



**CHC33021 - Certificate III in Individual Support (Disability)  
Online Delivery Course Guide**



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## Introduction

This course is designed to be online and self-paced learning. Our online self-directed courses are designed for students who want the flexibility to study at their own pace and prefer not to be locked into attending classes at specified times. This is to ensure that student can balance studies with work and family commitments.

Student will access learning materials through Learners Management System, LMS. Student will have the opportunities to interact with trainers/assessor and other students via our online student management system (LMS)

Student support will be provided throughout their learning journey via telephone, email, and our online discussion forum via the online learning portal (LMS). All course resources are assessed electronically via learner management system.

Self-paced online students are not alone. Student can contact our trainer/assessor from Monday to Friday via phone and email. Our trainer/assessor will respond to any questions within 24-48 hours. Student will find the contact details of their trainer/assessor in LMS. Student's trainer/assessor will also use LMS to post new items, additional study resources, and answers to frequently asked questions.

This course guide has been meticulously designed to serve as your compass, guiding you through the distinctive features of the **CHC33021 - Certificate III in Individual Support (Disability)** program within the Australian VET sector. Our primary goal is to equip you with the practical knowledge and skills necessary for a successful career, whether you're entering the workforce for the first time or seeking to enhance your current professional standing.

### **Navigating your path to practical excellence**

In the heart of the VET sector lies a commitment to hands-on, practical learning that directly aligns with industry needs. The CHC33021 - Certificate III in Individual Support (Disability) program is crafted with a focus on real-world applications, ensuring that every concept learned is immediately transferable to your current role or future employment. We understand that your ultimate objective is to not only gain knowledge but to excel in your chosen field and carve out a fulfilling career.

### **Unveiling the structure and timelines**

Within these pages, discover the framework of your educational journey. The course structure is tailored to meet the demands of modern industries, integrating theoretical knowledge with practical experiences. Timelines are carefully outlined, providing you with a clear roadmap for skill acquisition and application in real-world scenarios.



## **Gateway to your professional ascent**

Entrance into the CHC33021 - Certificate III in Individual Support (Disability) program is designed to be accessible yet stringent, ensuring that you are not only enthusiastic about your chosen field but also possess the foundational skills required for success. As you progress through the course, you'll find that assessments are geared towards real-world scenarios, preparing you for the challenges and responsibilities of your chosen profession.



## **Financial clarity for your educational investment**

We understand the importance of financial transparency. This handbook elucidates the fees associated with the CHC33021 - Certificate III in Individual Support (Disability) program and explores potential financial assistance options. Your investment in education is an investment in your future, and we strive to make the path forward as clear and manageable as possible.

## **Frequently asked questions for informed decisions**

Addressing your queries and concerns is integral to your decision-making process. We've compiled a comprehensive list of frequently asked questions (FAQs) to provide clarity on the practical aspects of the course, from industry relevance to support services and beyond.

Welcome to the CHC33021 - Certificate III in Individual Support (Disability) program in the Australian VET sector, where practicality meets proficiency, and your journey towards a fulfilling and successful career begins. Embrace the opportunities ahead, and let this handbook be your guide to professional excellence.

## **What you will learn**

In the CHC33021 - Certificate III in Individual Support (Disability), you will embark on a hands-on learning journey designed to equip them with the skills and knowledge needed to provide support to individuals with disabilities. Through a combination of engaging classroom sessions and practical, real-world experiences, students will learn about the essential aspects of disability support, including communication techniques, promoting



independence, and assisting with daily living activities. The training's delivery mode involves interactive class discussions, role-playing scenarios, and on-site visits, ensuring a dynamic and immersive learning experience. This student-friendly program focuses on developing the practical skills and empathy required for a rewarding career in supporting individuals with disabilities.

## Importance

The CHC33021 - Certificate III in Individual Support (Disability) is crucial as it addresses a growing need for skilled professionals who can make a positive impact on the lives of individuals with disabilities. By providing comprehensive training, the course prepares students to offer essential support, fostering independence and enhancing the quality of life for those with diverse needs. This qualification not only benefits society by promoting inclusivity and care for vulnerable populations but also offers a personally and professionally fulfilling career. Graduates gain the satisfaction of making a meaningful difference in the lives of others, contributing to a more compassionate and supportive community. Professionally, this qualification opens doors to diverse roles within the disability support sector, offering a rewarding career path with opportunities for growth and development.

For professionals already in the disability support field, the CHC33021 - Certificate III in Individual Support (Disability) offers a chance to update and formalise existing skills, ensuring alignment with Australian industry standards. It provides new insights and strategies, enhancing the ability to meet evolving needs. The qualification can open doors for career advancement, offering opportunities for leadership roles and specialisation within the sector, making it a valuable asset for continuous professional development.

## Beneficial

The CHC33021 - Certificate III in Individual Support (Disability) program not only hones technical skills in disability support but also emphasises vital interpersonal skills. Professionals gain expertise in effective communication, empathy, active listening, and problem-solving. These skills contribute to building strong relationships, fostering adaptability, and creating a positive work environment. Overall, the course enhances professionals' ability to provide quality care and ensures a more rewarding and successful career in disability support.





## Course structure

Students are provided with a maximum of **52 weeks** to complete this course. Delivery is **online and self-paced**, however learners are expected to follow the **recommended course schedule** to support consistent progression and timely completion.

Any variation or deviation from the proposed study schedule must be **approved by the trainer**.

Units of competency are organised into **modules or study areas**, enabling students to complete all learning activities and assessments for each topic within the designated timeframe.

### Study Commitment

The course is structured on the expectation that students will commit a minimum of: **25 hours per week (Total Study Hours)**

This includes a combination of:

- **Online study:** Approximately 20 hours per week
- **Workplace-based learning and assessment:** Approximately 5 hours per week

### Example of Study Hours Allocation

For example, the unit:

#### **CHCCCS041 – Recognise Healthy Body Systems**

is delivered over a **4-week period**, with total study hours calculated as follows:

- Weekly study hours: 25 hours
- Duration: 4 weeks
- **Total study hours: 100 hours**

### Learning Resources and Delivery

Students will have access to a comprehensive range of learning resources through the College's **Learning Management System (LMS)**.

The LMS provides access to:

- Unit content and study materials
- Assessment instructions and submission tools
- Communication channels for interaction with trainers and peers
- Additional learning support resources

### Learning Approach

A variety of learning methods are used to support engagement and practical skill development, including:

- Instructional video content
- Research and project-based activities
- Interactive online learning materials
- Live webinars delivered via the LMS

This blended online learning approach ensures students remain **supported, engaged, and actively involved** throughout their learning journey.

Unit	Week(s)	Online (hours)	Workplace (hours)	Total Study (hours)
CHCCCS041 Recognise healthy body systems	1 – 4	95	*5	100
HLTAID011 Provide First Aid	5	15	**10	25
CHCDIV001 Work with diverse people	6 - 7	45	*5	50
CHCCOM005 Communicate and work in health or community services	8 - 9	45	*5	50
Break / Progress Catch Up	10			
HLTINF006 Apply basic principles and practices of infection prevention and control	11 – 12	45	*5	50
CHCLEG001 Work legally and ethically	13 – 15	70	*5	75
HLTWS002 Follow safe work practices for direct client care	16 – 17	45	*5	50
CHCDIS011 Contribute to ongoing skills development using a strengths-based approach	18 – 19	45	*5	50
Break / Progress Catch Up	20			
CHCDIS012 Support community participation and social inclusion	21 – 23	70	*5	75
CHCAGE007 Recognise and report risk of falls	24 – 25	45	*5	50
CHCCCS033 Identify and report abuse	26 - 29	90	*10	100
Holiday	30			
CHCCCS031 Provide individualised support	31 - 34	90	*10	100
CHCDIS020 Work effectively in disability support	35 - 39	100	*25	125
Break / Progress Catch Up	40			
CHCCCS038 Facilitate the empowerment of people receiving support	41 – 45	100	*25	125



CHCCCS040 Support independence and wellbeing	46 – 48	75	TO BE COMPLETED AT WK 49-52	75
Work placement (CHCCCS040 Support independence and wellbeing)	49 – 52		120	120
<b>Total hours</b>		<b>975</b>	<b>245</b>	<b>1220</b>

Table1: Course Structure

\* The total workplace hours to complete this course is 245hours. The workplace assessment associated in each unit must be conducted in a disability support workplace. The hours indicated in the course schedule are specific to the RTO's delivery methods, resources, and conditions. These hours were designed in consultation with industry and community stakeholders, through a broad range of engagement activities. These hours are designed to ensure that the RTO meets the characteristics of the specific target learner cohort.

\*\*Due to the nature of this HLTAID011 training, it is acceptable for the performance evidence to be collected in a simulated environment

## Module 1

### CHCCS041 Recognise healthy body systems

In this unit, the main goal is to understand how the different parts of the body work together to stay healthy. Being competent in this unit means being able to identify signs of normal and not normal body functions, understanding how body systems are connected, and recognising how lifestyle and the environment affect overall health. Successfully finishing this unit shows that you can assess health and work with other healthcare professionals to support individuals in staying healthy. This knowledge is vital for those aiming to provide effective care within the health and community services sector.

### HLTAID011 Provide First Aid

In the unit of competency HLTAID011 - Provide First Aid, the key objectives are to equip individuals with the necessary skills and knowledge to effectively administer first aid in various emergency situations. Competence in this unit involves mastering techniques such as cardiopulmonary resuscitation (CPR), applying first aid principles to injuries and illnesses, and utilizing appropriate first aid equipment. Those with competence in HLTAID011 are expected to demonstrate the ability to assess and manage emergency situations, provide first aid assistance to individuals of all ages, and communicate effectively with emergency services. Successful completion of this unit signifies the capability to respond promptly and confidently to a wide range of first aid scenarios, contributing to the well-being and safety of individuals in need.

### CHCDIV001 Work with diverse people

In this unit, the main goal is to learn how to work well with people from different backgrounds and cultures. Being competent in this unit means understanding and respecting diversity, such as different cultures, ages, and abilities. It involves effective communication and creating an inclusive environment where everyone feels valued. Successfully finishing this unit shows that you can work harmoniously with diverse groups, promoting understanding and cooperation. This knowledge is crucial for professionals in various fields to provide inclusive and respectful services.

### CHCCOM005 Communicate and work in health or community services

In this unit, the primary objective is to develop skills in effective communication within the health and community services context. Being competent in this unit means understanding how to communicate well with clients, colleagues, and other healthcare professionals. It involves using clear and respectful communication, listening actively, and conveying information accurately. Successfully completing this unit demonstrates the ability to work collaboratively in a healthcare or community services setting, ensuring smooth communication that contributes to the overall well-being of individuals receiving care. This knowledge is essential for professionals in these sectors to provide quality and person-centred services.

## Module 2



## **HLTINF006 Apply basic principles and practices of infection prevention and control**

In this unit, the main aim is to understand and use simple but important methods to prevent and control infections. Being competent in this unit means grasping basic infection prevention principles, like maintaining cleanliness, using protective gear, and following hygiene practices. It involves identifying potential infection risks and applying measures to keep everyone safe. Successfully completing this unit shows that you can apply these essential practices to control infections, ensuring a safe environment for both caregivers and clients. This knowledge is vital for healthcare professionals to provide care securely.

## **CHCLEG001 Work legally and ethically**

In this unit, the main focus is on understanding and applying legal and ethical principles in the workplace. Being competent in this unit means knowing and following the laws and ethical guidelines that apply to your work. It involves understanding rights and responsibilities, maintaining confidentiality, and making ethical decisions. Successfully completing this unit shows that you can work in a way that is both legal and ethical, ensuring a safe and respectful environment for both clients and colleagues. This knowledge is crucial for professionals in various fields to uphold standards of legality and ethics in their work.

## **HLTWHS002 Follow safe work practices for direct client care**

In this unit, the main goal is to learn how to keep clients and yourself safe during care. Being competent in this unit means understanding and using safe work practices, like preventing accidents and controlling infections. It involves knowing how to identify and lessen risks, following hygiene rules, and using safe techniques. Successfully finishing this unit means you can create a safe environment for direct client care, ensuring everyone's well-being. This knowledge is essential for healthcare professionals to provide care safely.

## **CHCDIS011 Contribute to ongoing skills development using a strengths-based approach**

In this unit, the primary focus is on learning how to support individuals in their skill development through a strengths-based approach. Being competent in this unit means understanding and applying strategies that identify and build on an individual's strengths. It involves effective communication, recognising and encouraging skill development, and fostering a positive and empowering environment. Successfully completing this unit demonstrates the ability to contribute to the ongoing skills development of individuals with a focus on their strengths, promoting a holistic and person-centred approach in the disability support sector. This knowledge is crucial for professionals aiming to support individuals in realising their full potential.

## **Module 3**

## **CHCDIS012 Support community participation and social inclusion**

In this unit, the primary objective is to learn how to assist individuals in actively participating in their communities and fostering social inclusion. Being competent in this unit means understanding and applying strategies to support community engagement and inclusion for individuals with disabilities. It involves effective communication, recognising and addressing barriers to participation, and promoting a supportive and inclusive environment. Successfully completing this unit demonstrates the ability to contribute to the social well-being and community involvement of individuals, fostering a person-centred and inclusive approach in the disability support sector. This knowledge is essential for professionals seeking to enhance the social inclusion and participation of individuals with disabilities.

## **CHCAGE007 Recognise and report risk of falls**

In this unit, the central goal is to acquire skills in identifying and reporting the risk of falls among individuals. Proficiency in this unit involves understanding and implementing strategies to recognize factors contributing to the risk of falls, ensuring preventive measures are in place. It emphasizes effective communication to relay risk assessments and take appropriate action to minimize the likelihood of falls. Successfully completing this unit demonstrates the ability to contribute to a safe and secure environment, promoting the well-being of individuals. This knowledge is essential for professionals in the health and community services sector, empowering them to play a proactive role in safeguarding individuals from the risks associated with falls.

## **CHCCCS033 Identify and report abuse**

In this unit, the primary objective is to develop the skills to recognize and appropriately report instances of abuse. Proficiency in this unit involves understanding and applying strategies to identify signs of abuse, ensuring the safety and well-being of individuals. It emphasizes effective communication to gather relevant information and report concerns promptly. Successfully completing this unit demonstrates the ability to contribute to a safe and protective environment, advocating for the rights and dignity of individuals. This knowledge is vital for professionals in the health and community services sector, empowering them to play a crucial role in preventing and addressing abuse, thereby ensuring the overall welfare of those under their care.

## **Module 4**

### **CHCCCS031 Provide individualised support**

In this unit, the main focus is on learning how to give personalised care to individuals. Being competent in this unit means understanding the unique needs of each person and providing support that fits their preferences and goals. It involves effective communication, recognising and respecting diversity, and adapting care plans accordingly. Successfully completing this unit demonstrates the ability to offer tailored support that enhances the well-being and independence of individuals. This knowledge is essential for professionals in the health and community services sector to provide person-centred and meaningful care.



## **CHCDIS020 Work effectively in disability support**

In this unit, the main objective is to acquire the skills and knowledge needed to excel in the field of disability support. Being competent in this unit means understanding the specific needs of individuals with disabilities, applying person-centred approaches, and providing comprehensive support. It involves effective communication, collaboration with colleagues, and creating a positive and respectful environment for individuals with disabilities. Successfully completing this unit demonstrates the ability to contribute to the well-being and quality of life for individuals with disabilities, emphasising a compassionate and person-centred approach within the health and community services sector. This knowledge is essential for professionals working in disability support to deliver high-quality and holistic care.

### **Module 5**

## **CHCCCS038 Facilitate the empowerment of people receiving support**

In this unit, the primary goal is to acquire the skills to empower individuals who are receiving support. Being competent in this unit means understanding the principles of empowerment, fostering independence, and facilitating the active involvement of individuals in decisions about their support. It involves effective communication, recognising and respecting individual strengths and choices, and promoting a supportive and inclusive environment. Successfully completing this unit demonstrates the ability to empower individuals, enhancing their autonomy and participation in the decision-making process. This knowledge is essential for professionals in the health and community services sector to provide person-centred and empowering support.

## **CHCCCS040 Support independence and wellbeing**

In this unit, the primary aim is to learn how to assist individuals in maintaining their independence and overall well-being. Being competent in this unit means understanding and applying strategies to support people in achieving their goals while fostering a sense of autonomy. It involves effective communication, promoting healthy lifestyles, and recognising the importance of individual choices. Successfully completing this unit demonstrates the ability to contribute to the independence and overall well-being of individuals, creating a supportive and empowering environment. This knowledge is crucial for professionals in the health and community services sector to provide holistic and person-centred support.

## Course participants and entry requirements

The CHC33021 - Certificate III in Individual Support (Disability) is designed for individuals who work in community, or residential care settings, providing person-centred support to those who require assistance due to disability, or other reasons.

Individuals residing in Australia looking to get their qualifications within the health industry and have been working in a community or residential care setting for at least 3 months

### Course participants are expected to:

- **Demonstrate Compassion and Empathy:** Exhibit a genuine care for others and the ability to empathise with the challenges faced by individuals in need of support, fostering a supportive and understanding approach.
- **Possess Effective Communication Skills:** Display clear and impactful communication skills, both verbal and written, to comprehend the unique needs of individuals in need of support and collaborate seamlessly with colleagues, clients, and their families.
- **Show Patience and Resilience:** Maintain patience and resilience in navigating the gradual progress often associated with disability support work, sustaining a positive and unwavering attitude in the face of challenges.
- **Embrace Cultural Sensitivity:** Acknowledge and appreciate cultural diversity, ensuring that support services are delivered with respect and inclusivity to individuals in need of support from various cultural backgrounds.
- **Commit to Professional Development:** Embrace a commitment to ongoing learning and professional development, staying informed about the latest best practices, technologies, and evolving concepts in disability care.
- **Uphold High Ethical and Professional Conduct:** Uphold high ethical standards and professionalism, respecting the rights and dignity of individuals in need of support, and adhering to relevant codes of conduct and regulations.



## Entry requirements

Students must meet the following requirements to be admitted into this course:

- Be at least 18 years old at the time of commencing the course.
- Have successfully completed Year 12
- Pass Language, Literacy, Numeracy (LLN) and Digital Literacy Skills, LLND assessment at Level 3
- Have been working in the healthcare industry in a community or residential/age care setting for at least three (3) months AND must be able to complete workplace assessment with their current employer.
- Have successfully completed Pre-Training Review

In addition, before commencing placement, learner must be willing to obtain the following.

- Working with Children Check (Blue Card)
- NDIS Workers Screening Clearance
- National Police Clearance
- Influenza Vaccination (annually) – mandatory
- COVID19 Vaccinations – at discretion of Org.
- Training in Infection Control and Manual Handling

## Pre-Training Review

The Pre-training Review assists Risen Star College, RSC staff and yourself to determine whether this course is the most suitable for you and to also identify any support needs you may have once you commence your studies and to help you succeed in your chosen course.

The review also helps to identify skills recognition and credit transfers when applying for a vocational education course. This assists to determine your competencies, including your literacy and numeracy skills prior to you commencing the training. The LLN and digital literacy assessments are conducted via Learners Management System, LMS following the pre-training review. The Language, Literacy, Numeracy (LLN) and Digital Literacy Skills, LLND assessment level for this course is 3

### **Language, Literacy and Numeracy Level 3**

This quiz targets Level 1 to Level 3 competencies in the ACSF. It is suitable for learners preparing for a wide range of training programs, including those that involve following written instructions, completing short written tasks, and applying basic maths in everyday situations.

The broader level range helps RSC assess learner readiness for entry-level to intermediate qualifications and identify any support needs early.

### **Digital Literacy Level 3**

This quiz targets Level 1 to Level 3 competencies in the Australian Digital Capability Framework (ADCF). It is suitable for learners preparing for a broad range of training programs that require practical digital skills such as communicating online, using shared tools, and creating simple content.

The RSC's enrolment process is as follows

#### **Enrolment Process**

##### **Stage 1: Pre-Training Review**

- a) Complete Pre-Training Review form.
- b) Read Course Information via Course Guide
- c) Confirm the marketing information provided.
- d) Discussion regarding tuition and other fees

##### **Stage2: Language, Literacy, Numeracy and digital literacy (LLND) Evaluation**

- a) Complete Language, Literacy, Numeracy and digital literacy (LLND) test via Learners Management System (Computer Based Test, CBT)
- b) Determine if LLND outcome is satisfactory to commence the desired course
- c) Determine other support needs

##### **Stage 3: Enrolment**

- a) Complete the Enrolment process.

##### **Stage 4: Commencement of training**

- a) Timetable to the student
- b) Commence training and assessment.

## **Accessing Learning Management System (LMS)**

Access to our learning management system, LMS requires you to have access to following **A Laptop with the minimum of the following Software & Hardware**

- Disk space: 200MB plus as much as you need to store content. 5GB is probably a realistic minimum.
- Processor: 1 GHz (min), 2 GHz dual core or more recommended.
- Memory: 512MB (min), 1GB or more is recommended. 8GB plus is likely on a large production server.

#### **Browser support**

- Moodle is compatible with any standard's compliant web browser.



## Assessment Requirements

### Workplace Assessment and Work Placement

The work placement component of this course enables students to **apply and consolidate the knowledge and skills** developed during their online learning.

All workplace assessment tasks must be completed in a **real workplace environment** relevant to the qualification.

- Compulsory workplace hours must be recorded in a **logbook**
- Logbooks must be **verified and signed by a workplace supervisor**

Workplace assessment **MUST** be demonstrated in a real workplace

### Skills Workbook and Assessment Tools

Students will be provided with a **contextualised Skills Workbook** to support workplace assessment.

Prior to commencement, the College will contextualise assessment tools to reflect:

- The individual learner's needs
- The relevant workplace and industry context

The Skills Workbook includes:

- Workplace-based assessment activities
- Instructions and guidance for completing tasks
- Assessment templates and required documentation
- A list of evidence to be collected and submitted

### Student Responsibilities

Students are responsible for any costs associated with **travel to and from their workplace** during work placement

### Assessment Process

To meet the requirements of each unit of competency, students must complete all workplace assessment tasks outlined in the Skills Workbook and submit the required evidence to their assessor.

### Competency-Based Assessment

This course is delivered using a **competency-based assessment framework**.

- Individual assessment tasks are graded as:
  - **Satisfactory (S)** or
  - **Not Satisfactory (NS)**
- Final unit outcomes are recorded as:
  - **Competent (C)** or
  - **Not Yet Competent (NYC)**

Students must successfully complete all required tasks to achieve competency in each unit.





## Course cancellation and refunds

Risen Star College understands that sometimes a student may decide that the course they have enrolled in is not the best fit for their goals, circumstances, or future career plans. For this reason, the College has established a clear and transparent Fee Management and Refund Policy to ensure that students are fully informed about their options and entitlements should they choose to withdraw.

If at any point you decide to discontinue your studies, you will need to formally request a withdrawal. This process begins by completing the Refund Request Form, which is available for download from the Risen Star College website. The form must be filled out accurately, providing the reasons for your withdrawal and any supporting documents that may be relevant to your request. Once completed, the form should be submitted to the College administration for review and processing.

Eligibility for a refund depends on several factors, including the timing of your withdrawal, the amount of tuition fees paid, and the specific conditions outlined in Risen Star College's Refund Policy. The policy provides detailed guidance on refundable and non-refundable fees, withdrawal deadlines, and circumstances under which partial or full refunds may be granted. These guidelines are designed to ensure fairness, transparency, and compliance with regulatory standards.

Before submitting your withdrawal, you are encouraged to read the Fee Management and Refund Policy thoroughly and, if needed, speak with a student support officer. This will help you fully understand your rights, responsibilities, and the possible financial implications of discontinuing your course.

## Frequently asked questions

<b>Q</b>	<b>Can I get any recognition for my existing skills and knowledge?</b>
<b>A</b>	Yes. Every RTO in Australia is required to have an assessment system called Recognition of Prior Learning (RPL). RPL is designed to assess your current skills and knowledge against a unit of competency. You might have acquired these competencies through formal learning, non-formal learning, or informal learning. All of which are valid through RPL.
<b>Q</b>	<b>What are my rights and responsibilities as a student of the RTO?</b>
<b>A</b>	To find out more about your rights and responsibilities as a Risen Star College learner, please refer to the Student Handbook.
<b>Q</b>	<b>What kind of certification do I get after the course?</b>
<b>A</b>	In the Australian Qualifications Framework (AQF), a Certificate III represents a foundational level 3 qualification designed for individuals with some prior education or basic work experience. It offers essential skills and knowledge specific to a chosen vocational area, providing a practical understanding and readiness for entry-level positions within the industry. This certificate serves as a recognised credential for those aiming to start their careers or pursue further education at a more advanced level. Certificate III programs emphasise practical skills and foundational knowledge, making them an essential stepping stone for individuals entering the workforce or seeking a solid base for career progression.
<b>Q</b>	<b>What is included in my course fees?</b>
<b>A</b>	The course fee covers: <ul style="list-style-type: none"> <li>• Training and assessment duration</li> <li>• Access to online content modules</li> <li>• Ongoing student support, i.e. coaching and tutorial sessions</li> <li>• Assessment support</li> <li>• Administrative costs</li> </ul>
<b>Q</b>	<b>Do you have other payment options?</b>
<b>A</b>	Students can pay via Direct debit, Credit card or EFT Transfer
<b>Q</b>	<b>What happens if I can't submit my assessments on time?</b>
<b>A</b>	Reasonable adjustments are part of the VET principles of assessment. You may reach out to your Student Support Officer or Trainer/Assessor if you will not be able to submit your assessment on time.



## Steps for Application and Enrolment

### 1. Gather Information

- Potential students can visit the RSC's website to gather information about courses via course guide & student handbook
- Potential students can be represented by Agents contracted by the Risen Star College.

### 2. Application

- Submit Application via online
- Risen Star College Staff will contact you to book in a Pre-Training Review

### 3. Pre-Training Review & LLND

- Complete Pre-Training Review form.
- Discuss tuition and other fees
- Complete Language, Literacy, Numeracy and digital literacy (LLND) test
- Determine if LLND outcome is satisfactory to commence the desired course
- Determine other support needs

### 4. Enrolment

- Complete Enrolment Form.
- Receive Offer Letter
- Read the conditions in the offer letter, accept and submit back to RSC
- Pay tuition fee

### 5. Induction

- Attend the student induction.
- Begin your education journey with Risen Star College



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