Coach/Instructor/Assessor unless requested, or you require clarification as to any particular aspect of the task. It may not be necessary for the creativeintension assessor to review all your learning activities however at times they may request you to send the learning activities in order to be able to assess your competency.

What resources and equipment do I need for my course? Creativeintension will provide you with a range of training and assessment resources to assist you. These may include the:

- Workbooks
- Handouts
- Assessment activities
- Projects

If you are completing your training within your workplace, it is expected that your employer will provide you with access to a range of resources to assist you in completing your training and undertaking your assessment.

Self-Assessment

Means that you are required to self-check your progress and determine when you are ready to submit work to your Coach/Instructor for assessment.

Recognition of Prior Learning (RPL)

Students may seek exemption for units or whole qualifications by submitting an Application for RPL Form (available from creativeintension). Creativeintension has RPL Kits to assist in this process. Creativeintension recognises qualifications from other Registered Training Organisations (RTOs).

Credit Transfer

Further to the RPL process, creativeintension will recognise qualifications or statements of attainment issued by another Registered Training Organisation. If a student has completed one or more of the units at another institution or by completing another course with creativeintension, a credit transfer will be applied for that unit/s.

Distance Students

Creativeintension's distance learners are the luckiest distance learners in Australia. Distance students are allocated a coach. First and foremost, creativeintension's coaches and instructors are not just normal trainers. They are coaches. With personalised fortnightly coaching, you will achieve your qualification in the shortest timeframe with the least amount of difficulty.

Creativeintension specialises in helping people to learn by clarifying your goals and tailoring a step-by-step plan to get you there. Learning should be challenging, not stressing. It's good to know someone's on your side.

DISTANCE LEARNER RESOURCES

Your learning materials and assessment activities are dispatched to you after the enrolment and payment cycle has been completed. Depending upon the course you have enrolled in, some creativeintension courseware may be sent to you via courier or Australia Post. Other training and assessment materials can be downloaded directly from our website with your student log-in. You will be informed as to which option is relevant to you. Some qualifications will require that you purchase additional texts for your studies and you will be instructed if this is relevant to your course.

INDUCTION

Your **Coach/Instructor/Assessor** supports your learning and assesses your work. This person will stay in contact with you every two weeks and report your progress to the Operations Manager. What you can expect:

1. Your Coach/Instructor will introduce him/herself. To understand your learning objectives they may ask your reasons for enrolling in the course, and ask you to describe your current employment.
2. Your Coach/Instructor will ensure you have the requisite learning materials and direct you to any forms you may need (change of address etc.)
3. Your Coach/Instructor will discuss with you any special learning requirements you may have.
4. Your Coach/Instructor will outline the course structure, assessment requirements and how to organise and submit assessments.
5. You will discuss a mutually agreeable time for the Coach's fortnightly call.
6. Your Coach/Instructor will guide you to complete your Personal Learning Agreement.
7. Your Coach/Instructor will answer any initial questions or queries you may have.

STUDENT OBLIGATIONS

You will be given a Personal Learning Agreement which outlines a schedule of the units you are undertaking and when these are due. Your Personal Learning Agreement is your plan. You are obligated to observe and comply with the dates outlined on your Personal Learning Agreement. You must respond to communications from your coach. You are also required to submit your assessment work on time, as agreed.

COACHING CONTRACT

Creativeintension students receive fortnightly coaching from their coach. The student signs a Coaching Contract and agrees to participate in the coaching. Once you are enrolled, your coach will contact you to talk about the support methods that will work best for you. Coaches will keep up their side of the bargain and adhere to a Coaching Contract with their students. They commit to developing their students through fortnightly coaching. Please keep your coach informed about the status of your course enrolment or any change in your personal details.

Distance Learners should plan for their fortnightly coaching session. Keep a list of questions or concerns on hand to make the most of your scheduled appointment. If you need to contact your coach outside your scheduled coaching sessions you will need to make an additional appointment. This should be done by contacting creativeintension to request a timeslot.

Creativeintension has the right to terminate the agreement if the student does not reply to contact from their coach within a reasonable timeframe please refer to lapsed student definition within this handbook. These situations are treated with a great deal of sensitivity as each circumstance is different. A lapse in your studies may cause your course to cancel. You will need to re-enrol into your course. Please refer to the information contained within sections regarding Assessment, Lapsed Studies, Enrolments, Cancellations and Refunds.

Face-to-Face (Public Students)

Learning new things can be challenging. It takes time. Most people have a picture in their mind of where they want to be in the future, even if it's not clear. Our facilitators are experienced at understanding different work environments and individual requirements. They create a supportive atmosphere and are genuinely supportive in providing you with constructive feedback and suggestions on what you could do differently.

INSTRUCTORS

Creativeintension's Instructors (also called Trainers or Facilitators) are qualified, professional and handpicked because they're passionate about what they do. Face-to-face learners have plenty of opportunities on training days to discuss matters with their instructor however should you require additional time with your instructor, please contact creativeintension to request a timeslot. Creativeintension is dedicated to working with participants on an individual basis whenever possible. We therefore implement the following:

- Coach/Instructor guides and checklists
- Internal audits (one creativeintension Coach/Instructor will 'sit in' on another's session and give feedback to improve performance)
- Coach/Instructor meetings where we can evaluate the methods and discuss new developments
- Training Evaluation Forms and Training Session Reviews

Personal profiles of our qualified and experienced team can be found on our website at www.creativeintension.com.au

ATTENDANCE

All attendance to face to face sessions are monitored by the course instructor and operations manager.

Students are expected to be diligent in their attendance at all timetabled classes, practical training sessions and debriefing sessions. Attendance at these is a requirement of enrolment with creativeintension, and students are expected to attend all sessions for which they are enrolled. Allowances are made for exceptional circumstances such as sickness or trauma.

Class Breaks

There will be small breaks between classes. Students are asked not to prolong the break or enter into any activity that may delay recommencement of classes.

Disciplinary Procedures

Creativeintension has systems and processes in place to manage and deal with any disciplinary matters relating to instances of misconduct whilst studying with us. A certain standard of behaviour is requested of all staff and participants. The instructor reserves the right to ask any participant to leave a program or session if their behaviour puts others at risk or adversely impacts on the learning of others.

This policy applies when other avenues have been exhausted. These avenues include but are not limited to: mentoring, informal feedback and counselling.

Assessment Policy – All Students

Competency Based Assessment places emphasis on what the participant is expected to be able to do in the workplace as opposed to just having theoretical knowledge. An important characteristic of Competency Based Assessment is that it is focused not only on the actual jobs that are required in the workplace, but also the ability to transfer and apply skills, knowledge and attitudes to new situations and environments. Learning and assessment outcomes are based on standards set by industry, and assessment is designed to ensure each student has achieved all module outcomes.

Competency Based Assessment and the determination of someone's competencies is not about passing or failing someone. Your assessor is not an examiner. Your assessor's role is to work with you to ensure that sufficient evidence is collected to establish competence, and that that evidence meets the required standard. The purpose of assessment is to confirm that an individual can perform to those standards expected in the workplace as expressed in the relevant endorsed industry/enterprise competency standards.

Assessment, within competency-based approaches to learning, is criterion referenced. This means it identifies an individual's achievements of defined outcomes, rather than relating their performance to that of other learners. Employability skills are embedded in training and assessment of all Australian nationally accredited training courses and qualifications. Information on the employability Skills relevant to the qualifications offered can be obtained by visiting this website at <http://employabilityskills.training.com.au>

Therefore, we believe that fair, valid, reliable and flexible assessments are only conducted if these principles are addressed in the design of the assessment system, the development of assessment tools and the conduct of assessment.

ASSESSMENT OUTCOMES

Not Yet Competent (NYC)

If you are deemed Not Yet Competent (NYC) by an assessor, you have the opportunity to resubmit the assessment work within 21 days of the due by date. You may have the opportunity to re-sit the assessment with a creativeintension coach or instructor by paying for a one-on-one session, if appropriate.

Competent (C)

Once the assessor has sufficient evidence they can establish competence. Being deemed "competent" means that a learner has demonstrated the minimum required standard of performance for a particular task, as defined by the relevant industry and documented in the relevant unit of competency. To be deemed 'COMPETENT' you must satisfactorily complete all the requirements of your Unit of Competency. Once an assessor has established competence the student can move onto other units or complete their course.

COMPLAINTS AND APPEALS

If you are unhappy or disagree with the assessment outcome you can appeal the assessment. Creativeintension treats complaints very seriously. We encourage open communication between our students and their coaches or instructors. We also recognise that sometimes things can go wrong. In these unusual circumstances, we want to make sure our students are aware of their rights and the processes we comply with. We therefore implement the following:

- The Customer Relationship Manager personally handles all complaints and appeals. These escalate to the Director when necessary.
- Joint discussions are always promoted
- Students appealing an assessment outcome have one month from the date of being notified of the outcome to register their appeal. If an appeal cannot be resolved internally, creativeintension would refer the student to the Department of Education and Training
- Students and creativeintension representatives will comply with the relevant Complaints and Appeals procedures.

CERTIFICATES AND QUALIFICATIONS

Creativeintension issues all awards on course completion and following formal assessment procedures. Should you receive a full qualification, you will also receive a transcript of your training setting out the competencies that make up the qualification. You can access your records or results at any time by talking to your coach, instructor, assessor or the operations manager.

The qualifications that you gain from creativeintension can be used to advance your career, gain skills for a particular job and as a pathway to further studies. Many people change their minds about their career, or would like to gain employment in a particular vocational field but just need to gain that extra qualification. Our broad range of qualifications can be used as a stepping stone to reach your goals.

STUDENT FEEDBACK

Creativeintension would like to encourage you with the opportunity to tell us “What you think.” We will listen with respect to your feedback, treat all feedback with confidentiality, and take appropriate action on feedback received. Your feedback is welcome and assists us to improve our services to you.

Our staff are committed to listening and responding to what students have to say, so they can continuously improve the service to you. There are several ways you are able to provide feedback:

- Speak directly to your coach or instructor
- Complete student satisfaction surveys
- Contact an operations manager
- Email enquiries@creativeintension.com.au (please include student name and contact details).

Quality Assurance

Creativeintension is committed to continuous improvement of its training and assessment services, systems and processes. Continuous improvement will be achieved through internal and external monitoring processes.

Creativeintension uses the following techniques to ensure quality training and assessment processes. These techniques ensure consistency in assessment.

These techniques may need to be changed from time to time to ensure they facilitate the validity, reliability, flexibility and fairness of assessments when new types of assessments, training packages or contexts are introduced to creativeintension.

Creativeintension prides itself on continual improvement and it ensures that all aspects of compliance are covered. We have therefore implemented the following:

- Creativeintension as an appointed “Compliance Coordinator” who has responsibility for developing, managing and monitoring all of the RTO operations. The Compliance Coordinator works together with the Director to ensure continuity in the assessment process and build the expertise and confidence of the staff.

INTERNAL AND EXTERNAL AUDITS

Creativeintension conducts regular internal audits for managing and monitoring operations and strategies. The Compliance Coordinator performs a range of functions including:

- Ensuring our compliance with AQTF requirements
- Ensuring the assignment of appropriately skilled and experienced Coach/Instructors to undertake particular assessment activities
- Developing information about Training Package implementation for sharing with Coach/Instructors
- Acting as a reference point when there is uncertainty in the interpretation of a unit of competency or an assessment requirement
- Ensuring Coaching Contracts are fulfilled
- Developing assessment tools
- Reviewing assessment outcomes
- Supporting the appeals process
- Acting as a critical comrade to the Coach/Instructors
- In providing these functions the Compliance Coordinator may use a range of techniques including:
 - o Coordination of peer and assessment mentor support for Coach/Instructors
 - o The critiquing of assessment processes and outcomes
 - o Objective sampling to identify assessments for review
 - o The development of a bank of assessment exemplars

- o The validation of assessment tools
- o The building of professional development strategies for Coach/Instructors
- o Regular communication and moderation between Coach/Instructors
- o Regular evaluation of creativeintension's Training and Assessment System

Creativeintension is required by the state registering body, on occasion to participate in external monitoring and audit processes. This includes assess government funded programs, quality audits, audit following complaints and audits regarding re-registration.

STUDENT SATISFACTION STUDIES

A student satisfaction study involves gathering information from students on the assessment process. Information sought from students may relate to any aspect of the assessment process. Evaluation forms are designed, conducted and evaluated chiefly by creativeintension's Director.

TRAINING AND ASSESSMENT TOOL 'BANK'

- Our training and assessment tool bank is a collection of evidence gathering tools and techniques that are developed and shared among our Coach/Instructors.
- These tools incorporate instructions and a set of resources used by the facilitator, the candidate or the Coach/Instructor in undertaking the learning or assessment activities. These resources include handouts, activities, observation checklists, assessment matrixes, evidence guides, question sheets, case studies, role cards, instruction outlines for a practical task and guidelines for a simulation or specifications for a model.
- These training and assessment strategies and resources support the achievement of a fundamental requirement of consistency, that is, the development of a shared understanding of the Training Package and in particular the specific unit/s of competency being assessed.
- Our training and assessment tool bank encourages collective development of training and assessment tools which will tend to produce higher quality training and assessment services
- Our training and assessment tool bank facilitates the critiquing of training and assessment tools and ensures that a quality control procedure is applied to the selection of training and assessment tools for inclusion in the bank

VALIDATION/MODERATION OF ASSESSMENT TOOLS

The validation of assessment tools is a formal process designed to ensure that assessment tools reflect the requirements of the relevant Training Package, are able to be applied in a range of practical settings and meet creativeintension's standards.

- The validation process is performed by the Compliance Coordinator who ensures the tools address key issues. However, peer review of the assessment tool by assessors is conducted through the assessment process as the coach/instructors and assessors are required to continually improve the assessment tools wherever possible.

The validation process also ensures that all assessors, coaches and instructors are working with the same intent and that there is a formalised decision making process.

Sampling is a technique used to review a random selection of assessments conducted within the organisation to ensure that the planning and preparation, the conduct, the record keeping and reporting, and the review and evaluation of the assessments were undertaken in line with the policy of the organisation, the requirements of the relevant Training Package and the needs of the candidate.

- The Compliance Coordinator samples assessments from time to time.
- The Compliance Coordinator ensures exemplars are in place.

MENTORING FOR FACILITATORS AND COACH/INSTRUCTORS

Collaboration and industry consultation is also an important aspect of the Creativeintension Mentoring and Professional Development Programs and is facilitated through interactive forums, newsletters, industry networking, one-on-one debriefs and email updates.

- Mentoring involves the Director and the Compliance Coordinator pairing with a less skilled Coach/Instructor to allow the less skilled Coach/Instructor to develop specific competencies.
- This is done randomly, when required with an informal structure. The process is a part of the work environment at creativeintension.

Frequently Asked Questions

It's important to us that you have the smoothest learning experience possible! Please feel completely comfortable to telephone or email creativeintension with the slightest question.

What if I change my contact details?

We need to be careful that we send your results, certificates, learning materials, emails, etc. to the right address. To inform us of any changes to your contact details please call creativeintension on 1800 880 224 and ask for the Training Coordinator or email enquiries@creativeintension.com.au.

What if I can't log in to the Student Resources area of the Creativeintension website?

Please call creativeintension on 1800 880 224 or email enquiries@creativeintension.com.au.

How long will it take me to complete my course?

The duration given to complete a course will depend on your course/qualification and delivery method. Although creativeintension usually allows 12 months for a Certificate III or IV courses and 24 months for Diploma courses.

I need some help getting organised with my distance study. What should I do?

Contact your Coach! Tell them you need help getting motivated. Check out our Distance Learning Tips on our website. You also have access to free downloads and other useful resources on our website.

Are there any additional charges?

Additional fees and charges will be applied for the supply of replacement certificates/statements of attainment and the replacement of lost training and assessment resources. Students who do not complete their training and assessment requirements within the agreed timeframes will be asked to pay an additional re-enrolment fee.

It's all about you and your needs. We are very experienced at working with our clients and students to create a fully tailored solution. Every student is different. Every organisation is different. So are we. We listen to what you have to say.

PROBLEM RESOLUTION

If you feel that your needs have not been met and you are dissatisfied with the level of assistance and intervention that has been provided by your creativeintension Coach/Instructor or the Training Coordinator, please contact creativeintension's Training Coordinator on 1800 880 224 or via enquiries@creativeintension.com.au.

Terminology

Appeals process

A process whereby a candidate disputes the outcome of an assessment and seeks reassessment.

Assessment of competency

The process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard expected in the workplace, as expressed by the relevant endorsed industry/enterprise competency standards of a Training Package or by the learning outcomes of an accredited course.

Assessment guidelines

The endorsed component of a Training Package which underpins assessment and which sets out the industry approach to valid, reliable, flexible and fair assessment.

Assessment method

An assessment method is a way of collecting evidence that will demonstrate competency. These include observation, interviews, questionnaires and portfolios.

Assessment strategy

An assessment strategy is the process of assessment. It outlines the essential features of the assessment which need to be covered in order for the assessment to be valid, reliable, fair and flexible.

Assessment system

An assessment system is defined as all of the essential processes that support and maintain the integrity, relevance and efficiency of assessment for an organisation or enterprise.

Assessment tool

An assessment tool incorporates both the instrument and the instructions for gathering and interpreting evidence. This is to ensure consistency in the way different candidates are assessed. A variety of assessment tools should be used in the process of establishing competence.

Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) provides a national framework for all education and training qualifications in Australia. The AQF aims to provide consistency of qualifications across Australia. Qualifications and Statements of Attainment issued by registered training organisations (RTOs) have national recognition irrespective of whether the training and/or assessment has taken place on the job or off the job.

Australian Quality Training Framework (AQTF)

The Australian Quality Training Framework (AQTF) is a set of nationally agreed standards addressing quality assurance and national recognition arrangements in the Vocational Educational and Training (VET) system. Registered Training Organisations are required to comply with the AQTF standards.

Competency

Being able to demonstrate the required skills, knowledge and attributes in a workplace context as specified by the competency standard/s.

Competency standard/s

The requirements for effective workplace performance in a discrete area of work, work function, activity or process that are used as the basis for defining learning outcomes and the benchmarks for assessment within the Vocational Education and Training (VET) sector.

Competency standards are expressed in outcome terms and specify knowledge and skill and the application of that knowledge and skill to the standards of performance required in the workplace. Competency standards are also referred to as units, units of competency, and competencies.

Currency in assessment

One of the rules of evidence and relates to the age of collected evidence. Competency requires demonstration of current performance – therefore the evidence collected must be current/very recent.

Delivery method/activities

A delivery/training approach is the way in which training will be conducted. That is, face to face, by distance learning, on-the-job, off-the-job, or a blended learning option that combines a number of delivery/training approaches.

Dimensions of competency

Dimensions of competency include all aspects of work performance and include; performing at an acceptable level of skill, managing a number of different tasks, responding and reacting appropriately when things go wrong, fulfilling the responsibilities and expectations of the workplace and transferring skills and knowledge to new situations.

Distance learning

A learner-managed learning process that is supported by the provision of learning resources supplied by a trainer/facilitator who guides the learner through completion of the materials to achieve the desired competency standards/learning outcomes.

E-learning resources

Any learning resource assisted by information and communication technology. This includes but is not limited to web-based and computer-based learning resources, Internet, Intranet, interactive CD-ROM, hand-held computers and satellite broadcast.

Element of competency

The basic building blocks of the unit of competency. Elements describe the tasks which make up the broader function or job as described by the competency standard.

Employability skills

Refers to any of several generic skills or competencies considered essential for people to participate effectively in the workforce. They apply to work generally, rather than being specific to work in a particular occupation or industry.

Evidence

Information gathered which, when matched against the performance criteria, provides proof of competency. Evidence will take many forms and be gathered from a number of sources. Direct

evidence is observation of performance under real or simulated work conditions. Indirect evidence can be gathered from a third person. Supplementary sources of evidence may include answers to oral or written questions, documented information about past and current achievements (portfolios and resumes), videos or audiovisual records of prior performance. Evidence can be utilised to infer competence in one or more units of competency.

Evidence guide

Part of a competency standard. Its purpose is to guide assessment of the unit of competency in the workplace and/or a training environment. The Evidence Guide specifies the context of assessment, the critical aspects of evidence and the underpinning knowledge and skills. The Evidence Guide relates directly to the Performance Criteria and Range of Variables defined in the competency standard.

Fairness

One of the Principles of Assessment. Fairness in assessment requires: consideration of the individual candidate's needs and characteristics and any reasonable adjustments that should be applied; clarity of communication between the assessor and the candidate to ensure the candidate is fully informed, participates in and consents to the assessment process; opportunities that allow the person/s being assessed to challenge assessments and with provision for reassessment are provided.

Flexibility

One of the Principles of assessment. To be flexible, assessment should: reflect the candidate's needs, provide for recognition of competencies no matter how, where or when they have been acquired, draw on a range of methods appropriate to the context, competency and the candidate, and be accessible to support continuous competency development.

Inclusivity

Behaviour which actively acknowledges, respects and builds on individual differences and individual needs to create a positive and inclusive learning culture and environment.

Industry Skills Councils (ISCs)

Bodies which are responsible for industry advisory arrangements in Vocational Education and Training (VET), including the development and review of industry Training Packages. ISCs were formally known as Industry Training Advisory Bodies (ITABs).

Language, Literacy and Numeracy (LLN)

Taken collectively, these are the skills to communicate in oral and written form. The term includes reading and use of written information; the ability to write appropriately, in a range of contexts and the integration of speaking, listening, and critical thinking with reading and writing. (LLN) includes numeracy, such as the recognition and use of numbers and basic mathematical signs and symbols within text.

Learner support needs

Refers to the needs of learners which require specific and/or additional attention. Support needs may be determined by: physical, psychiatric; intellectual or sensory disabilities, learning difficulties; culture, gender, age, language and background.

Learner support strategies

The strategies used to address learner support needs. These may include: providing referrals to external services such as LLN support or disability support services, incorporating techniques such as: modelling/demonstrating, chunking, providing opportunities to practise and drawing on range of resources from first language, including peer support.

Learning and assessment pathway

A pathway to achievement of competencies/qualifications that involves participation in a structured and sequenced learning process that provides relevant learning experiences and which combines formative assessment and summative assessment to determine competence.

Learning program

A document that provides definition and structure to the learning process, providing the learner with a cohesive and integrated range of learning experiences and the trainer/facilitator with guidance and direction in facilitating these learning experiences. A learning program sets out learning outcomes/objectives, outlines the content to be addressed in learning experiences, the sequence of that content and the delivery methods and assessment methods (where relevant).

Learning resources

Products designed to enhance and support the effectiveness of the learning process, providing an integrated approach that commonly combines guidance, materials, activities, and relevant information to support delivery/facilitation, learning and/or assessment.

Personal Learning Agreement

The Personal Learning Agreement is a structured program detailing the various components of the course you are to undertake.

Refers to the plan developed between a Coach/facilitator and an individual learner to meet the individual's learning needs. This plan contains the learning goals to be achieved and the structure and logistics of the learning relationship.

Moderation

Moderation is the process which ensures that assessment procedures, tools or judgements are valid and reliable.

National Training Framework (NTF)

This sets out the component parts of the vocational education system—national competency standards, national qualifications and national assessment guidelines—and their relationship to each other including implementation, quality assurance and recognition strategies and procedures.

Performance criteria

These are evaluative statements which specify what is to be assessed and the required level of performance. The performance criteria specify the activities, skills, knowledge and understanding that provides evidence of competent performance for each element of competency.

Professional development materials

Non-endorsed component of a Training Package that provides information on how Training Packages might be used in the development of programs.

Quality assurance

A planned and systematic process of ensuring that the requirements of the assessment system, competency standards and any other criteria are applied in a consistent manner. Quality assurance mechanisms are an integral part of a well designed assessment system.

Range of variables

Part of a competency standard, which sets out a range of contexts in which performance can take place. The range helps the Coach/Instructor to identify the specific industry or enterprise application of the unit of competency.

Reasonable adjustment

The process of adjusting or changing the assessment process to meet the needs and characteristics of the candidates being assessed and any equity requirements. The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit of competency.

Registered Training Organisations (RTOs)

Training organisations that have been registered in accordance with the Australian Quality Training Framework to provide vocational education and training (VET) services.

Recognition of Prior Learning (RPL) / Recognition of Current Competencies (RCC)

The recognition and acknowledgment through assessment of competencies held and acquired through prior learning, formal training, work experience and/or life experience.

Reliability

This concept refers to the consistency of the interpretation of evidence and the assessment outcome. To make reliable assessments, Coach/Instructors must be competent in terms of the Coach/Instructor competency standards and the relevant technical competencies or have access to a subject matter expert who can advise the Coach/Instructor on the relevant vocational competencies at least to the level being assessed.

Rules of evidence

Closely related to the assessment principles. They and provide guidance on the collection of evidence to ensure that it is valid, sufficient, authentic and current.

Self assessment

A process where the person to be assessed collects and provides evidence of their own performance against standards. This can be done with a logbook or other record keeping mechanisms and is verified by a Coach/Instructor through observation and questioning and the testimony of others.

Simulation

A form of evidence gathering that involves the candidate completing or dealing with a task, activity or problem in an off-the-job situation that replicates the workplace context. Simulations vary from recreating realistic workplace situations such as in the use of flight simulators, through the creation of role plays based on workplace scenarios to the reconstruction of a business situation on a spreadsheet. In developing simulations, the emphasis is on creating realistic situations in which

candidates are able to demonstrate technical skills, underpinning knowledge, generic skills such as decision making and problem solving, and workplace practices such as effective communication.

Training goal

The goal of training is what is to be achieved by the learners following training. The goal may not be the same as the title of the course or competency standard. The goal of training will usually be obvious from the training need that has been identified. For example, the goal of training might be to reduce accidents in the workplace while the training outcome will be to learn safe lifting techniques.

Training outcome

Training outcomes identify what the learner has to learn to be able to achieve competency. The learning might be a skill, new information or a change in attitude. In order to be useful, a training outcome has to be very easy to understand, be observable and be measurable.

Training Package/s

Represent the national industry benchmarks for nationally recognised vocational outcomes in the vocational education and training system. They are an integrated set of nationally endorsed competency standards, Assessment Guidelines and Australian Qualifications Framework qualifications for a specific industry, industry sector or enterprise.

Training system

Provides the framework from which to develop and implement a training program. It provides the necessary structure and support for trainers to develop and implement a range of learning strategies and courses.

Unit of competency

A unit of competency describes a discrete job or function and is written in terms of workplace outcomes. The unit is further developed through elements and performance criteria. Unit/s of competency are also referred to as units, competency standards and competencies.

Validity

A valid assessment assesses what it claims to assess; evidence collected is relevant to the activity and demonstrates that the performance criteria have been met

Validity

One of the principles of assessment. An assessment is valid when the process assesses what it claims to assess; i.e. evidence collected is relevant to the activity and demonstrates that competency standard/s have been met.

Validation

A process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes against the same competency standard. This includes validating assessment methods/tools and collected evidence, and the interpretation of that evidence to make a judgement of competence, in relation to the same unit/s of competency.

Vocational Education and Training (VET)

Refers to the sector responsible for developing the skills and knowledge of individuals for work. It includes vocational education and training undertaken in industries, enterprises, government agencies, and community and school settings. The VET sector encompasses both recognised training

leading to a qualification/Statement of Attainment under the Australian Qualifications Framework (AQF) and non recognised training, such as in-house, product-based training. Only Registered Training Organisations can provide nationally recognised training leading to an AQF qualification or Statement of Attainment within the VET sector.



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