

Training Alliance
Leaders in Disability Training

Student Guide

Nationally Recognised Training



RTO 90213

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Nationally Recognised Training at Cerebral Palsy Alliance

Cerebral Palsy Alliance is registered with the Australian Skills Quality Authority (ASQA) as a Registered Training Organisation (RTO). Our RTO number is 90213. Cerebral Palsy Alliance's Training Alliance team delivers training and assessment and issues the following nationally recognised qualifications:

- **CHC33021 Certificate III in Individual Support (Disability)**
- **CHC43121 Certificate IV in Disability Support**
- **BSB40521 Certificate IV in Leadership and Management**

Training Alliance is committed to providing high quality, cost-effective vocational education and training for workers in the disability and community sector, those looking to work in the sector and people of all abilities wanting to gain a qualification.

All trainers and assessors have the appropriate current experience and vocational competency as required by the relevant training package and the VET Quality Framework.

The Training Alliance team operates under and complies with the VET Quality Framework. The RTO is regularly self-audited and audited by ASQA to ensure ongoing compliance with the VET Quality Framework and the Standards for RTOs (2025). The RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF [Australian Qualifications Framework] certification documentation.

Training Alliance is committed to access and equity principles and processes in the delivery of its training and assessment and ensures that all participants in its courses are treated in an ethical and responsible manner. Training and assessment is conducted so as to minimise barriers and promote participation. Training Alliance supports and promotes the empowerment of individuals by encouraging all learners to be interactive in their learning, training and career development.

We hope we have anticipated most of your queries about your certificate program in this guide. If, however, there is anything more you need to know, please contact us using the details below.

Contact Information

Cerebral Palsy Alliance, Training Alliance Team

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Zoe McKinstry Student Support Coordinator
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Qualifications and Career Pathways

Qualification	Job Role	Pathways to other Qualifications
<p>CHC33021 Certificate III in Individual Support (Disability) (this qualification is highly desirable for CPA staff)</p> <p>Note: This qualification is a pre-requisite for completing the Certificate IV in Disability Support</p>	<p>Roles may include:</p> <ul style="list-style-type: none"> ▪ Disability Support Practitioner ▪ Personal Care Assistant ▪ Community Support Worker 	<ul style="list-style-type: none"> ▪ Certificate IV in Disability Support
<p>CHC43121 Certificate IV in Disability Support</p>	<p>Roles may include:</p> <ul style="list-style-type: none"> ▪ Senior Disability Support Practitioner ▪ Social Educator ▪ Employment Development Officer ▪ Manager in a disability support service 	<ul style="list-style-type: none"> ▪ Certificate IV in Management and Leadership
<p>BSB40520 Certificate IV in Leadership and Management</p>	<p>Roles may include:</p> <ul style="list-style-type: none"> ▪ Team Leader ▪ Supervisor ▪ Manager ▪ Team Administrator 	<p>Discuss with your manager</p>

Registering for a course / program

For CPA staff:

1. If you work for Cerebral Palsy Alliance, you can register your interest for a program via the Training Alliance page on The Hub. If there are dates already scheduled for your course, you can register your interest by clicking the register button on the course page. If there are no dates currently scheduled, please register interest by using the enquire button.
2. We will then be in touch to support you with the enrolment process. Your expression of interest will be reviewed by Senior Management prior to place being offered.
3. If you meet the entry requirements, and there is availability of a place you will then be offered a place in the program. Please let us know if you would like to accept the place as soon as possible. Prior to enrolment, please ensure you have read this guide carefully.

We will also assist in determining your eligibility for government funding and your student fee (which CPA pays on your behalf of our employees). Most courses delivered by Training Alliance are eligible for subsidies offered by the NSW Government. To ascertain the funding, we can access for you, we will ask for your permission to use your details such as previous qualifications, employment status and whether you receive government benefits. We may also ask to see documentation that supports your information.

If you do not work for CPA, you can view our courses via <https://cerebralpalsy.org.au/training/> or contact us to discuss our nationally recognised training programs, how you can register and to determine your student fee/s and eligibility for funding for your staff.

We wish you every success with your studies!



Pre enrolment and Information Session

Information Session

Prior to the course commencing you and your manager will be invited to watch an Information Session run by the Program Coordinator. Here you will be provided with information about the program and how the training and assessment activities are structured. We will explain Cerebral Palsy Alliance's role as the Registered Training Organisation (RTO), and your responsibilities as the course participant.

You will gain an understanding of the commitment that is required to complete the program and will have the opportunity to contact us to any questions you may have. All course information is also available on The Hub. It is important students read the course information prior to completing a registration for any program and will be asked to confirm they have done so as part of enrolment process.

Skills Checks

As part of the pre-enrolment process you will be asked to complete a 'Skills Check' to check your readiness for study for a Nationally Recognised Qualification. It covers aspects of reading, writing, numeracy and digital skills.

The purpose of this tool is to help us get to know you, so we can provide you with the appropriate level of support throughout your learning journey with us.

Information we require from you as part of the enrolment process

Our programs are subsidised by the NSW Government (eligibility criteria applies). To assist us with the notification of enrolment process and eligibility checks for Smart & Skilled funding purposes, you will be required to provide the following information when you complete your enrolment:

- Complete a 'Consent form' to allow us to apply for NSW government funding for your program
- Provide a form of photo ID with your residential address
- Provide evidence of your eligibility for government funding (please refer to page 17 for details of the types of evidence the RTO is required to sight/collect from eligible students)
- Provide your Unique Student Identifier (USI)
- Please advise us if you wish to apply for a Credit Transfer (CT) or Recognition of Prior Learning (RPL). Please refer to page 20 for full details of what students need to supply when applying for Credit Transfer or RPL.
- Students with a disability may be eligible for a reduction in their student fees (if applicable) for the program - please refer to page 19 for full details.
- Confirm and declare that you have received all the program information provided

When the program commences, we will provide you with further details including an introduction to our online learning system, the assessments you will need to complete as part of your course and instructions on how to submit your completed assessments.

We will also explain the role of your Training Plan. Your facilitator will arrange a time to meet with you to discuss and develop your plan. (See page 15 for more information on Training Plans).

Issuing of Transcript on completion of the program

At the end of the program, Cerebral Palsy Alliance RTO will issue you with a Certificate for the full qualification or a Statement of Attainment for the units of competency that you have successfully completed.

Program Information

Your learning will be a combination of face-to-face sessions, individual learning, online learning, and on-the-job learning.

Program Structure and course schedule

Your course schedule will outline the units of competency you will undertake in your program and the days and times you are required to attend face-to-face sessions and online modules and submit assessments.

The learning process or modes of delivery include:

- Face to face
- Self-paced
- On the job
- Online learning
- Workplace based

You will also be required to complete some assessment tasks in your own time.

As a participant you are required to:

- Read the Learning and Assessment resources provided for each unit
- Complete the learning activities provided
- Attend training sessions according to your course schedule
- Complete any online modules
- Complete all your assessments and submit them by the due dates

The training sessions are an opportunity for you to ask questions and discuss with the facilitator and other participants the course material and the tasks you need to complete for unit assessments.

Learning and Assessment Materials

For each of the units of competency your **Learning Guide** and **Assessment Tasks** can be accessed via our online learning system. The guides include information such as

- Learning content
- Helpful learning activities
- Units of Competency requirements
- Assessment task details

Equipment and internet access

To complete your learning and assessment, you will need access to a laptop (or desktop computer) and the internet. If you do not have access to these items, please let us know prior to your enrolment so that we can make arrangements for you to access these resources for the duration of the program.

Course Location and duration

Courses are run in Sydney at our Ryde, Allambie or Prairiewood locations and in Beresfield and other areas on occasion in the Hunter Region. Please refer to your course program for full details regarding the exact location of your program, including the dates and times of training sessions. You are required to attend **all** face-to-face training sessions.

Participant Requirements

Program participants are responsible for the following to ensure they successfully complete the program.

Action	Description
Training sessions	Attend all training sessions as per scheduled dates.
Assessment activities	Complete all assessment activities as outlined in the Assessment and/or online assessment instructions
On the job	Complete various learning activities. You may need to collect evidence of competence and arrange opportunities for managers to complete observations and sign off participants for completing on-the-job activities. You are also required to participate in workplace activities that will be observed by your assessor. You will be required to complete a workplace diary and submit this to your assessor
Study	Come prepared for each training session Complete the self-paced learning activities Complete the assessment tasks ready to submit by the due date
Learning & assessment queries	Contact your Program Coordinator
Program queries & student support	Contact your Program Coordinator or the Student Support Coordinator
Withdrawals	If you need to withdraw from the program, please notify your Manager and the Program Coordinator in writing (see also Cancellation, Withdrawal and Fee refund Policy)
Change of details	Inform Training Alliance in writing at training@cerebralpalsy.org.au if your details change (e.g., contact details) during any time throughout the duration of the program.

Assessment Tasks

Each unit of competency has assessment tasks for participants to complete and submit. Assessments are all competency based and will take place through a variety of activities as described in the table below. Assessment tasks may be completed both in training sessions and in your own time.

Assessment Tasks	Description
Workplace assessment	Requires you to apply and demonstrate skills and knowledge from training courses in your place of work (and collect evidence)
Case Studies / Scenarios	Require you to apply the required knowledge within a given context
Short answer questions/multiple choice questions	Completed by you to demonstrate knowledge and skills
Observation	Require you to demonstrate practical skills by accomplishing tasks, presenting information and /or practicing a scenario and then repeating it under observation.
Portfolio	A collection of documents you complete both in the training sessions and in your own time
Research	Require you to use the internet or other resources to explore options of how to complete a task or make improvements
Written reports	Require you to research and apply knowledge within a given context and submit answers in a report format. The assessment will outline the formatting requirements for the report
Structured Assessment Activities	A range of assessment activities such as activity sheets
Third Party Reports	Evidence gathered by other people within your workplace
Online	Complete online learning activities as specified

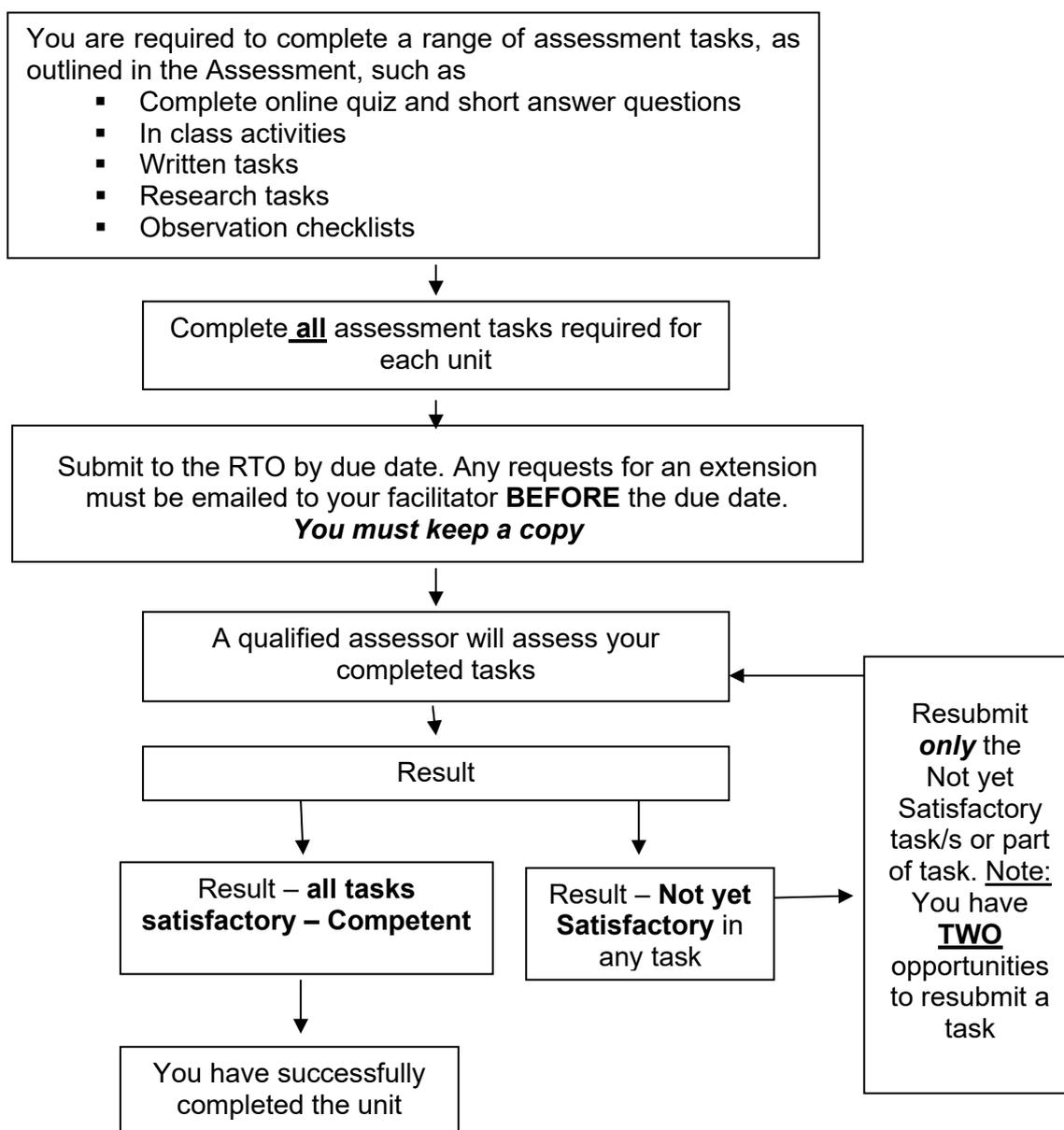
Note: There are no formal written examinations.
All assessment tasks are outlined in the Assessment for each unit.

Assessment Process

Assessment tasks are designed to measure an individual's competency levels. Competency is being able to demonstrate the consistent application of knowledge and skill to the standard of performance required in the workplace. It also involves being able to transfer and apply skills and knowledge to new situations and environments. An important part of training and assessment tasks are that they allow you to practice and apply skills you have been learning as well as provide opportunities for your assessor to provide feedback on your progress.

All assessments are to be submitted via Training Alliance's Online Learning System. Your Program Coordinator will provide you with information and a demonstration on how to navigate the system. Support is also available from the Training Alliance team.

How you will be assessed



All assessment tasks required for each unit are explained in the Assessment.

Assessment Results

Your assessment tasks will be marked by a qualified assessor. Most units of competency will have a number of tasks, all of which must be completed with a 'satisfactory' result to be marked competent in the unit.

When you complete an Assessment Task in your Online Learning Management System, you are given two attempts, and you will receive a result for each attempt.

Type of task	How to understand your results and feedback
Quiz assessment tasks	<p>Your grade is determined by the number of quiz questions you have completed correctly, and you will be allocated a grade of either 'satisfactory' or 'not yet satisfactory':</p> <p><u>Satisfactory results</u> When you have answered all questions correctly, your result for the assessment task is Satisfactory and you will see a green tick next to the Assessment Task </p> <p><u>Not yet satisfactory results</u> If you have answered 1 or more questions incorrectly, the system will tell you how many questions you answered incorrectly.</p> <p>You can now re-attempt the incorrect answers in the quiz. You have two attempts.</p> <p>If have used both attempts at the task you will see the following image and you will need to contact your Facilitator to make a plan to complete the task:</p> 
Simulation, workplace observation and document upload assessment tasks	<p>Once you have completed these tasks, your facilitator will allocate grades as either 'satisfactory' or 'not yet satisfactory':</p> <p><u>Satisfactory results</u> If you have received a Satisfactory result in this task, you will see a green tick next to the Assessment Task.</p> <p><u>Not yet satisfactory results</u> If your assessment task is Not Yet Satisfactory, your facilitator will give you feedback to let you know what more you need to do. You can then re-do the assessment, and your assessment task will be re-graded.</p>

Once all tasks within an assessment have been completed, the whole assessment will be marked either:

Competent (C) you have successfully completed **ALL** assessment tasks for a unit and are marked as 'Satisfactory' and have a green tick on all tasks. You are now deemed **Competent** in that unit of competency.

OR

Not Yet Competent (NYC) one or more assessment tasks has not received a satisfactory result, and you are required to submit further work.

Your assessment results and feedback will be communicated to you through the Online Learning System. Should you receive a Not Yet Satisfactory (NYS) the assessor will explain in the feedback provided what is required to gain a satisfactory outcome, and the date the resubmission is due.

You will need to address these requirements and resubmit the corrected task/s only. You will have **two** opportunities to submit your task. If you still receive a Not Yet Satisfactory result, we will contact you to determine if you will be required to do further training before resubmitting your assessment.

Once the resubmitted work has been assessed as Satisfactory, you will then be Competent and have successfully completed the unit.

At various stages as you progress through the course, both you and your manager will be sent a copy of your **Training Plan**. This is a summary of your results and progress to date. If you would like any additional copies of your Training Plan, please contact your Program Coordinator.

Assessment Requirements

To enable the assessors to mark your assessments as efficiently as possible, please ensure you follow the guidelines below:

- It is your responsibility to **keep a copy** of all assessment documents that are submitted.
- Where you are required to submit documentation, this must be submitted via the Online Learning System in PDF format.
- Complete all assessment tasks by the due date.
- You are given **two** attempts to complete an assessment task. After two attempts you must have a discussion with your facilitator to determine next steps.

It is important that you commit to completing your assessments on time to ensure that you do not fall behind and you are progressing through the course. If you feel you need support at any time, please contact your Program Coordinator.

Extensions

Extension period of up to two weeks

To request an extension for submitting an assessment, you are required to email the Program Coordinator and negotiate a new due date for that assessment. **This must happen before the assessment due date as specified in the program schedule.**

Extensions greater than two weeks

For extensions greater than two weeks, you must email the Program Coordinator and your Manager outlining the reason for your request. Your Program Coordinator will contact you to discuss your request.

If you have any questions about any of the assessment requirements, please ask your Program Co-ordinator.

Assessment Policy and Procedure

CPA Training Alliance assessment policy and procedure states:

- All assessments of participants are to be fair and equitable.
- Assessment practices must not discriminate against any group of learners.
- Participants will be clearly notified of assessments and assessment outcomes.
- Participants must be clear about the assessment procedures before assessment.
- Participants must agree about the time, place and the way the assessment is to be conducted prior to assessment.
- If participants are assessed as 'not yet satisfactory' they must be allowed to arrange another assessment.
- Participants have the right to appeal an assessment result (see [complaints and appeals](#))
- Evidence of competency will be gathered on a number of occasions and through practical tasks wherever possible.
- All assessors will be qualified to conduct assessments

To demonstrate competency, participants must complete all requirements satisfactorily.

Participating and attend training

You must be actively participating and engaging in your training and assessments to progress in the course. If you missed training due to illness, are unable to complete an assessment or have missed an assessment due to unforeseen circumstances, please talk to your Program Coordinator as soon as possible.

Actively participating means you:

- Submit your assessment tasks regularly by the due date
- Attend all face-to-face training sessions, simulation days and workplace observations
- Contact your Program Coordinator if you need support or assistance
- Access your learning activities on your online Course Site

If you are not participating

If you are not participating in your training and assessment on a regular basis, we will reach out to you to see if you need support or if you would like to continue with your training. If you do not respond, we may withdraw you from the course.

Course progress and check ins

At regular times throughout your course the Program Coordinator will review your progress and any outstanding assessments.

These are opportunities for you and your facilitator to reflect on the learning achieved so far and update your Training Plan. Your manager will also be provided with an update.

If you feel you are having difficulty in completing your course, please discuss this with your manager and/or Program Coordinator or Student Support Coordinator – they will be very happy to support you to work through any barriers and find solutions.

If you are behind in your assessments, we will offer our support and will develop a Support Plan to support you to continue with the course. A reminder that you must be actively participating in your training and

assessment to remain in the course. If you are not actively participating this could lead to you being withdrawn.

If for any reason you feel that you are no longer able to complete the course, please discuss your situation with the Program Coordinator and your manager as soon as possible.

Academic Integrity Policy, Plagiarism and Referencing

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

At CPA we don't require a specific referencing system. However, whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. If you use a website, you can paste the link to that site. If you use a published resource include the title and author's name. You can integrate material from another source into your assessments by summarising and paraphrasing. This means putting the information into your own words. This demonstrates that you have understood and interpreted information. However, you must still cite (name) the source you have used.

If you work together with another participant, ensure you use your own words when you write up your assessment tasks. You must not share your completed assignment with other students.

Remember, when you submit your assessments online, you will accept an authentication statement. This declares that the work you are submitting is **your own**.

Use of Artificial Intelligence Tools when completing assessments

You cannot use AI to answer assessment questions, unless the assessment instructions specifically say this is allowed. AI generators are not verified sources of information truth and are therefore not reliable sources.

Acceptable and Unacceptable Use of AI Tools

Acceptable use for learning

Sally would like to understand more about the NDIS. As a start, she decides to use ChatGPT. She asks, 'How has the NDIS helped the clients in Australia?' Once she reads this and understands more about the scheme, she verifies the information on the ndis.gov.au website.

As a student, government websites (.gov.au), (education websites .edu.au) are examples of websites you can generally trust to have accurate information. While AI tools can provide good information, the information is also sometimes incorrect or biased. Be critical of the sources of your information, ask yourself, how do I know this information is correct?

Unacceptable use for assessment

Brad is looking at a case study which asks how he would support a client who is unhappy with a service and to address their concerns using Active Support Strategies. Brad types into ChatGPT - A person with a disability is not receiving a good service how can I support them using Active Support. Chat GPT provides 7 main points with explanation. Brad writes the 7 points as his answer.

Unacceptable use for assessment

Kim's older brother did the same course at another training organisation. He still has all his notes and assessments from his course. Kim discovers that her assignment is the same one her brother completed two years earlier. She types the assessment question in to Chat GPT and receives a completed piece of work. Kim adds some text from her brother's assessment and submits it as her own. None of the work is Kim's own work. This is breaching the Academic Integrity Policy.

It is a breach of academic integrity to:

- Copy someone else's work or idea and pretend it is yours
- Directly copy from any published source unless you are quoting. Quoting is fine occasionally, for example when providing a definition that relates to a medical term. A definition is an agreed description of something. For example, you might quote if you were explaining cerebral palsy. Ensure you provide the reference.
- Use generative artificial intelligence tools to answer assessment questions
- Share your assignments in any way
- Take part in cheating, collusion or any other dishonest practice

If you are suspected of a breach, we will contact you to discuss. You may be invited to discuss understanding of the submitted content, the process of arriving at the solution and show any evidence such as drafts and research.

If you are found to have presented another person's work or other published information as your own, or you have used AI to answer assessment questions, you will be given a warning and be asked to resubmit the assessment task. If this behaviour is repeated, you may be withdrawn from the program.

If you are in any doubt about whether something constitutes plagiarism, always include in your work where the information from and check with your assessor before handing in your assessment.

Training Plans

You will be provided with a copy of your Training Plan. This document contains specific information relating to your course and directs the training for Cerebral Palsy Alliance as the RTO and you as the student. The Training Plan outlines:

- Details of any support services the enrolled student will receive if students are (i) an Australian Aboriginal or Torres Strait Islander, (ii) have a disability, (iii) are long-term unemployed.
- Include any Recognition of Prior Learning or Credit Transfer granted.

The Training Plan also includes:

- The name, code, and level of the course
- Name and code of the units of competency
- The proposed timeframe for the course including start and end dates of the units
- Delivery modes for each unit
- Details of any customisation included to respond to the needs of the student or their employer
- Proposed learning strategies and resources that are appropriate for the student
- Names of the individuals responsible for the training and assessment of each unit

The Training Plan will be communicated with the student and signed by the student, their manager, and the RTO within 12 weeks of commencement of training. The Training Plan will be reviewed by the student and the course facilitator at the beginning, middle and end of the course and at other times when necessary.

If you feel you are having difficulty in completing your course, please discuss this with your manager and/or program coordinator – they will be very happy to support you to work through any barriers and find solutions.

Complaints and Appeals

The Registered Training Organisation

If you are dissatisfied with some aspect of your experience with Training Alliance, we would like to work with you to find a resolution.

Please contact either your Program Coordinator, or the Senior Manager, RTO to outline your complaint confidentially. The Senior Manager, RTO Training Alliance contact details are – Judy Williamson, email: judy.williamson@cerebralpalsy.org.au. We will respond to complaints with a resolution or suggested resolution within 30 days. If Training Alliance is unable to respond within this timeframe, we will let you know this, and why.

Assessment results

If you are dissatisfied with an assessment result, you are entitled to have the assessment results reviewed.

- In the first instance we suggest you speak to the Training Alliance Assessor who assessed the task(s). They will provide you with feedback as to how the decision for the result was made.
- Alternatively, write to the Senior Manager, RTO (Judy Williamson email: judy.williamson@cerebralpalsy.org.au) [mailto:](mailto:judy.williamson@cerebralpalsy.org.au) to request a re-assessment of the task(s). The Senior Manager, RTO will arrange a re-assessment of evidence by an independent assessor.
- Appeals must be made within two (2) weeks of your notification of the decision.
- You will receive written notification of the outcome within 30 days, including reasons for how the outcome was reached and recommendations to achieve competency, if required. If Training Alliance is unable to respond within this timeframe, we will let you know this, and why.

Independent review

If Training Alliance is not able to satisfactorily resolve your issue an independent party may be used to review your complaint at your request. The independent party will review the complaint and Training Alliance's response and make a recommendation for resolution. The independent party may be another RTO who is familiar with the Standards for Nationally Recognised Qualifications 2025 and their requirements.

Lodging a complaint with an external agency

If you have lodged a complaint or appeal with the Training Manager and due process has been followed and an independent review carried out and you still believe that you have not been treated reasonably and fairly, you can lodge a complaint with the following bodies

Smart and Skilled Customer Support Centre (for courses funded by the NSW Government)	Tel: 13 28 11
ASQA (RTO regulator) – Complaints hotline:	Tel: 1300 701 801
Anti-Discrimination Board	Tel: 1800 670 812
Australian Human Rights Commission	Tel: 1300 369 711

Fees

Cerebral Palsy Alliance can access funding from the NSW government which assists us with the cost of training and assessment for the program or qualification. The amount of your student fee will depend on your eligibility and the availability of government funding.

Fee for service training and payment of student fees

If you are a Cerebral Palsy Alliance staff member being supported by the organisation to do the course, the RTO will collect the student fee from Cerebral Palsy Alliance (as your employer).

If you do not work for CPA and your fees are not paid by your employer, then the following fee arrangements apply: We will not collect fees in advance of more than \$1500. Therefore, your program fee will be collected in two instalments, at commencement of training and approximately midway through your course. We will invoice you at these times.

If an employer that is not CPA is paying for training for their staff, we will enter into a business-to-business arrangement, and a contract will be put in place for this.

Government funding

If you are eligible for Smart and Skilled funding your student fee is set by the NSW Government and the rest of your program will be subsidized by the NSW Government. You can check your student fee at <https://smartandskilled.nsw.gov.au/>. If you are paying for your training, a fee schedule and invoice will be issued to you on commencement of the first training session. If you have any questions about funded training, please contact us.

Eligibility for Smart and Skilled Funded training

To be eligible for Smart and Skilled funding, an individual must enrol in a government subsidised course and must:

- Be an Australian citizen, a permanent Australian resident, a humanitarian visa holder or a New Zealand citizen, and
- Be aged 15 or older, and
- Live or work in New South Wales, and
- No longer be at school or equivalent
- Students with disabilities, those receiving certain government benefits, and Aboriginal/Torres Strait Islander students may be eligible for fee exemptions

Evidence required for student eligibility for Smart and Skilled programs and fee exemptions

Evidence for your eligibility for funding is collected prior to commencement of the program.

Fee Exemption: disability

A student with disability will need to provide at enrolment:

- A letter from Centrelink confirming receipt of the Disability Support Pension that shows the Centrelink reference number (CRN) or
- A current disability Pensioner Concession card or
- Any other evidence that shows the CRN or
- A letter or statement from a Disability Service Provider demonstrating a clear additional need as a result of the student's disability

Traineeships

Cerebral Palsy Alliance may seek to enter a Traineeship arrangement with CPA employees. This is determined on a case-by-case basis and is subject to eligibility criteria.

What is a Traineeship

In New South Wales, traineeships are established under the Apprenticeship and Traineeship Act 2001 (the Act). They combine work-based training with an employer and formal training from a training provider (RTO). Traineeships are established under training contracts between the employer and the trainee and are regulated by government. Traineeships are a great way to learn and gain a qualification while being paid to work.

Employers and workplace supervisors play a central role in the success of traineeships in NSW and are key to maximising the success of training.

If you are eligible to complete the qualification via a Traineeship, you will sign a Training Contract with Cerebral Palsy Alliance as your employer, to work and train together until you've completed your training. Training Services NSW, within the NSW Department of Education, administers these contracts.

After successfully completing your traineeship, you'll receive a Certificate of Proficiency issued by the Commissioner for Vocational Training.

The signed Training Contract is forwarded to Training Services NSW to formally approve the Traineeship. Once approved, Training Alliance will provide a copy of the contract to employee relations who files the contract on the employee's record.

If employees completing a Traineeship have any questions about their contract of employment with CPA or their Traineeship Contract, please contact employee relations.

If we believe you are eligible for funding via a Traineeship, we will contact you to discuss further.

Cancellation, Withdrawal and Fee refund Policy

Fee for service training

Where a fee has been paid, a participant is eligible for a full refund of the commencement fee if withdrawal notice is given before the **'Withdrawal with no penalty' cut-off date**. Training Alliance has determined the **'Withdrawal with no penalty' cut-off date** as one (1) working day prior to the commencement of the program.

If a participant withdraws prior to the commencement of the second training session (or cluster) they will be entitled to an 85% refund of the commencement fee. Notice of withdrawal must be given in writing (see Applications for Refund below).

If you withdraw prior to the midway point of your training, you will not be charged this second fee. Again, notice of withdrawal must also be given in writing.

A full refund will also apply if Cerebral Palsy Alliance is required to cancel a course due to insufficient numbers or other unforeseen circumstances.

Smart and skilled funded training

Under Training Alliance's NSW Government Subsidised Training – Fee Refund Policy, participants (including trainees or employers paying on their behalf):

- are eligible to apply to defer to another program at no extra cost. Training Alliance will make every effort to assist in deferring; however, we cannot guarantee that the course will run again within the allowable 12-month deferment time. If you do not recommence your program within 12 months you will need to pay another student fee to re-enrol in another program (as per government funding requirements).

Where a fee has been paid, students are:

- are eligible for a full refund if withdrawal notice is given before commencement of the program and the **'Withdrawal with no penalty' cut-off date**. Training Alliance has determined the **'Withdrawal with no penalty' cut-off date** as one (1) working day prior to the commencement of the program.
- may be eligible for a partial refund of your student fee where recognition of prior learning and/or credit transfer is granted after enrolment
- may be eligible for a partial refund where you have met all the requirements for a lower-level qualification and the total learner fees paid is more than the equivalent learner fee for the lower-level qualification.
- may be eligible for a partial refund for withdrawals after commencement of a program.

Please contact us if you wish to discuss further.

Changes to agreed services

Students will be notified as soon as practical after any change occurs that may affect the terms and conditions and/or the course/services being provided. This includes changes of significant impact including:

- Any change to/or new third-party arrangements put in place
- A change in ownership of the RTO entity

Applications for Refund

Where a fee has been paid, requests for full or partial refunds must be made in writing and submitted to the Senior Manager, RTO, Judy Williamson email: judy.williamson@cerebralpalsy.org.au.

Withdrawal from program

To withdraw from a certificate program, please inform your Manager and the Program Coordinator in writing. You will be issued a Statement of Attainment by Cerebral Palsy Alliance RTO for any units that you have completed.

More information on Smart and Skilled Fee Administration Policy can be found at:

<https://www.nsw.gov.au/education-and-training/resources/smart-and-skilled-fee-administration-policy>

Course progress and check ins

At regular times throughout your course the Program Coordinator will review your progress and any outstanding assessments.

These are opportunities for you and your facilitator to reflect on the learning achieved so far and update your Training Plan. Your manager will also be provided with an update.

If you feel you are having difficulty in completing your course, please discuss this with your manager and/or Program Coordinator or Student Support Coordinator – they will be very happy to support you to work through any barriers and find solutions.

If you are behind in your assessments, we will offer our support and will develop a Support Plan to support you to continue with the course. A reminder that you must be actively participating in your training and assessment to remain in the course. If you are not actively participating this could lead to you being withdrawn.

If for any reason you feel that you are no longer able to complete the course, please discuss your situation with the Program Coordinator and your manager as soon as possible.

Feedback and Evaluations

Training Alliance is committed to continuous improvement and greatly values feedback from you. You will be asked to complete an evaluation:

- For specific units of competence throughout the program
- For the whole qualification/ course, at the end of the program

The feedback received is collected and used by the Training Alliance team to review and continuously improve the training and assessment delivered, therefore completion of the evaluation surveys are greatly appreciated. Students are encouraged to provide any other feedback to the Senior Manager, Training Alliance.

Recognition

Training Alliance recognises that participants may have completed previous study and may have work experience which could contribute to achieving competencies within a qualification. This can be achieved in the following ways:

National Recognition/Credit Transfer

Training Alliance recognises qualifications issued by other Registered Training Organisations (RTO) within VET Quality Framework (VQF). This arrangement allows applicants to receive recognition for units of competency achieved with another RTO.

Participants are required to

- Email your request to apply for Credit Transfer to the Program Coordinator
- Bring the original certificate or statement of attainment (including the list of units of competency) to your assessor or RTO representative to sight, along with a copy for Training Alliance to keep.
- Alternatively send a **certified** copy of the certificate issued by the other RTO (including the list of units of competency achieved) to your Program Coordinator, or
- Give Training Alliance access to your USI register to view your completed units of competency.

If the unit(s) in the qualification or statement of attainment has been superseded and is no longer on the training.gov.au (TGA) or is not the version required by the qualification, national recognition does not apply. Participants may then undertake a Skills Recognition/ Recognition of Prior Learning Process.

Training Alliance will honour all national recognition requirements. Training Alliance is not required to re-issue a qualification or statement of attainment awarded by another RTO for an equivalent qualification or the same units of competency.

Skills Recognition/Recognition of Prior Learning (RPL)

Skills Recognition or RPL is an assessment process whereby an experienced person can apply to a qualified assessor to determine if they have the skills and competencies to gain either partial or total completion of a qualification.

Cerebral Palsy Alliance supports and encourages participants to apply for Skills Recognition. The onus is on participants to provide sufficient evidence to satisfy the assessor that they currently have the relevant competencies.

Participants are required to

- Email a request to apply for *Recognition of Prior Learning* to the Program Coordinator
- Discuss with the Program Coordinator
- Receive Skills Recognition Guide for units of competency requested
- Complete requirements as described in this Skills Recognition Guide
- Submit completed information to Program Coordinator and arrange a time for a competency conversation. (A competence conversation is a conversation with an assessor about your work experience, skills and knowledge.)

The possible outcomes of a Skills Recognition process are competent or not yet satisfactory with a report of further evidence or training required. Participants have a right to appeal if they are dissatisfied with the outcome of the assessment or the process by which the decision was reached (see Complaints and Appeals).

Personal Study Techniques

Studying to complete a qualification is interesting and exciting. To ensure you stay up to date with your work it is important to dedicate regular time to study. You need to spend some of your personal time reading through the learning resources and completing your assessment tasks.

Completing and submitting each of your assessment tasks on time will help you enjoy the course because you will receive feedback about your progress and recognise your achievements. If you are not prepared for training sessions and fall behind with assessment tasks it can make your whole studying experience overwhelming.

Here are some ideas to help you study effectively and assist you to stay up to date with your work.

- Create some space at home to study or if you do not have space at home then you could go to your local library
- Plan time each week to study and stick to it. Many people find that studying in short, concentrated blocks of time (one or two hours) at regular intervals is an effective way to study.
- Talk to your family or housemates about your study time, which needs to be reasonably quiet and uninterrupted.
- Set yourself deadlines to ensure that you have all the assessment tasks for each cluster ready to submit on the due date.

Different people may have different learning styles. Some people learn best by listening or repeating things out loud. Some people learn best by doing, some by reading or talking to other people. Some people learn best by making notes or drawing diagrams. Try and work out your own learning style and try to identify any barriers to learning which might affect you. Are you easily distracted? Are you hesitant to speak up in a group? Are you taking study too seriously or not seriously enough? Do you have supportive friends and family?

Here are some ideas for effective study.

- Make notes or draw pictures or diagrams, this can help to remember new or unfamiliar information.
- Use the internet at home or at your local library to do further research.
- Make time to meet and study with a small group of other participants.
- Talk with your colleagues and other course participants about what you are learning. This helps us to remember new information and also creates an opportunity to find out extra information.

Remember your **Program Coordinator and the Student Support Coordinator are available for support**. If you want to talk through barriers, you are experiencing or to discuss methods for effective study to suit you, contact your Program Coordinator.

Reasonable Adjustments

"Reasonable adjustments" in education are modifications or support measures that are put in place to help students with disabilities or additional needs to access and participate in their education on an equal basis with their peers. These adjustments are meant to ensure that everyone has a fair opportunity to succeed in their studies.

For example, if a student has a disability that affects their reading ability, a reasonable adjustment might be providing extra time for exams, using assistive technology, or offering alternative formats for written materials. The goal is to level the playing field, allowing students with diverse needs to showcase their knowledge and skills without being hindered by barriers that others might not face.

Other examples of reasonable adjustment that we can consider include:

- Provision of audio recorded lectures and/or transcripts of virtual classes (permission from other students may be required).
- Opportunity to submit a draft assessment for feedback and guidance.
- Choice and options in assessment type i.e., video recording, oral presentation, slide presentation, portfolio or project (where these are not specifically required by a unit).
- Additional time to complete multiple choice assessments.
- Extensions to course work due dates.
- Assignments assessed for content rather than structure/grammar when marking.



Student Support Services

During your enrolment, Cerebral Palsy Alliance will engage with you on several occasions to identify if you require any support. We do this through requesting you to complete enrolment documentation which includes a skills assessment, discussions over the phone, enrolment interview and finally during your orientation.

One of the important objectives of these engagements is to understand what support services you may need to fully participate in your study. You will be asked various questions about your support needs or your “individual needs”. This is simply the term we use to define what your needs are, and this enables us to organise the appropriate support services or to refer you to specialist support services. Make sure you take the most of this opportunity and let us know if you need support.

What support is available?

Cerebral Palsy Alliance will use a combination of our own services and the services of referral agencies to either provide or refer you to the following support services:

- administrative support (admin team),
- language, literacy and numeracy support (Trainer),
- studying and learning support (Trainer),
- English as second language support (external referral),
- counselling support (internal use of Sonder and external referral),
- disability access support, where feasible (Training Manager)

Where specialist support services are recommended by Cerebral Palsy Alliance (such as Counselling Support for example), students are advised that they can contact Sonder’s services. Any additional services beyond Sonder may incur additional cost by the service provider that is separate from the services provided by Cerebral Palsy Alliance. Students should verify the cost of these services with the provider before proceeding with these specialist support services. Students are also welcome and encouraged to use a services provider of your choosing. Services recommended by Cerebral Palsy Alliance are recommended only for your convenience and this recommendation by no means that we give any warranty of these services. You should make your own enquiries and satisfy yourself that the service is suitable for your needs.

If you need support during your course, please approach and inform reception and you will be connected with the best person who can assist you. It is our absolute priority to provide you the support needed to enable you to progress in your study and complete your chosen course. Cerebral Palsy Alliance is committed to our student’s welfare both during and after hours of study.

Training Alliance is committed to providing learning and assessment materials that support the learning of all participants. Training Alliance is committed to providing training and assessment appropriate for diverse learners and will work with you to address particular needs that may affect your ability to complete the learning and assessment tasks. These needs could include:

- physical or intellectual ability
- language, literacy and numeracy levels
- cultural or ethnic background
- socio-economic factors

All participants will have equal access to and support for full participation in appropriate certificate programs. Information about your needs is kept confidential within Training Alliance.

As part of our commitment to provide quality outcomes for our students, the Program Coordinator meets with each student regularly throughout the program as part of our student support process. The purpose of these discussions is to offer support and guidance if required. This is also another opportunity for our students to provide feedback on the learning and assessment process.

Regular Student Support Sessions are available, please contact your Program Coordinator or our Student Support Coordinator to arrange a suitable time. Our Student Support Coordinator will work closely with your Program Coordinator to ensure a support plan is put in place for you should you require one.

Please ensure you attend these sessions if you have any questions about any aspect of the Program or your assessments.

Your Wellbeing

We are committed to fostering a supportive and safe environment that promotes the mental, physical, social, and emotional wellbeing of all students. If you need assistance or support at any time during your studies, you can seek help from your trainer or the Student Support Coordinator or Program Coordinator. Requests for help will be kept confidential.

Depending on the nature of the issue/s, adjustments may be made to your training plan, assessment due dates, additional training support may be provided to you, or you may be referred to external support services (e.g. counselling services that provide vocational, emotional and psychological support, or services to assist in accessing financial support).

Other Support Services

In addition to regular support discussions, the following additional support services are available for students to access:

- **Reading and Writing Support via the Reading Writing Hotline:**

<https://www.readingwritinghotline.edu.au/>

- **Time Management and organisational skills resources:**

[Six tips for students to improve time management](#)

[10 ways to improve time management for students](#)

- **Personal and emotional support services:**

[Black Dog Institute](#)

[Beyond Blue](#)

[Carer Gateway](#)

- **Sonder**

Sonder is a CPA employee support service including a complete well-being support platform that's available 24/7 through an easy-to-use app. Sonder offers an expanded range of services to meet the diverse and evolving health and well-being needs of CPA employees, volunteers, students, and their families.

- **Support for Aboriginal and Torres Strait Islander Peoples:**

[Aboriginal and Torres Strait Islander peoples \(nsw.gov.au\)](#)

Barrangirra – Skilling for Employment Initiative:

[Barrangirra - Skilling for Employment Initiative \(nsw.gov.au\)](#)

Barrangirra Self Referral Form: [Barrangirra Self Referral Form \(office.com\)](#)

[13YARN](#)

Diversity and Equity

Cerebral Palsy Alliance is committed to providing a supportive learning environment for all our students. This includes ensuring that our training and assessment environment is inclusive, respectful and free from discrimination and harassment. Cerebral Palsy Alliance staff members are there to ensure every student, regardless of their background or identity, has equitable access to learning opportunities, feels valued, and can contribute to the classroom community. If at any time you feel that the training environment is not safe, you should contact the Student Support Coordinator as soon as possible.

Disability Inclusion

If you think you'll need changes made in the classroom or extra learning support, you should contact the Student Support Coordinator or your Program Coordinator as soon as possible. You can do this when you apply to enrol and before you start studying. You can also ask for help at any time during your studies.

Disclosure of disability or ongoing ill health, including mental ill health, is your choice and is not a requirement for participation in our courses. However, we encourage you to share information about the impact of your disability with us when you enrol so we can put reasonable adjustments in place in a timely way to support you in your learning and assessment.

Harassment and Discrimination

Cerebral Palsy Alliance is committed to ensuring that the training and assessment environment is free from discrimination, racism and harassment. All Cerebral Palsy Alliance staff members and students are aware that discrimination and harassment will not be tolerated under any circumstances. If discrimination and harassment is found to have occurred disciplinary action will be taken against any staff member or student who breaches this policy. Students should expect fair and friendly behaviour from Cerebral Palsy Alliance staff members, and we apply complaint handling procedures advocated by the Australian Human Rights Commission.

Equally, students are also responsible for their own behaviour and are not to demonstrate or carry out any behaviour which can be perceived as harassment, racism or discrimination on behalf of the other person. Students witnessing such behaviour should contact the Student Support Coordinator as soon as possible.

Students who feel that they have been discriminated against or harassed should report this information to a staff member of Cerebral Palsy Alliance that they feel they can trust. This will initiate the complaint handling procedure which will be fair and transparent and will protect your rights as a complainant.

The RTO maintains a culturally safe and inclusive learning environment and does not tolerate, racism, religious discrimination, harassment or vilification on the following grounds:

- Gender, including pregnancy
- Marital status
- Race, colour, religion, ethnic or ethno-religious
- Background, descent or nationality
- Disability, including intellectual, physical, psychiatric
- Homosexuality (actual or presumed)
- Age
- Health

Privacy Notice and Confidentiality

Our commitment to you

Cerebral Palsy Alliance respects and upholds your rights to privacy protection and regulate how we collect, use and disclose and hold your personal information. The information we request from you prior to and during your training program is used in training program administration and academic record keeping.

Our commitment to the security of confidentiality is resolute and we aim to apply best practice to ensure privacy is protected and respected. We regularly update our practices to accommodate changes in technology, the organisation's function and legislation.

Disclosure of personal information

As a Registered Training Organisation we are required to report information to the Federal and State Governments, and/or their representatives. This information may include personal details, and academic records.

One use of this information is to determine eligibility for funding to subsidise your training. Prior to using your information to determine funding eligibility we will seek permission to share your details with the NSW Department of Education through a statement signed by (or agreed to) by you. This is usually through us providing you with a form to sign.

Another reason we are required to report this information is that it assists governments in developing policy around funding, determine skills shortage areas, workforce development and analyse completion rates of training (particularly for funded courses). This data collection is regulated by the Australian Skills Quality Authority and their privacy policy can be found at <http://www.asqa.gov.au/privacy> <https://www.asqa.gov.au/about/accountability-and-reporting/privacy>. We also report to State Government Agencies such as The NSW Department of Education – click here for privacy policy <https://www.education.gov.au/privacy-policy>.

Privacy Notice

Why we collect your personal information

As a registered training organisation (RTO), we collect your personal information so we can process and manage your enrolment in a vocational education and training (VET) course with us.

How we use your personal information

We use your personal information to enable us to deliver VET courses to you, and otherwise, as needed, to comply with our obligations as an RTO.

How we disclose your personal information

We are required by law (under the National Vocational Education and Training Regulator Act 2011 (Cth) (NVETR Act)) to disclose the personal information we collect about you to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETR Act) to disclose your personal information to the relevant state or territory training authority.

How the NCVER and other bodies handle your personal information

The NCVER will collect, hold, use and disclose your personal information in accordance with the law, including the Privacy Act 1988 (Cth) (Privacy Act) and the NVETR Act. Your personal information may be

used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- administration of VET, including program administration, regulation, monitoring and evaluation
- facilitation of statistics and research relating to education, including surveys and data linkage
- understanding how the VET market operates, for policy, workforce planning and consumer information.

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf. The NCVER does not intend to disclose your personal information to any overseas recipients. For more information about how the NCVER will handle your personal information please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

If you would like to seek access to or correct your information, in the first instance, please contact your RTO using the contact details listed below.

DEWR is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose your personal information to fulfil specified functions and activities. For more information about how the DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice at <https://www.dewr.gov.au/national-vet-data/vet-privacy-notice>.

Surveys

You may receive a student survey which may be run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note you may opt out of the survey at the time of being contacted.

Contact information

At any time, you can us to:

- request access to your personal information
- correct your personal information
- make a complaint about how your personal information has been handled
- ask a question about this Privacy Notice

Outside of our reporting and funding obligations, and reporting to employers, Training Alliance will not release your personal information to any other person or organisation without express written permission from you, or where the disclosure is required under law. For further information about Cerebral Palsy Alliance and privacy, please visit: <https://cerebralpalsy.org.au/privacy/>

In the case of an employer paying for an individual or individuals to take part in a training course, program results may be provided to that employer.

Right to access of own information

If you wish to gain access to your own personal or academic information held by Training Alliance please contact the Training Alliance Team on training@cerebralpalsy.org.au

Replacement Certificate

Requests for replacement qualifications or statements of attainment must be made in writing to Training Alliance at training@cerebralpalsy.org.au. The written request must include

- your full name, phone number and current mailing address
- the course or qualification name and dates of the program

Course Evaluation

Course Evaluation Survey for Cerebral Palsy Alliance

Your facilitator will ask you to complete electronic evaluation surveys during the course. Any feedback you can give us that will assist us in continuous improvement of our training courses would be most appreciated.

Course evaluations / questionnaires from the Australian Quality Skills Authority (ASQA)

You will also be asked to complete a questionnaire for our governing body, the Australian Skills Quality Authority (ASQA). We are required to feed the responses from this questionnaire back to ASQA as part of our registration as a Registered Training Provider (RTO). Information collected is used to improve the training of Nationally Recognised Qualifications.

Verbal survey

You may be contacted by the Australian Skills Quality Authority (ASQA) direct, to ask you questions via telephone or via email about your personal experience in dealing with Cerebral Palsy Alliance as a Registered Training Organisation (RTO) and completing your course with us.

The Unique Student Identifier

It has been a requirement since January 2015 that all students in Australia have a Unique Student Identifier (USI). You must have a USI before an RTO can issue a Certificate or Statement of Attainment. The USI is a lifelong number which will enable your records and results obtained after Jan 1 2015 to be collected in an online system. By having a USI you will be able to access your training records and results (or transcript) whenever you need to. You can read more about this at www.usi.gov.au

As your current RTO we are required to capture your USI for your current course.

To create your own USI:

Step 1: Have identification ready

Please have at least one form of ID ready from the list below:

- Drivers Licence
- Medicare Card
- Australian Passport
- Visa (with Non-Australian Passport) for international students
- Birth Certificate (Australian)
- Certificate Of Registration by Descent
- Citizenship Certificate
- Immi Card

IMPORTANT: The USI will be linked to your name as it appears on the form of ID you used to create the USI. The personal details entered when you create a USI must match exactly with those on your form of ID. If you do not have proof of ID from the list above, you can contact us about the other forms of ID they can accept to help you get a USI.

Step 2: Create your USI

- Go to <https://www.usi.gov.au/your-usi/create-usi>
- Please complete the form - it only takes around 2 minutes
- Your USI will look something like this: 3AW88YH9U5.
- **Congratulations** you now have your own USI – please complete this form and send it to us at training@cerebralpalsy.org.au or alternatively add the USI to your enrolment form

How to view your transcript?

Please visit <https://www.usi.gov.au/your-usi/view-your-transcript>

How to share your USI or transcript with an RTO?

Please visit <https://www.usi.gov.au/students/create-your-usi/give-your-usi-your-training-organisation>

How to give permission to my Training Organisation to view my USI Transcript online?

Please visit <https://www.usi.gov.au/documents/how-do-i-give-permission-my-training-organisation-view-my-usi-transcript-online>

(Under the Student Identifiers Act 2014 and Student Identifiers (Exemptions) Instrument 2014, training organisations are not allowed to issue a qualification or statement of attainment unless the student has a USI or the student or the training is exempt from the USI initiative <https://www.usi.gov.au/about/privacy-and-unique-student-identifier/individual-exemptions-students>)

NOTE: Under this legislation we are not able to issue you a certificate or statement of attainment unless you have provided us with your USI.

Legislative and Regulatory Requirements

Cerebral Palsy Alliance is required to operate in accordance with the law. This means we comply with the requirements of legislative and regulatory requirements. The following legislation is a list of the Acts that Cerebral Palsy Alliance has recognised it has compliance responsibilities to. They also represent obligations to you as a student whilst training with Cerebral Palsy Alliance.

During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour. Copies of State and Federal legislation can be found on the Internet at <http://www.australia.gov.au/information-and-services/public-safety-and-law/legislation/states-and-territories> (State) and www.comlaw.gov.au (Federal).

The following is a summary of the legislation that CPA complies with that will generally apply to your day-to-day work and training:

- Work Health and Safety Act 2011
- Australian Consumer Law
- Privacy Act 1988
- Disability Discrimination Act 1992
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Racial Discrimination Act 1975
- Copyright Act 1968
- Fair Work Act 2009

Implementation of WH&S and other policies at CPA is the responsibility of your employer. Further advice or information can be obtained by contacting P&C.

Cerebral Palsy Alliance RTO complies with the Standards for Registered Training Organisations (RTOs) 2025. The standards are a component of the VET Quality Framework (VQF). The Standards for RTOs were established under the National VET regulator Act 2011. The VET Quality Framework is made up of the following:

- a) The Standards for Registered Training Organisations 2025.
- b) The Australian Qualifications Framework
- c) The Fit and Proper Persons Requirements
- d) The Financial Viability Risk Assessment Requirements
- e) The Data Provisions Requirements

Cerebral Palsy Alliance has policies and procedures covering all legislative requirements. These include the Disability Services Standards; Workplace Health & Safety; Anti-Discrimination, and Equal Employment Opportunities.

Training Alliance is committed to compliance with legislative requirements and in particular to:

- The provision of safe working conditions, practices and premises for staff, course participants, clients and their families.
- Maintenance of all necessary insurances.
- The provision of services and products free of discrimination.
- The promotion and encouragement of equal opportunity.
- The provision of privacy.
- Access and equity.
- The provision of work and training environments that is free from all forms of unlawful discrimination, racism and harassment.

All incidents are managed under the Access and Equity and Complaints policies. If you have any concerns with the matters referred to above, you should contact your Program Coordinator or the Senior Manager, RTO, Training Alliance.