

Student Vocational Assessment Guide



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Welcome to SGSCC

SGSCC is proud to be the provider of choice for health and community services training. We also develop a capable teaching workforce with the skills needed to deliver high-quality training to tailor the workforce demand and shortages for occupations in early childhood education and care, community services, individual support, aged care, disability, and mental health.

When undertaking vocational training courses, you will get access to top industry training facilities, friendly and professional teaching staff and a large network of host employers to fulfil the practical components of your chosen qualification. Make full use of opportunities that SGSCC offer you to develop your job readiness prior to entering the workforce.

Getting connected

You will have access to the Internet and WIFI across the campus. You will also have access to a range of learning platforms, such as:

- The Student Portal (VETtrak)
- aNewSpring (Online Learning System)
- Class forum on MS Teams

Your Student Portal

The Student Portal is your go-to for information on your enrollment, your results as you achieve them and your fee status. You can update your Personal Details and view your course schedule, messages, awards, invoices and student survey.

The first step is to activate your Student Account. Once you have done this, you can access your Student Portal on any computer connected to the internet.

How to activate your Student Portal

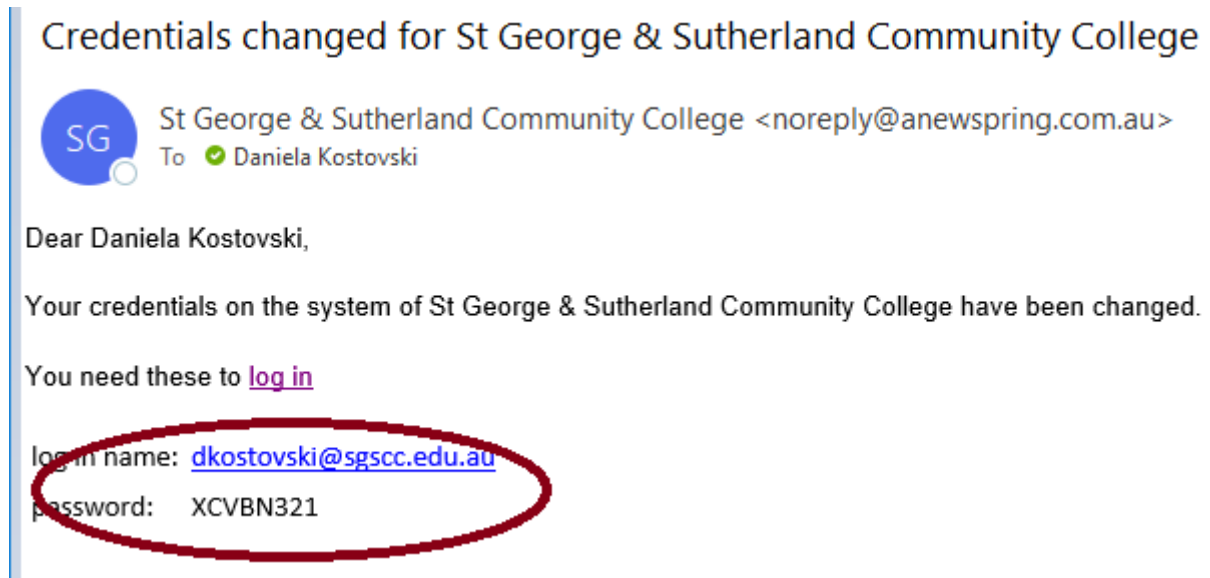
1. When you enrolled, you received an email with your User ID. Click the account activation link in this email to go to the VETtrak portal log-in page.
2. Enter the User ID provided in the email.
3. Enter your temporary password, which was sent to your personal email address when you enrolled.
4. You'll be prompted to create a new password. Make sure it's secure and meets the password requirements. Please ensure that you remember this password.
5. Once you have changed your password, click on Dashboard to view your Student Portal.

Online Learning System (aNewSpring)

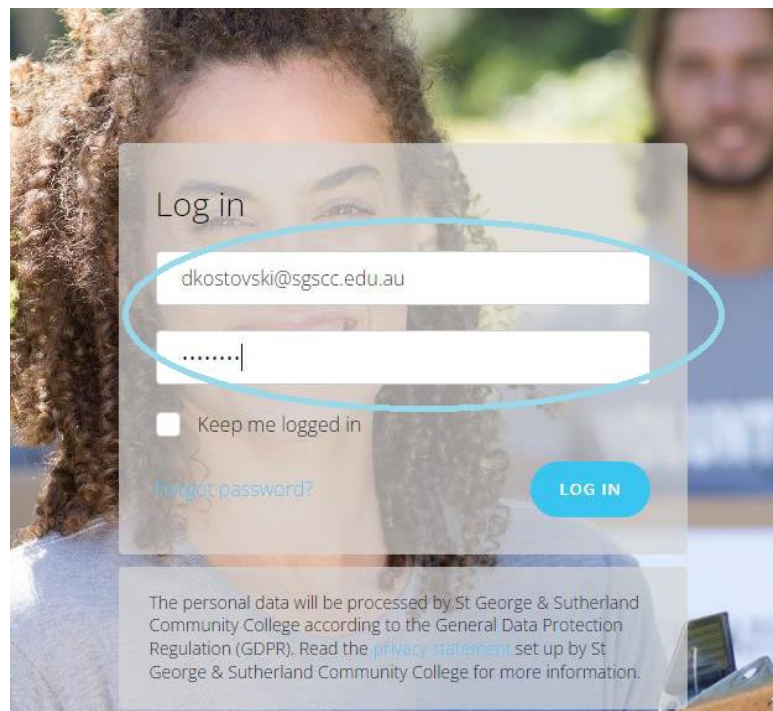
aNewSpring engages learners and build a course that includes a variety of learning activities, like videos, assessments, lessons and even practical training in a classroom.

How to activate your account with aNewSpring

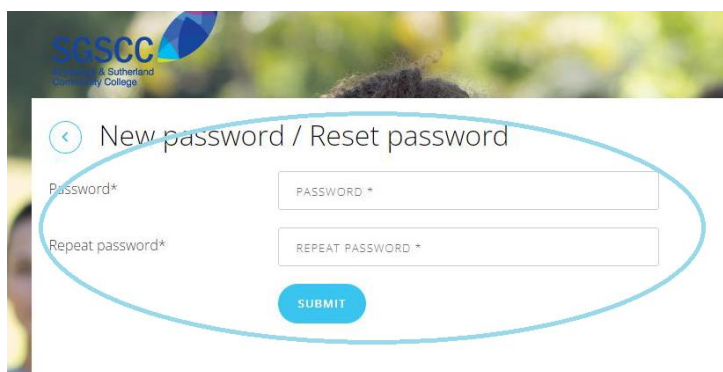
1. You will receive an email providing you with login name and temporary password. Click “log in” which will take you to the aNewSpring login page.



2. Enter your login name and password provided in the email:

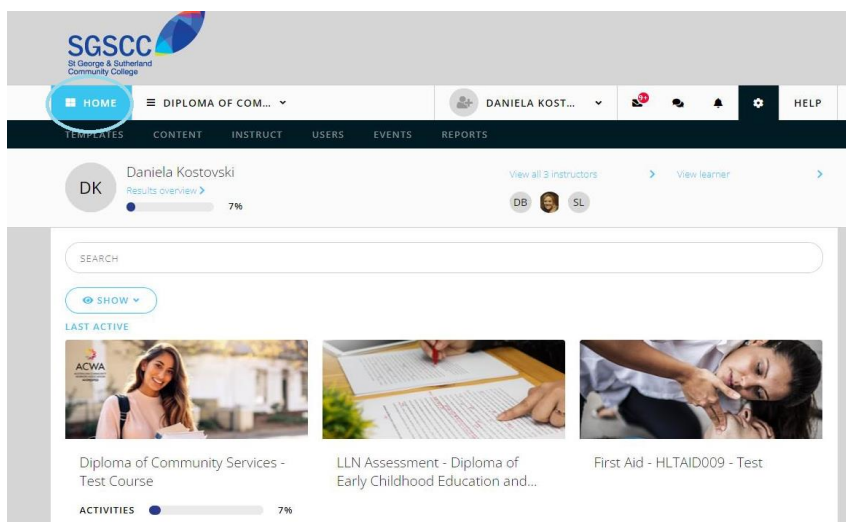


3. You will be asked to reset your password. You must include at least 8 characters long. Please ensure that you remember this password.



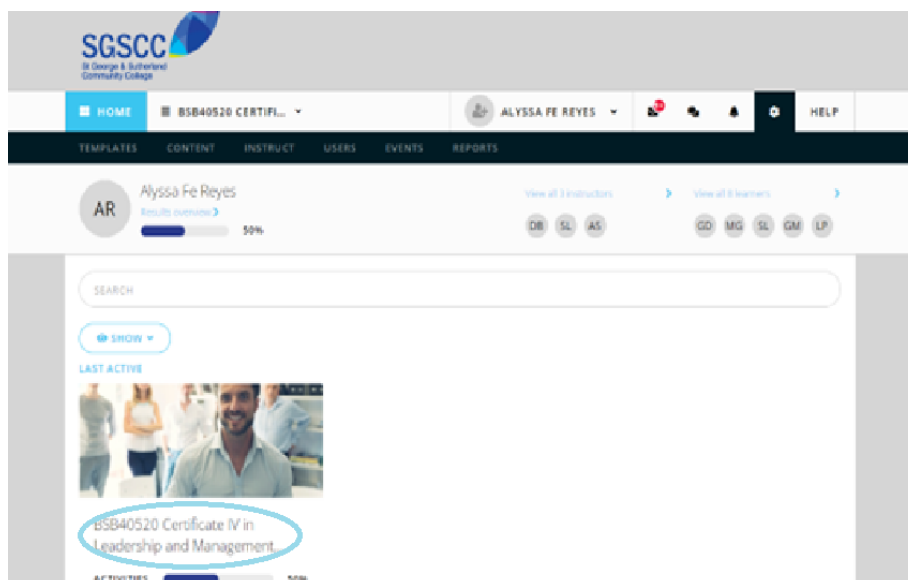
The screenshot shows the 'New password / Reset password' form on the SGSCC website. The form is titled 'New password / Reset password' and includes two input fields: 'Password*' and 'Repeat password*'. A blue 'SUBMIT' button is located below the input fields. The entire form is circled in blue.

4. Once you have changed your password, click on the “Home” tab to view your course.

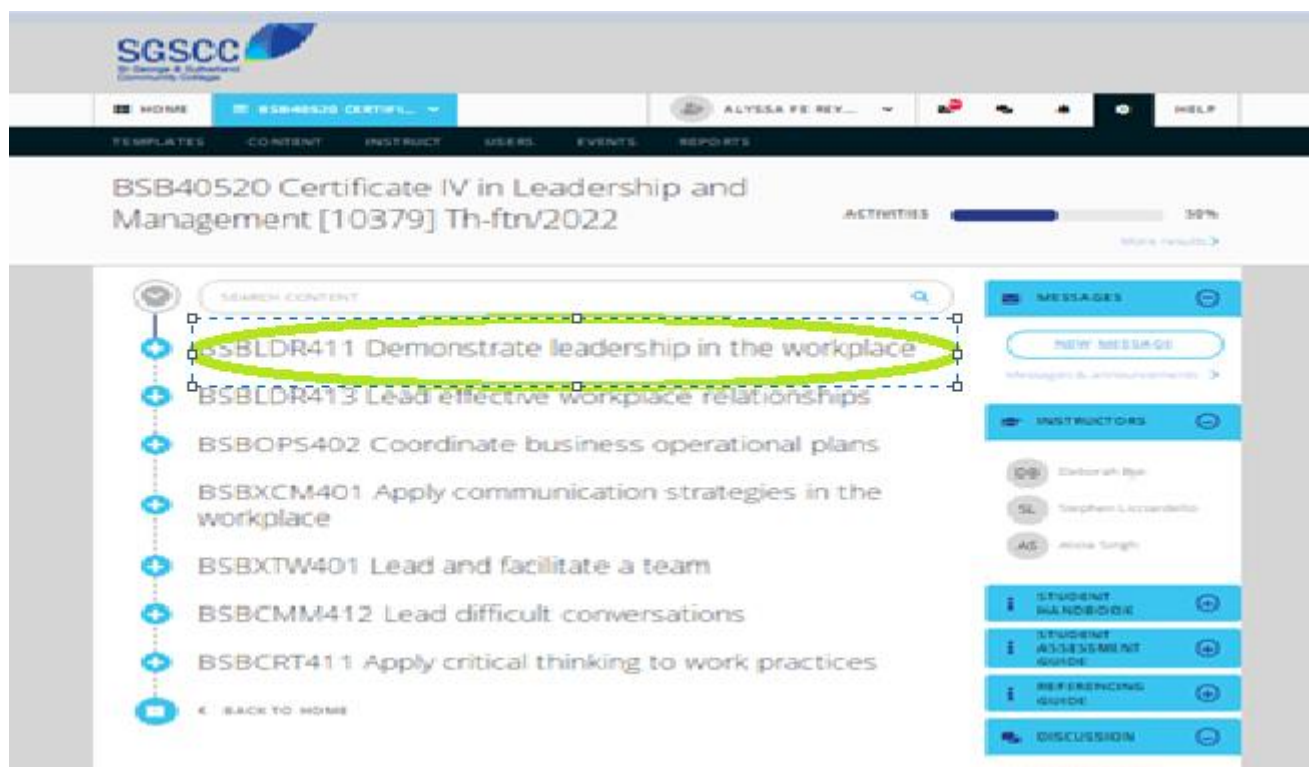


How to start learning and assessment activities on aNewSpring

1. Click the “qualification/course” you enrolled in to have access to your learning and assessment materials:



2. Select the “unit of competency” that you are required to submit assessments:



3. Complete your “Student Details” for the selected unit of competency:

BSBLDR411 Student Details

Results of Alyssa Fe Reyes

[BACK TO OVERVIEW](#)

Results per question [Print](#)

Student's Full Name
Alyssa Fe Reyes

Code and Name of Unit of Competency
BSBLDR411 Demonstrate Leadership in the Workplace

Date Student is commencing Unit of Competency
9th June 2022

4. Once your “Student Details” are satisfactorily completed, the system will take you to the “unit Engagement Activity”.

The screenshot shows a web interface for a student declaration. At the top, there is a blue header bar with a back arrow and the text "BACK TO OVERVIEW" and "BSBLDR411 Student Declaration". Below the header, on the left, is a grey sidebar. The main content area displays the following information:

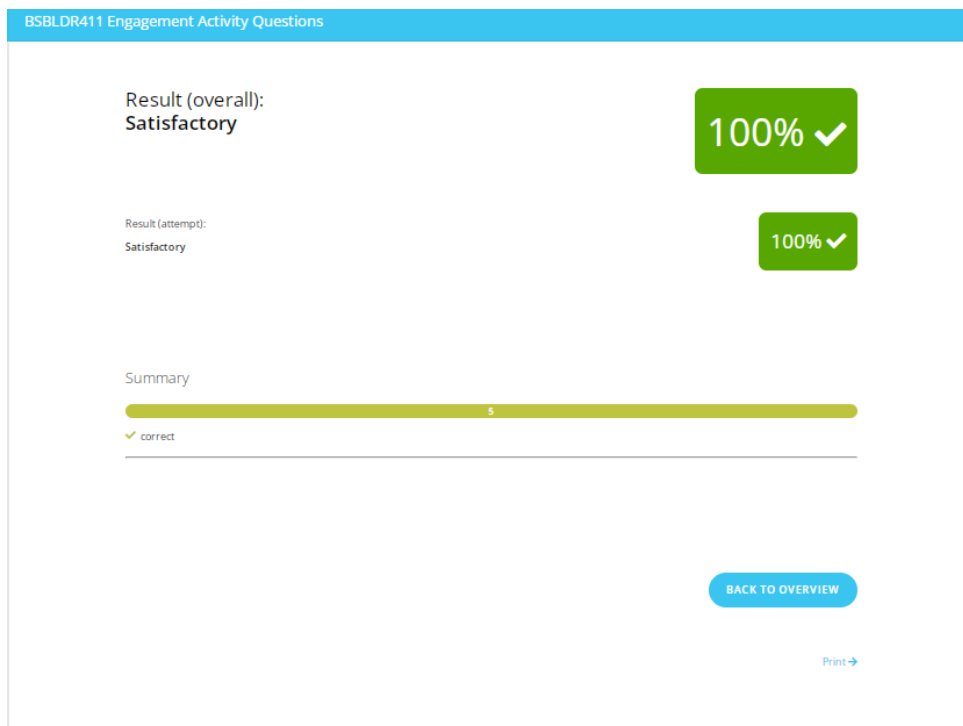
- Result (overall):** Satisfactory. To the right of this text is a green box containing "100%" and a checkmark.
- Result (attempt):** Satisfactory. To the right of this text is a green box containing "100%" and a checkmark.
- Summary:** Below this heading is a progress bar that is almost full, with the number "10" in the center. Below the progress bar, it says "✓ correct".
- At the bottom right, there is a blue button labeled "BACK TO OVERVIEW" and a small "Print" link with a right-pointing arrow.

5. Click “Unit Engagement Activity” and watch it.

The screenshot shows a web interface for an engagement activity. At the top, there is a blue header bar with the text "BSBLDR411 Engagement Activity". Below the header, the main content area displays the following information:

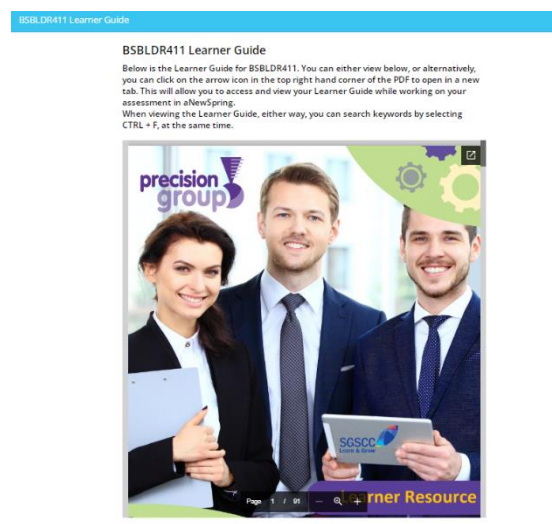
- BSBLDR411 Engagement Activity**
- Below the heading, there is a paragraph: "Below is an introduction video providing you with an overview of the Unit of Competency BSB40520. Once you have watched this video you will be asked to answer a set of questions."
- Below the paragraph is a video player. The video player has a title bar that says "BSB40520 Certificate IV in Leadership and Management". The video content shows a group of diverse people smiling. Overlaid on the video is a play button icon. At the bottom of the video player, there is a blue banner with the text "BSBLDR411" and "Demonstrate leadership in the workplace". To the right of the banner is the "SGSCC" logo.

6. Once you complete watching the Unit Engagement Activity and answering the related questions, the system will allow you to have access to the Learner Guide.




7. Click to Unit Learner Guide. You can either view the material from the screen, or alternatively, you can click on the arrow icon in the top right-hand corner of the PDF to open in a new tab. This will allow you to access and view your Learner Guide while working on your assessment in aNewSpring.

When viewing the Learner Guide, either way, you can search keywords by selecting CTRL + F, at the same time.



8. Undertake interactive learning activities (e.g. watching video clips, posting message on Discussion)


BSBLDR411 Element 1 - Prepare to demonstrate leadership

Element 1 - Prepare to demonstrate leadership

BSBLDR411
Demonstrate leadership in the workplace

DISCUSSION

New message
Subject
SUBJECT
B I / L
ATTACHMENT # POST MESSAGE

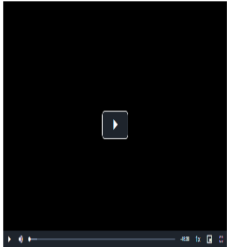
BSBLDR411 Element 2 - Align behaviour with organisational values

Element 2 - Align Behaviour with Organisational Values

BSBLDR411
Demonstrate leadership in the workplace

DISCUSSION

New message
Subject
SUBJECT
B I / L
ATTACHMENT # POST MESSAGE

BSBLDR411 Element 3 - Model leadership behaviour

Element 3 - Model leadership behaviour


DISCUSSION

New message
Subject
SUBJECT
B I / L
ATTACHMENT # POST MESSAGE

9. Click “Unit Assessment Requirements” to view the unit of competency standard.

BSBLDR411 Assessment Requirements

BSBLDR411 Assessment Requirements


Elements	Performance Criteria
1. Prepare to demonstrate leadership	1.1 Identify organisation's requirements for management performance 1.2 Identify qualities required for positive management performance according to organisational policies and procedures 1.3 Develop and implement performance plans for individual and team according to organisation's business objectives 1.4 Establish key performance indicators according to organisation's business objectives
2. Align behaviour with organisational values	2.1 Locate and assess organisation's standards and values for conducting business 2.2 Identify how own performance will contribute to upholding organisational values 2.3 Identify issues to be resolved according to organisational values 2.4 Gather and organise information relevant to the issues under consideration
3. Model leadership behaviour	3.1 Facilitate individual's and team's active participation in team decision-making processes 3.2 Determine preferred

DISCUSSION

New message
Subject
SUBJECT
B I / L

10. Click Weekly Independent Task(s) to undertake formative assessment activities:

BSBLDR411 Weekly Independent Task - Week 1



1. Managers only need to know about the organisation and what needs to be done; interpersonal characteristics are not important?

☐ True

☐ False


2. Rapport is the key to maintaining good relationships with unhappy customers.

☐ True

☐ False

3. The 3 keys to being assertive as a leader is:

BSBLDR411 Weekly Independent Task - Week 2



1. The two reasons for poor performance in an employee are:

1) the systems within the organisation

2) The employee themselves

☐ True


☐ False

2. 85% of poor performance can be contributed to the organisations systems?

☐ True

☐ False

BSBLDR411 Weekly Independent Task - Week 3



1. The 7 steps of decision making are:

☐ Clarify & define the problem

☐ Establish realistic goals

☐ Generate solutions

☐ Evaluate & compare solutions

11. Click “Unit Knowledge Assessment” and undertake the assessment. Double check your answers before submitting the assessment.

BSBLDR411 Knowledge Assessment

Result (overall):
Satisfactory

Result (attempt):
Satisfactory

Summary

19 correct

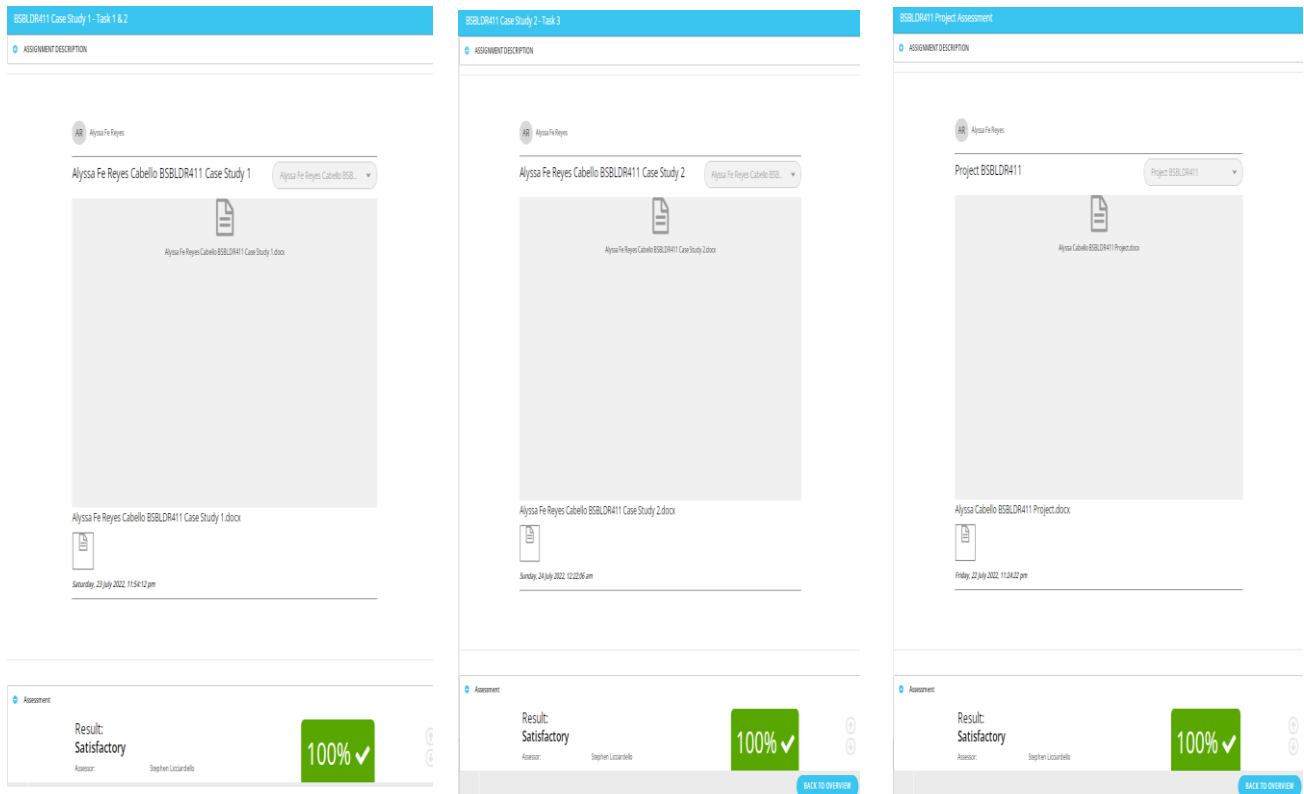
100% ✓

100% ✓

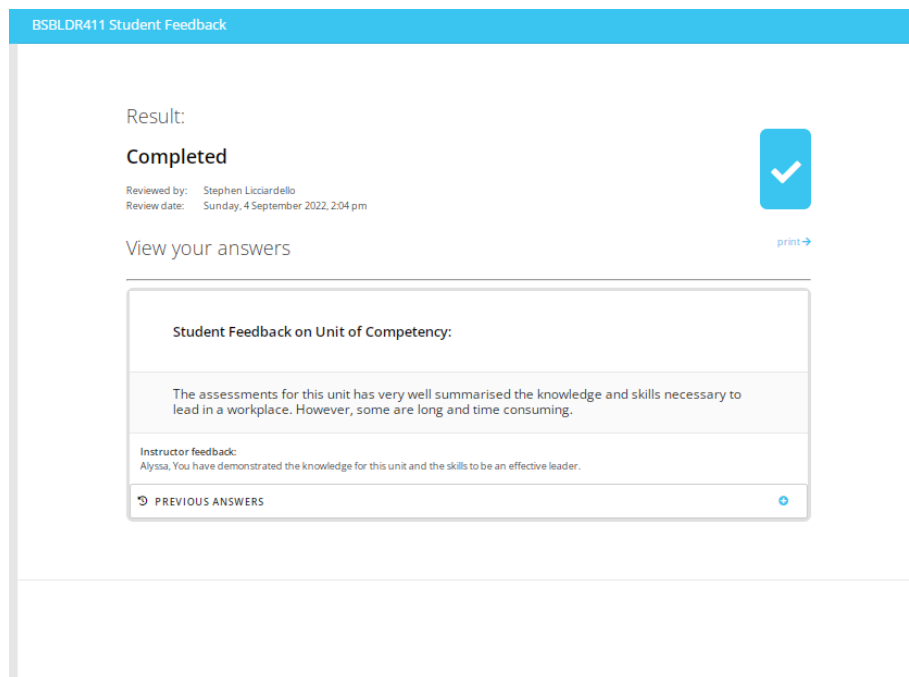
BACK TO OVERVIEW

Print →

12. Click other assessment tasks and complete them with great care. Double check the quality of your answers, then submit the tasks.



13. Click “Unit Student Feedback” and give your comment on assessment and learning activities.



Introduction - Competency Based Assessment

This Assessment Guide is developed to inform you of vocational assessment practices at SGSCC. This Guide will assist you to develop and produce quality assessment evidence that reflect your skills and knowledge as you progress towards becoming industry competent.

Competency Based Assessment is the process of collecting evidence to make a judgement of whether or not competency has been achieved in a particular position of our industry. This means that you will be assessed against an industry defined set of standards that makes up your qualification.

Assessment will be completed by undertaking a variety of assessment methods. These methods will demonstrate to your trainer/assessor the concept of 'show and tell' and may include question and answers, role-play, demonstration, report, project, case studies, portfolio, and, depending on the qualification, observation in the workplace. You will show your trainer your skills and tell them of your knowledge through these methods.

Your trainer will mark your assessment tasks against the requirements of the unit of competency. Their assessment judgement is based on the evidence the candidate (you, the student) has provided to demonstrate competency.

Your trainer will provide feedback on your completed assessment tasks, and you will be asked to provide feedback on the unit you have completed.

You will be given one of two grades: Competent (C), meaning that all the criteria of the unit have been met or Not Yet Competent (NYC), should any of the answers to the tasks be incorrect.

If you answer incorrectly, your trainer will provide you with an action plan and guidance, as well as the opportunity to be re-assessed to be deemed Competent.

To be qualified, you need to be deemed Competent for each unit of competency.

How and when do I receive the assessment tasks?

At the commencement of each scheduled unit of competency, you will be provided with access to learning and assessment materials on aNewSpring. You will need to log in to the system and follow the steps specified in "How to start learning and assessment activities on aNewSpring".

In summary, you will need to complete the following procedures:

- **Student Details** - Complete your details by entering your name and personal details.
- **Student Declaration** - Read, understand, and complete the Student Declaration section by ticking each of the boxes

- **Assessment**—Your assessment will consist of various components, including question-and-answer, case studies, reports, and role plays. We will discuss these in more detail in the next section.
- **Student Feedback** – In this section, you can provide feedback on the unit of competency, the assessment, and the training you received.

How can I be assessed?

Assessment comes in a variety of methods. Below is listed the most common types of methods used.

Direct Observation	<ul style="list-style-type: none"> • This includes demonstration of skills in the workplace in real time eg on work placement or in a simulated environment (eg SGSCC Care Room) • If you are being observed on work placement (if enrolled in Community, Disability, Aged Care and Early Childhood related courses) please refer to your Work Placement Journal instructions as to how and when you will be assessed in the workplace. • May also include preparing and conducting a role-play or giving a presentation. • For role-plays you will be asked to perform a particular role (e.g., a supervisor, acting as a member of a team, participating in a meeting etc.). Instructions are included with the task being assessed to assist you in preparing in the role and the expected outcomes you are to demonstrate in performing the role-play. • If you are giving a presentation, refer to the task instructions which will specify what the presentation is to be about, the proposed target audience, context of the presentation, duration (thus determining the amount of preparation and research required to prepare for the presentation) and how the presentation is to be delivered e.g., including prepared PowerPoints, giving out handouts etc.). • The assessor will observe the student performing tasks relevant to the units of competency being assessed. Questions may
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	<p>supplement what was observed to determine underpinning required knowledge.</p> <ul style="list-style-type: none"> • The student will be given on the assessment and activity instructions prior to the assessment. • The assessor will use a checklist to identify your having met the requirements of what is being assessed
Project	<p>A project may be to complete different types of task. For example:</p> <ul style="list-style-type: none"> • Prepare a PowerPoint presentation to include a minimum of 5 slides and include the content of the question. • Booklet • Pamphlet • Video • Poster <p>A project may include having to conduct research to complete the project. Research may include obtaining information from appropriate internet sources (e.g., government websites, company websites etc., and or a workplace) in response to a task.</p> <p>The task instructions will state what is required and how the project should be presented.</p>
Questions	<ul style="list-style-type: none"> • Questions may be asked verbally or written. The assessment instructions will state which of the two will be used - more commonly written. • These would generally be short answer response questions and may include questioning methods such as multiple choice, written questions, True-False, matching an item on a list to another.
Case Study	<ul style="list-style-type: none"> • You are required to provide written responses to a situation presented in a scenario. • These may include conducting research to assist in answering the required questions, solve problems, analyse a particular issue

	which would demonstrate how they might attend to a given problem.
Workplace evidence	<ul style="list-style-type: none"> • Workplace evidence consists of a compilation of documents and or samples that you may have completed or sourced from a workplace or internet which includes any supplementary notes that the student has provided. • It may include photographs, log books and journals. • It is usually an extensive document. • Assessors use a checklist to ensure that all the required items are included.

How do I know how much to write?

The amount of evidence that you provide is based on the type of question you have been given and the level of qualification you are studying.

For example, suppose you are studying at Certificate II level. In that case, you are often required to list items, while at Certificate IV, Diploma and Advanced Diploma level, you are often required to comment on, analyse and critique, which would require you to write a more substantial response.

The instructions for each of your tasks will indicate the amount of response is required.

The terminology used in the questions—how to respond:

If you are asked to:	You should:
List	In bulleted, numbered or paragraph form, provide a number of consecutive items—if paragraph form, use commas (,) to separate items.
Describe	In paragraph form, give a full account of an event, idea or concept—include all relevant circumstances and details.
Explain	In paragraph form, describe—in enough detail to clarify or justify—an idea, concept, situation, action taken, insight or challenge.

Define	In paragraph form, explain the meaning of a term or concept—use your own words to define the term or concept, or quote an accurate, published definition (in this case, note the source).
Summarise	In paragraph or list form, explain the key points or insights derived from a text, event or situation.
Compare	List, describe or explain the similarities and differences between two (or more) ideas, concepts, events, situations, challenges or insights.

What resources will I be given to complete the assessment tasks?

This will depend on the assessment tasks and the unit of competency being assessed. As a minimum you will receive:

- The assessment task including assessment instructions.
- Access to equipment to undertake the assessment tasks. Additional material distributed via Facebook, video on YouTube and any relevant resources for the particular unit.
- Access to relevant legislation, workplace policies and procedures and documentation to base your assessment tasks against.
- Course schedule stating when assessments are due.
- A qualified assessor.

How do I know what my trainer is looking for?

Your trainer will be looking for the following:

- Provide well-explained responses to each question or task, demonstrating your skills and knowledge that are suited for the workplace.
- The answers reflect the language and terminology contained in the unit.
- You have completed satisfactorily each of the criteria contained in the unit.
- Have organised and presented clearly the completed tasks for your trainer to follow.
- Provide any supplementary documentation as required.
- The tasks you have submitted is of your own work with reference to any acknowledgements of sources of information you have included in your assessments.

If you require any clarification for an assessment task or question, please ask the question to your trainer using your class, Teams. By recording it on the Teams, your fellow class colleagues will be able to see the same response, which will assist them, too, in completing the task.

How is my work marked?

You are competency assessed which means that you are assessed against the required criteria contained in the unit of competency.

You need to complete each question contained in a task satisfactorily. Once all tasks have been successfully completed, along with any workplace observation, you will then be deemed Competent (C) for that unit of competency.

You will either be deemed either Competent (C) or Not Yet Competent (NYC).

What if I get any questions wrong?

A feature of competency-based-assessment is the opportunity for you to be able to re-submit any tasks that were answered incorrectly. In effect, you will be assessed until you are deemed Competent.

You may submit up to three times. If, after the third attempt, you are still not deemed Competent you will be required to re-enroll in the unit of competency.

If you have been deemed Not Yet Competent (NYC), your trainer will provide you with feedback, guide you, and develop an action plan for you to re-submit the relevant question(s). They will also advise you when the re-submission date is due.

When re-submitting, please complete a Student Assessment cover sheet provided by your trainer along with your revised answers.

What is a qualification?

Qualification is made up of core and or elective units. Each qualification has its own unique specifications as to the number and what units are to be completed. These units of competency are taken from the industry training package, a document developed by your industry that has determined the skills and knowledge required to work in that industry.

The qualification meets the requirements of the Australian Qualification Framework (AQF), which states that anyone who has completed that qualification level must also meet those requirements.

How do I know if I am being assessed fairly?

The assessment process SGSCC follows meets the principles of assessment, i.e., that it will be valid, reliable, flexible, and fair.

Your completed assessment tasks, received as evidence of your having demonstrated the required skills and knowledge, will be assessed against the rules of evidence i.e., is valid, sufficient, current and authentic.

What happens if I believe that I have been assessed unfairly?

If you believe that you have been assessed unfairly or you are dissatisfied with your assessment result, you are entitled to have your assessment task reviewed.

Please refer to the Complaints and Appeals Policy on our website:

<https://www.sgsc.edu.au/workskills/accredited-course-information>

What is plagiarism?

Plagiarism is the act of passing off another person's work as that of your own. Examples include copying the work of another person or summarising the work of another. Plagiarism is a serious academic offence.

If you are found to be plagiarising your work, you will receive a non-completion result in the unit of competency attempted. If you knowingly aid another student in committing plagiarism, you will also receive a non-completion result as if you yourself had committed plagiarism.

What is referencing?

Referencing means acknowledging the source of where you have researched information and including this in your assessment tasks.

If you quote from a text in your assessment tasks, you are required to reference where you sourced that information, including your last name and first initial. (Year published). *Title*. Edition. (Only include the edition if it is not the first edition) City published: Publisher, Page(s). This is stated immediately after the quotation.

For example: Cole, K, (2013) Steps in Planning. Management Theory & Practice Edition 5e, Pearson p. 495-497).

If the quote is from the internet, state the Author's family name, Initial(s), Year (page created or revised), Title of page, Publisher (if applicable), viewed, Day, Month, Year, <URL>.

For example Cole, K, (2016), Management: Theory and Practice, viewed 13 May 2016
<http://www.pearson.com.au/products/A-C-Cole-Kris/Management-Theory-and-Practice-eText-Companion-Website>)

For example: Cole, K, (2016), Management: Theory and Practice, viewed 13 May 2016
<http://www.pearson.com.au/products/A-C-Cole-Kris/Management-Theory-and-Practice-eText-Companion-Website>)

SGSCC Student Support Services:

If learner support is required, such as literacy, numeracy, English language or physical capabilities, SGSCC will develop strategies to make support available where gaps are identified.

This may include providing:

- Language, Literacy & Numeracy (LLN) support
- Health and wellbeing counselling
- Assistive technology
- Additional tutorials, and/or
- Other mechanisms, such as assistance in using technology for online delivery components.

Reasonable Adjustment

- SGSCC has policies that include access and equity principles. Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need. Evidence collection can be adjusted to suit individual needs if required. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment, such as oral assessment and the opportunity to resubmit a NYC assessment result.
- Additional support can be provided, including LLN assistance through the SGSCC English department, trainer communication through Facebook, telephone and email support, be provided with additional training hours, and one-on-one tuition as consulted with and authorised by the Course Coordinator.
- Any adjustments will be recorded in the Student Notes document and on the assessment task.
- The Training Coordinator will monitor the implemented strategies in consultation with the trainer and the student.
- Students identified at risk of not completing within the designated timeframe are identified as early as possible (for example, poor attendance and not submitting assessment tasks within prescribed timelines). Regular trainer meetings with the Training Coordinator are held to ensure appropriate strategies are in place for the student's needs. Services offered to

students at risk include LLN support, study groups, drop-in sessions, private tutoring, Facebook and telephone support, extensions, opportunities to resubmit assessments, and career planning. SGSCC has a list of relevant support agencies available.

What is Recognition of Prior Learning (RPL) and Credit Transfer?

SGSCC provides students with the opportunity to apply to have their prior learning recognized toward a qualification or units of competence for which they are enrolled.

It is an assessment process aimed at determining credit and recognising the competencies students have obtained in formal and informal education and the work environment. It enables them to forego training and move directly to having their competencies assessed, thus avoiding the need for unnecessary training.

RPL is another form of assessment. The student will prepare evidence for assessment against the same requirements of a unit of competency. The evidence submitted may be different for each student applying for RPL based on their particular circumstances and prior experience. This will be discussed with an assessor prior to an application for RPL is formally submitted to ensure that they have the knowledge and skills without requiring any training and are suitable to apply for RPL.

You will be asked to submit evidence in the form of appropriate documents and previous Australian qualifications you may have completed, as well as by answering related questions to ensure that the required skills and knowledge of the unit of competence that recognition is being sought are met.

If you are enrolling in a training and assessment program and wish to apply for RPL, you must do so prior to the unit being delivered. Please contact your Vocational Student Advisor, who will provide you with an RPL Kit for your particular qualification. You may then decide whether to proceed in applying for RPL.

Credit Transfer applies when you provide SGSCC with your certified copy, by a Justice of the Peace or similar, of your qualification and transcript prior to enrolment. The unit code and title must be the same as the unit of competency included in your SGSCC course. Permission to have your qualification verified with the issuing RTO will be asked for. Upon verification of this, you will receive a discount on your student fee and a credit towards your course.

What is meant by the term Benchmark for assessment?

The unit of competency is the benchmark for assessment, i.e., what your assessment is based on. Your trainer will compare your performance against the unit's requirements and any workplace requirements if you are assessed in the workplace.

What is meant by the terms Context and Assessment Conditions?

For each unit of competency, you will be required to demonstrate your knowledge and skills. The assessment tasks tell you how you will be assessed, any resources and equipment to be used, and how you will be assessed, for example, in the workplace or in a simulated environment. The course schedule tells you when assessments are due. The Assessment Context is a broad term that encompasses the purpose for being assessed – in your case it is often to gain a qualification, career progression etc., who your assessor is, when and where assessment will be conducted. Your trainer will advise you of the Context when discussing the assessment requirements with you. The Assessment Conditions from the unit of competency also provides any additional information or resources required for the assessment to take place.

Do I organise my own work placement?

For many health and community related courses work placement is mandatory as part of your qualification. Work Placement Coordinator will discuss with you to find an appropriate workplace where you may attend and satisfy the qualification work placement duration and assessment requirements. You may have a workplace already in mind. Please tell your Work Placement Coordinator and they will find out whether your work placement meet the unit requirements and whether work placement may be arranged there.

Please refer to your schedule when work placement will be conducted.

Your workplace assessor will arrange for when they will visit and assess you in the workplace. You will be observed and questions may be asked against the relevant units of competency being assessed. Verification from your workplace supervisor of the duties you have performed and your work behaviour may be sought by your workplace assessor.

The Australian Qualification Framework and Volume of Learning

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications and provides the standards and learning outcomes for each of the 10 AQF levels.

The AQF also provides an indication of how long a qualification should take to complete and achieve the learning outcomes. This is what is referred to as Volume of Learning.

Depending on the amount of prior relevant experience you have may determine the overall course duration. For example, if you are new to the industry sector you are likely to have a course duration that meets the AQF Volume of Learning. Therefore, one course duration for one group of students may differ to another. You will be told prior to enrolment how long your course will take to complete, noting that the duration includes face to face, self-study, assessment, and, where appropriate, work placement delivery time.

You will be assessed against these specifications at the qualification level you are enrolled in.
These include:

Certificate I

The purpose of the Certificate I qualification type is to qualify individual basic functional knowledge and skills to undertake work, further learning and community involvement.

AQF level I criteria

Summary Graduates at this level will have knowledge and skills for initial work, community involvement and/or further learning.

Knowledge Graduates at this level will have foundational knowledge for everyday life, further learning and preparation for initial work.

Skills Graduates at this level will have foundational cognitive, technical and communication skills to:

- undertake routine activities
- identify and report simple issues and problems

Application Graduates at this level will apply knowledge and skills to demonstrate autonomy in highly structured and stable contexts and within narrow parameters.

Certificate II

The purpose of the Certificate II qualification type is to qualify individuals to undertake mainly routine work and as a pathway to further learning.

AQF level II criteria

Summary Graduates at this level will have knowledge and skills for work in a defined context and/or further learning

Knowledge Graduates at this level will have basic factual, technical and procedural knowledge of a defined area of work and learning

Skills Graduates at this level will have basic cognitive, technical and communication skills to apply appropriate

methods, tools, materials and readily available information to:

- undertake defined activities

- provide solutions to a limited range of predictable problems

Application

Graduates at this level will apply knowledge and skills to demonstrate autonomy and limited judgement of knowledge in structured and stable contexts and within narrow parameters.

Certificate III

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning. The purpose of the Certificate III qualification type is to qualify individuals who apply a broad range of knowledge and skills in varied contexts to undertake skilled work such as Community Support Workers.

AQF level 3 criteria

Summary

Graduates at this level will have theoretical and practical knowledge and skills for work and/or further learning

Knowledge

Graduates at this level will have factual, technical, procedural and some theoretical knowledge of a specific area of work and learning

Skills

Graduates at this level will have a range of cognitive, technical and communication skills to select and apply a specialised range of methods, tools, materials and information to:

- complete routine activities
- provide and transmit solutions to predictable and sometimes unpredictable problems

Application

Graduates at this level will apply knowledge and skills to demonstrate autonomy and judgement and to take limited responsibility in known and stable contexts within established parameters

Certificate IV

Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning. The purpose of the Certificate IV qualification type is to qualify individuals who apply a broad range of specialised knowledge and skills in varied contexts such as Team Leaders.

AQF level 4 criteria

- Summary** Graduates at this level will have theoretical and practical knowledge and skills for specialised and/or skilled work and/or further learning
- Knowledge** Graduates at this level will have broad factual, technical and some theoretical knowledge of a specific area or a broad field of work and learning
- Skills** Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply a range of methods, tools, materials and information to:
- complete routine and non-routine activities
 - provide and transmit solutions to a variety of predictable and sometimes unpredictable problems
- Application** Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and limited responsibility in known or changing contexts and within established parameters

Diploma

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning. The purpose of the Diploma qualification type is to qualify individuals who apply integrated technical and theoretical concepts in a broad range of contexts such as Managers.

AQF level 5 criteria

- Summary** Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning
- Knowledge** Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning

Skills Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:

- analyse information to complete a range of activities.
- provide and transmit solutions to sometimes complex problems.
- transmit information and skills to others.

Application Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters

Advanced Diploma

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning. The purpose of the Advanced Diploma qualification type is to qualify individuals who apply specialised knowledge in a range of contexts such as Coordinator's who communicate and liaison with other professionals.

AQF level 6 criteria for the Advanced Diploma

Summary Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning

Knowledge Graduates at this level will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning

Skills Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:

- analyse information to complete a range of activities
- interpret and transmit solutions to unpredictable and sometimes complex problems
- transmit information and skills to others.

Application Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility:

- in contexts that are subject to change
- within broad parameters to provide specialist advice and functions

Graduate Certificate

Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.

Knowledge Graduates at this level will have advanced theoretical and technical knowledge in one or more disciplines or areas of practice.

Skills At this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to:

- analyse critically, evaluate and transform information to complete a range of activities
- analyse, generate and transmit solutions to complex problems
- transmit knowledge, skills and ideas to others.

Application Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed of knowledge judgement, adaptability and responsibility as a practitioner or learner and skill.



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