



**Access
Institute**

Creating exceptional
opportunities.

Home Modifications Course for Occupational Therapists

**Incorporating Nationally Accredited and
Recognised Units of Competency:**

**CPPACC4020 - Provide access advice on building renovations -
CPP40821 Certificate IV in Access Consulting and**

**CPPACC5016 - Provide expert access advice on renovations to
private dwellings - CPP50721 Diploma of Access Consulting**

Course Information Handbook

**Delivered Live Online via Zoom and Self-Paced
Learning**



**NATIONALLY RECOGNISED
TRAINING**

Home Modifications Course for Occupational Therapists
Course Information Handbook

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Purpose of this Course Information Handbook

The purpose of this Handbook is to provide an overview of:

- the Access Institute as a Registered Training Organisation (RTO) – 22404
- the nationally accredited and recognised units of competency CPPACC4020 - Provide access advice on building renovations, as part of qualification CPP40821 Certificate IV in Access Consulting and CPPACC5016 - Provide expert access advice on renovations to private dwellings as part of qualification CPP50721 Diploma of Access Consulting
- Policies and procedures relevant to enrolment in the Home Modifications Course for Occupational Therapists.

Prior to enrolling in the course please read this Course Information Handbook. If students still have any questions, please contact Access Institute as per the contact details in the back of this Handbook. Email contact is preferred.

Access Institute

Access Institute is recognised as the key provider of education relating to access and Universal Design in the built and external environment in Australia.

Our qualified and Accredited Access Consultants and trainers are leaders in addressing access and Universal Design in the built and outdoor environment and acknowledged as experts in access advice relating to buildings, facilities, services and programs.

We develop and deliver nationally recognised training programs. Our training programs attract Continuing Professional Development (CPD) points from a wide range of professional organisations.

We have provided an extensive range of access audits, access appraisals, research and evaluation projects, consultations, advisory and training services across Australia for more than 30 years.

Access Institute is accredited as a Registered Training Organisation (RTO) with the Australian Skills Quality Authority (ASQA). An RTO is a training organisation registered by a state/territory registering body in accordance with the Australian Quality Training Framework (AQTF). Each RTO has a defined scope of registration. Access Institute's current scope of registration includes delivery of the nationally accredited CPP40821 Certificate IV in Access Consulting and CPP50721 Diploma of Access Consulting.

The benefits of successfully completing nationally accredited training are:

- receipt of a nationally accredited units of competency or qualification
- attainment of knowledge and skills that are recognised throughout Australia.

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As an RTO, Access Institute provides students with:

- knowledge and skills to work effectively in a rapidly expanding industry
- training delivery by qualified and accredited practitioners who are currently working in the access industry and other relevant fields
- a commitment to providing support and services conducive to achieving competency
- inclusive and innovative training methods
- a pathway to career development.

Student Identification / Proof of Identity

It is a mandatory requirement for students to supply current legible photographic identity evidence with their Enrolment documentation, in the form of government-issued photo identification, e.g. passport, driver's licence, proof of age card, working with children check or Australia Post Keypass.

Unique Student Identifier

Do you need a USI?

From January 2015 it is compulsory for all students enrolling in nationally recognised training to obtain a Unique Student Identifier (USI). This number will be the students own personal student number which can be used across all educational institutions.

If students do not already have a USI, the student will need to create one prior to enrolment. Please create a USI by visiting <http://usi.gov.au>.

Access Institute is prevented from issuing students with a nationally recognised VET qualification or statement of attainment when a student completes their course unless have a Unique Student Identifier (USI).

If a student would like Access Institute to apply for a USI on their behalf they must authorise us to do so and declare that they have read the privacy information at <http://www.usi.gov.au/Training-Organisations/Documents/Privacy-Notice.pdf> .

Legislative Compliance

Access Institute conducts regular reviews to ensure ongoing compliance with Commonwealth and State's/Territory legislative and regulatory requirements that govern the delivery of accredited training programs. Access Institute has policies that reflect relevant legislative requirements, including, but not limited to, Workplace Health and Safety, Harassment, Anti - Discrimination, Equal Opportunity and Vocational Education and Training legislation.

Competency of Facilitators and Assessors

Access Institute training Facilitators and Assessors are industry experts with relevant experience and qualifications in both the access and training industries. In addition to their current industry practice, they also hold qualifications and/or accreditation by registering bodies. Facilitators and Assessors work in the field of access consulting and also participate in continuous professional development programs to maintain currency in their areas of expertise.

Course Overview

What is involved in completing the course?

The **2 units of competency CPPACC4020 Provide Access Advice on Building Renovations** (*from Cert IV Access Consulting*) and **CPPACC5016 Provide Expert advice on Renovations to Private Dwellings** (*from Diploma of Access Consulting*) are nationally recognised units from qualifications in Australia.

Completing this course is one of the pathways for Occupational Therapists to become a NDIS Minor and Complex Home Modifications Assessor.

The **course incorporates the 2 units of competency (nominated by NDIS)** as well as specific learning content related to undertaking NDIS Minor and Complex Home Modifications.

The core units focus on **access and Universal Design** in the built environment relating to dwellings, as well as understanding and applying relevant access standards and legislation to private dwellings. Key elements incorporated in the course are as follows:

Day 1

- Overview of Universal Design
- Overview of relevant legislation and Standards including:
 - Disability Discrimination Act 1992
 - Disability (Access to Premises-Buildings) Standards 2010
 - Australian Standards for Access and Mobility
 - National Construction Code 2022
 - Australian Building Codes Board (ABCB) Livable Housing Design Standard
 - Specialist Disability Accommodation (SDA) Design Standard

Day 2

- Home modifications overview
- Home modifications process
- Client consultation
- Assessing existing dwellings
- Access considerations

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- Construction considerations
- Understanding a floor plan
- Reviewing a floor plan
- Working with other professionals
- Records management
- Professional development

Day 3

- Understanding NDIS Minor and Complex Home Modifications
- Using NDIS Templates
- NDIS reporting
- Using OT Draw
- Practical application and interpretation of NDIS requirements
- Completion and submission of NDIS documentation

Trainers provide in-depth instruction on these topics which is supported by a **detailed Learner Guide**.

Trainers include:

- Ms. Joe Manton – Director Access Institute
- Mr. Lucas Wheeler – Director SDA Assessors Australia
- Ms. Sara Collison – Director – Verve OT

All trainers have extensive skills, experience and relevant qualifications in elements covered by the course.

How is the Course delivered?

The course is delivered **holistically over 3 days**. This means that units are not taught in isolation. Many topics are interconnected, reinforcing the principles and processes needed to provide effective home modification assessment.

The course is delivered **live via Zoom**. Before each session, you will receive a Zoom link, allowing you to join from your own device. There is no need to download software, and our **Administration Manager** is available to assist with any technical issues.

To participate, you will need access to a **camera and microphone** to engage in class discussions.

Class schedule: Day 1 and Day 2 sessions typically run daily from **10:00 AM – 4:00 PM (Melbourne time)**. **Day 3** session runs from 10 a.m. – 3 p.m.

Course dates are detailed in this **Course Information Handbook** at www.accessinstitute.com.au

Are there any prerequisites for the course?

Anyone can undertake the course however only Occupational Therapists that are qualified and registered with the Australian Health Practitioner Regulation Agency (AHPRA) are eligible to operate as NDIS Home Modifications Assessors.

What is involved in course assessment?

Assessment is required for each unit; however, elements are assessed **holistically** rather than individually.

Assessments include:

- Written questions
- Workplace simulations – Completion of a Minor and Complex Home Modification (either case study or NDIS approved)
- 2 online multiple-choice tests.

Students have up to **4 months** from course commencement to complete the assessments. The time required for each student will vary depending on prior experience and skills. **Guidance and support** are available throughout the process.

Rather than a traditional **pass or fail** system, assessments determine whether students are '**competent**' or '**not yet competent**'. If a student is assessed as '**not yet competent**', the Assessor will provide feedback to support the student to you achieve competency.

What learning materials are provided?

Each unit includes a **comprehensive Learner Guide** along with additional **resources**, such as:

- Resource Documents
- Legislation
- Industry Standards*
- Universal Design Considerations
- NDIS Minor and Complex Home Modification Templates
- Weblinks

These materials are accessible through the Access Institute **Student Portal**, instructions are provided on how to use it.

All relevant **legislation** is supplied as part of the course. However, students must **obtain their own copies** of the **required Australian Standards**, which are listed in the **Course Information Handbook**.

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The aim of the Home Modifications Course for Occupational Therapists is to provide the basis for effective assessment of existing dwellings to identify requirements to improve access and liveability for occupants, particularly those with disabilities.

The course incorporates relevant learning material that addresses the requirements of 2 units of competency that are part of the CPP40821 Certificate IV in Access Consulting or CPP50721 Diploma in Access Consulting qualifications detailed below. This content has been developed specifically for qualified Occupational Therapists who wish to undertake Home Modifications.

Home modifications can be undertaken privately and be self-funded but some people may also be eligible, in some circumstances, for government funding through the National Disability Insurance Scheme (NDIS).

According to the NDIS, in summary:

'Home modifications are custom-built changes to participants home to help them access and use areas of their home.

Home modifications can be minor changes, or they can be more complex.

Minor home modifications are usually home modifications that don't change the structural parts of the home and would cost no more than or cost more than \$20,000.

Complex home modifications usually need building approvals or permissions, and certification of work such as plumbing and electrical works. They may involve highly complex or technical works or impact several areas of a person's home'.

An effective and professional Home Modifications Assessor is an Occupational Therapist with the skills to provide detailed and complex home modifications assessments.

The course incorporates specific learning material to address both minor and complex home modifications.

The aim of the course is to provide students with the skills and knowledge required to provide advice on home modifications to achieve optimum access to existing buildings for people with disability. This advice is required in situations where regulatory compliance can be achieved as well as where compliance cannot be achieved due to pre-existing conditions.

The course covers legislation related to home modifications for access for different types of dwellings as well as relevant Standards and guidelines that must be considered in home modification.

It supports students in understanding plans and designs as well as considerations in recommending home modifications in different types of dwellings.

The course is targeted at Occupational Therapists who are self-directed and have substantial depth of knowledge and skills in client consultation and assessing client needs, to make independent judgements in the determination of home modifications that may be required to a person's home.

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In order to achieve successful completion, students will be required to complete and submit a range of assessment tasks within 4 months of course completion.

Professional Recognition of the Qualification

CPPACC4020 - Provide access advice on building renovations and CPPACC5016 - Provide expert access advice on renovations to private dwellings are nationally accredited and recognised units of competency. A range of professional associations accept these units under their professional development programs and allocate Professional Development Points (CPD) for students who have completed them. Further details are available from each professional association in relation to their CPD programs. Students who complete the course will receive a Statement of Attainment for units CPPACC4020 - Provide access advice on building renovations and CPPACC5016 - Provide expert access advice on renovations to private dwellings

Course Delivery Timetable

In order for students to complete the course, they will be required to attend 2.5 days of training delivered live online via Zoom as well as successfully complete a range of assessment tasks. A timeframe of four months maximum has been allocated for students to complete all requirements of the course, commencing from the last allocated online session. See **Dates and Location** section of this handbook for more information.

Course Structure

To attain the Statement of Attainment, each student must be deemed competent in the 2 units of competency.

These units are determined by the Training Package associated with the course and approved under the Australian Qualifications Framework. The AQF provides a comprehensive, nationally consistent framework for all qualifications in post compulsory education and training in Australia.

Learning Pathway

Upon successful completion of the Home Modifications Course for Occupational Therapists, students will have also completed 1 of the units required to successfully complete the CPP40821 Certificate IV in Access Consulting and 1 of the units required to successfully complete CPP50721 Diploma in Access Consulting.

Learning Materials

Access Institute will provide students with learning materials relevant to the units of
Access Institute will provide students with learning materials relevant to the unit of

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competency. Any learning materials provided by Access Institute in soft copy can be printed and downloaded but not transmitted or altered.

If people other than students wish to use any of the learning materials, they will need written permission from Access Institute to do so or undertake the relevant course.

Materials cannot be distributed across organisations for use by multiple users.

Students will need access to a computer (or similar) and their own internet connection suitable for accessing the internet during the online sessions.

Students will also be required to undertake an assessment task as part of the learning process. Students will need access to a computer suitable for use in the development of an access audit report as part of the course assessment process.

AS1428.1 2021 required to be provided by students

Students will be required to have access to AS1428.1 2021. This is copyright to SAI Global and Access Institute cannot provide it to students. Students will need to purchase their own copy and have it available to use on each day of the course. There will be a test during the class session relating to this Standard so it is imperative that students have this. Students can purchase this from Standards Australia www.standards.org.au

Australian Standards may be obtained from Standards Australia on a user-pays basis, and from public and some university libraries. Consumers who have complex needs or issues are able to contact the Commonwealth Department of Industry, Science and Resources to seek advice and assistance to access referenced Australian Standards on a case by case basis.

In its *Distribution and Licensing Policy Framework* (November 2019), Standards Australia outlined a commitment to make Australian Standards for personal, domestic or household use available at no cost to end users. In August 2023, Standards Australia launched the Reader Room platform, which offers free read-only access for non-commercial (personal, domestic, or household) use to Australian Standards' publications, including AS 1428.1.

Learning Support

During the course, students will be supported by:

- Trainers and assessors during the live online Zoom sessions, and available by phone and email outside of the session delivery times, as well as via Zoom if necessary; (*Students can contact the relevant trainer via email to make a time for a phone call or Zoom meeting if necessary*)
- Extensive Learner Guide incorporating comprehensive learning materials and resources;
- Administrative support in relation to understanding of any administrative requirements relating to course.

Students are encouraged to use the support services offered by Access Institute.

Entry Requirements and Language, Literacy and Numeracy

The prerequisites for entry into the Home Modifications Course for Occupational Therapists is Qualified Occupational Therapists in Australia, that are registered to practice in their relevant State. To undertake the course, students will also need to be able to:

- read, comprehend and write a range of texts within a variety of contexts
- use and respond to spoken English language including some unfamiliar material within a variety of contexts
- recognise and use some of the conventions and symbolism of formal mathematics including measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem solving strategies
- be able to use basic computer programs e.g. MS Word, Excel etc. as well as the internet for undertaking research.

A student's language, literacy and numeracy skills may be assessed by Access Institute for the purpose of ascertaining their likely ability to cope with the requirements of the course.

Although Access Institute will make every effort to accommodate the particular needs of individuals, as a matter of ethical conduct, it will not enroll a student if it becomes clear that it would be impossible for the student to successfully complete the course. In those circumstances Access Institute will assist the student, where possible, to find a suitable alternative. If it is determined by Access Institute that the student will not be able to successfully complete the course due to a particular learning need, after the student has commenced the course, Access Institute will provide a refund of the paid fees less any costs incurred by Access Institute. See the **Fees, Charges and Refunds** section of this Handbook for further information.

Recognition of Prior Learning (RPL) and Credit Transfer

RPL is the recognition of learning or competencies that have been previously achieved. Once enrolled, students may be able to apply for RPL if they can demonstrate sufficient experience and successfully complete all of the assessment tasks and questions from the relevant units of competency.

Credit transfer allows students to count relevant, successfully completed studies – achieved at TAFE colleges, accredited private providers, professional organisations or enterprises and universities – towards their current course or qualifications.

Credit transfer works by students receiving credit for units they have previously completed and are exempt from retaking them, therefore reducing the study load. Students must provide certified copy of evidence that they have previously completed the relevant units.

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CPPACC4020 - Provide access advice on building renovations and CPPACC5016 - Provide expert access advice on renovations to private dwellings. are nationally recognised units of competency from CPP40821 Certificate IV in Access Consulting or CPP50721 Diploma of Access Consulting.

If a student is interested in RPL or applying for credit transfer, please contact Access Institute prior to enrolment in the course for further information. Applications for RPL and credit transfer must be received by Access Institute at least one month prior to course commencement, to allow time for assessment. The fee for application for RPL or credit transfer assessment is equivalent to the course fee. RPL will not be assessed once the course has commenced.

Course Dates 2026

In addition, to attending all scheduled sessions, students must also successfully complete all required assignments and assessment tasks within 4 months from the conclusion of the live on line Zoom sessions.

Note: There must be a minimum number of enrolments received by Access Institute, 2 weeks prior to course commencement, in order for this course to proceed. This number varies according to the course type and location.

Confirmation that a course will or will not proceed as scheduled, will be provided to each enrolled student, via email, no later than 2 weeks prior to course commencement date.

Note: The following are the only dates and locations for this course in 2026 at this time.

Delivered Line Online via Zoom – 2.5 days

4, 5 March (10.00a.m. to 4.00p.m) and 6 March 2026 (10.00a.m. to 3.00p.m)

inclusively plus assessment tasks to be completed with 4 months

Delivered Line Online via Zoom – 2.5 days

6, 7 May (10.00a.m. to 4.00p.m) and 8 May 2026 (10.00a.m. to 3.00p.m)

inclusively plus assessment tasks to be completed with 4 months

Invoices

Course fee: \$1,500.00 (GST exempt)

Once an enrolment form is completed, Access Institute will forward invoices to each student via email, indicating course fees and due dates. All fees must be received by Access Institute no later than 24 hours prior to the starting date of the course in order for a student to be eligible to participate in the course and have access to the learning materials on the Student Portal.

To support high quality training, numbers of students enrolled in each course are limited. Enrolment is not guaranteed or confirmed until fees are received by Access Institute and Access Institute has confirmed enrolment with the student via email.

Refunds

If a student withdraws from a course after they have confirmed their enrolment. i.e. submitted their enrolment form to Access Institute, a minimum fee of 50% of the full course fee will apply if withdrawal occurs more than 14 days prior to course commencement.

If a student withdraws from a course within 14 days of the course commencement, no refund will be provided and 100% of the total course fee will apply.

All fees for assessment of Recognised Prior Learning (RPL) or Credit Transfer (CT) undertaken by Access Institute, must be received before assessment of RPL or CT is undertaken. If a student withdraws from a course after RPL or CT assessment has been undertaken, no refund of course fees will be applicable.

All fees and charges must be received by Access Institute prior to course commencement in order for a student to participate in the course.

If a student's internet connection is unstable or drops out during a session delivery, no refund of course fees will be applicable. Alternatives will be offered for completion of any course requirements.

Cancellation of Course by Access Institute

Access Institute reserves the right to cancel any course at any time. If a course is cancelled by Access Institute ALL course fees paid by a student will be refunded. Access Institute reserves the right to change the mode of course delivery as required. i.e. webinar, teleconference, face to face etc. Access Institute reserves the right to change course dates if necessary.

Access Institute does not take responsibility for any participant's costs associated with any such cancellation or date change related to airfares, travel or accommodation.

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Confirmation that a course will or will not proceed as scheduled, will be provided to each enrolled student, via email, no later than 2 weeks prior to course commencement date.

Access Institute will endeavor to notify students as early as possible of any course cancellation or change of date.

Non-course Fees and Charges

In addition to course fees, additional fees may be charged for the following services:

- Recognition of Prior Learning (RPL)
- assessment of Credit Transfer (CT)
- reissuing a Statement of Attainment
- external counseling services.

Funding

Access Institute does not receive any external funding for the course development or delivery therefore all training is developed and delivered on a user pays basis.

Some prospective students may however, be eligible for individual funding under some State or Federal government skill development programs, based upon certain eligibility criteria. Prospective students will need to investigate these options directly with relevant government departments or other relevant funding bodies.

Course Materials

Access Institute uses VETtrak, an Integrated Student Management System (SMS) which is a user-friendly way for students to access information about their training via the internet. Students will have access to unit Learner Guide, Assessment Section and relevant resources via the VETtrak Student Portal.

Note: These documents are copyright© protected and cannot be forwarded to a third party.

WARNING: access to the VETtrak Student Portal requires internet access therefore it should not be relied upon to open these documents during the sessions, particularly if the internet is unstable.

Students must have access to the following documents for every session:

- Printed copy of the Learner Guide, Assessment Section and reference materials; or
- A computer on which the Learner Guide, Assessment Section and reference materials has been downloaded.
- If provided by Access Institute, the course session timetable.

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Upon Course Confirmation, Access Institute will supply enrolled students with log in details to the Student Portal, via email. It is essential prior to attending the first session that students have done this as they will need these documents in class.

For any queries regarding the above, or any other matter, please contact us at admin@accessinstitute.com.au , or 03 9988 1979.

Internet access and Wi Fi and Zoom

Access Institute recommends downloading all required reference documents to a computer for ease of storage.

We will be using Zoom for the online delivery. Students don't need to download Zoom to participate in the session but may wish to download this to their computer and test this in their own time to get an idea of how it works. It is a free program.
<https://zoom.us/>

Access Institute cannot guarantee internet access at any time. If the internet connection drops out whilst the sessions are being delivered live, enrolled students will be provided with instructions of how the session will continue.

Access Institute will provide students with details of how to access the online sessions.

We will forward students a link via email to connect to the Zoom Sessions.

Basically students will be participating in a training session over the internet. Students will be able to see and hear the trainer and also see the PowerPoint or other training material the trainer wishes to use, on the students computer screen.

Students will also be able to talk and ask questions and the trainer will be able to talk to students. Everyone will be able to hear and talk to each other just like a live meeting.

If a student has any trouble with access to Zoom during the session, they can call our office on 03 9988 1979 or email at admin@accessinstitute.com.au and we will try and assist.

Assessment

Assessments are conducted in a fair, reliable, valid and flexible manner in line with regulated requirements, to ensure students can achieve competency in a reasonable timeframe. At the start of the training program, Access Institute provides students with assessment guidelines so they are aware of what they need to demonstrate to be deemed competent. Evidence of competency must be authentic, sufficient, valid and current.

A mix of assessment methods will be used. These may include:

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- the ongoing testing of knowledge in relation to access to the built environment including legislation, codes and other regulatory requirements, industry terminology and technical requirements
- observations by the facilitators (in the classroom and/or the workplace)
- applied and research based assignments assessment tasks
- written workplace-based tasks/assignments
- class exercises, role plays, presentations, group work.
- All materials submitted by students for assessment may be retained by Access Institute for a period of 6 months from the course completion date.
- Students Access Audit Report will be returned once the assessment process has been finalised
- Access Institute recommends that students keep a copy of any assessment materials sent to Access Institute as Access Institute is not responsible for loss of these.
- Further details regarding students results and assessment are detailed in the Access Institute Retention of Student Results and Assessment Records Policy.

Extension of Time to Submit Assessment Material Policy

Access Institute acknowledges that on occasions there may be factors that can impact on a student's ability to successfully complete their studies within the prescribed 4 month timeframe.

Students are therefore given the opportunity to apply for **one** extension of time to submit assessment material beyond the prescribed 4 month timeline, if any of the following factors apply:

1. The student has been ill for more than 1 month within the prescribed 4 month timeline; (a medical Certificate is required to verify this occurrence).
2. A direct family member of the student has been ill for more than 1 month within the prescribed 4 month timeline and the student has been required to undertake 'carer' responsibilities for that family member; a Statutory Declaration is required to verify this occurrence.
3. If the student believes there are other significantly unusual or extenuating circumstances that have impacted on the student's ability to submit the assessment material within the prescribed 4 month timeframe – this does not include 'being too busy'.

Any extension is granted at the prerogative of Access Institute Assessor and Access Institute reserves the right to refuse any application for an extension.

No more than one extension will be granted. A fee of \$50 per application applies.

The maximum time for an extension is an additional 2 months from the initial assessment due date.

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Access Institute is committed to providing a safe, secure, and stimulating learning environment for all staff, students or other stakeholders

Student Wellbeing

We acknowledge that some students may need extra social, emotional, or stress management support during their learning pathway, as such, Access Institute has partnered with Australia Counselling Service (ACS) to provide support to students. ACS is the clinical division of the Australian Institute of Professional Counsellors (AIPC). AIPC is the largest and longest established educator of Counsellors in Australia. AIPC has provided specialist Counsellor training for over 30-years. There is currently no charge for this service.

ACS handle every interaction with understanding, empathy and confidentiality. ACS sees you as a whole person, not a patient. They aim to uphold your integrity and privacy at every step. Their process is collaborative and humanistic. They seek to understand your needs and work with you on a plan to ease your burden and optimise your wellbeing. Students can contact ACS directly at www.acscounselling.com.au.

Access Institute Policies

Access Institute has a range of policies to support the provision of high quality training and assessment and to support the ongoing professional operation of the organisation.

These include:

Academic Integrity Policy

Access Institute maintains high academic standards in its courses and units of competency and expects students to conduct themselves in a manner which is fair, honest and consistent with the principles of academic integrity, particularly when undertaking assessment and research.

Work submitted for assessment purposes must be the independent work of a student or approved groups of students to demonstrate their proficiency in course and unit objectives and learning outcomes.

Academic integrity means honesty, responsibility and the maintenance of academic standards in scholarship. Honesty in scholarship means that all academic work results from an individual student's own efforts and that credit is given to other peoples' ideas. Maintaining academic integrity involves a student:

- creating and expressing their own ideas in their work;
- acknowledging all sources of information;
- completing assignments independently or acknowledging collaboration;
- accurately reporting results when conducting research and honesty during examinations.

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The development of Artificial Intelligence (AI) software has provided a means for students to potentially circumvent the above goals which aim to provide fair and equitable outcomes including a meaningful indication of a student's proficiency.

Access Institute regards AI as a resource - much like other resources, available on the internet or elsewhere – that can be used to provide background information and opinions of use to students who have to complete assessment tasks. As with other resources, however, unacknowledged use of material that contributes substantially to a student's response to an assessment task, contravenes the policy of academic integrity on which Access Institute relies in its assessment of a student's capabilities.

Access Institute supports an educative response to first-time academic misconduct, plagiarism or collusion incidences where this is appropriate and possible.

All students must complete a declaration when submitting assignments. The declaration must include a statement:

- a) about the originality of the work;
- b) that the student has not been assisted by any other person (collusion);
- c) that the student has not used any sources without proper acknowledgment (plagiarism); and
- d) that indicates the student's individual contribution to the assignment.

Access, Equity and Anti-Discrimination

Access Institute is committed to access and equity principles and processes in the delivery of its services and working environment in accordance with State and Australian Government legislation. In the event of a situation that is considered by either staff or students to be in violation of Access Institute's Access and Equity Policy, staff and students are required to report the situation to Access Institute management. Programs are designed and, wherever possible, facilities set up to enhance flexibility of delivery in order to maximise the opportunity for access and participation by all prospective students.

Appeals and Complaints

Access Institute has a documented policy and process for lodging a formal complaint/appeal should the need arise. A complaint/appeal is any expression of dissatisfaction reported by a student. This can be service related e.g. communications with administrative staff, training related, safety related or purely dissatisfaction regarding Access Institute or a staff member in general.

Any complaint/appeal to Access Institute must be lodged in writing. All written complaints/appeals lodged will be brought to the attention of Access Institute RTO Manager within 24 hours of being received. We will act on any complaint found to be substantiated. The complaint/appeal will be investigated within 14 days. An independent mediator will make final decisions in the event a third party mediator is required.

Access Institute will ensure that as promptly and as fairly as possible, the student making the complaint is satisfied with the remedial action. The student making the complaint/appeal will receive the outcomes/decisions including reasons for the

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decision in a written statement within 21 working days of lodging their complaint/appeal.

Grievance and appeal matters of an academic nature are to be resolved within one year of course completion date.

Confidentiality

Access Institute has a strict confidentiality policy. In the event that a student discloses any information about a particular situation he/she might be facing we do not discuss or disclose this information to others without the student's consent.

Student Records

Access Institute has a secure record keeping system that utilises both paper and electronic formats. We maintain a record of each student's enrolment, progress, attendance, assessment documentation and any complaints/appeals and resolution for 6 months after completion of the relevant training program. A record of results (for example: transcript, statement of attainment or certificate) is kept for 30 years and will be made available to students on request or via the Student Identifier Scheme www.usi.gov.au It is important that students keep a copy of any RPL assessment documentation that they may wish to forward to Access Institute

Discipline

Access Institute adheres to the principles of adult learning. The learning environment shall facilitate the learning of all students without interference or disturbance from others and encourage students to respect and protect the rights of others. Students will uphold the standards of Access Institute when they are engaged in training and assessment activities.

Misconduct means any conduct that is prejudicial to good order and discipline. The following forms of misconduct will not be accepted and disciplinary actions apply:

- willful damage or removal of property
- cheating or attempting to cheat or assisting any other students to cheat by any means, including plagiarism, (copying someone else's work and claiming it to be your own) or excessive use of AI to answer assessment questions
- negligent or disorderly conduct towards a staff member or fellow student, including assault or harassment (verbal or physical)
- being under the influence of alcohol or drugs
- smoking in any Access Institute building or training centre
- consistently arriving late to classes
- using mobile phones during delivery sessions apart from accessing learning materials or in an emergency (either text or talk)
- bullying or harassment of students, staff or trainers
- disrespectful comments or actions towards another student, staff or trainers

Illness Policy

Access Institute adheres to an Illness Policy for students and staff members. Access Institute advises that if students are experiencing diarrhoea, fever, flu, coughing, weeping wounds, mild respiratory or cold symptoms, vomiting, any symptoms of COVID19 or similar, to exclude themselves from any 'face to face' classroom based sessions and to seek medical attention.

Financial Management

Access Institute applies sound and accountable financial practices within its day-to-day operations and maintains its adherence to equitable refund policies.

Marketing

Access Institute management and staff are committed to marketing its training and assessment services in an accurate, ethical and responsible manner ensuring that all students are provided with timely and necessary information.

National Recognition

Access Institute will at all times abide by the national recognition formed between all states/territory of Australia. Access Institute will recognise all nationally accredited qualifications or Statements of Attainment through the provision of certification showing all requirements as detailed within the Australian Qualifications Framework.

Workplace Health and Safety

Access Institute is committed to providing and maintaining a safe and healthy environment for the benefit of all students, visitors and employees.

Management of Access Institute is responsible for ensuring that the level of Workplace Health and Safety is not compromised and recognises its obligations under State and Australian Government legislation.

Access Institute will not tolerate any harassment, victimisation, bullying or any such conduct that has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or an offensive learning work and learning environment. This includes harassment, victimisation, bullying because of sex, race, national origin, religion, disability, sexuality or age.

Online Learning and Distance Learning

Access Institute offers online learning for the Certificate IV and Diploma of Access Consulting and associated units of competency. These courses are delivered in a variety of ways. Some course delivery is undertaken using Zoom technology in live virtual classrooms. Some is undertaken independently by students.

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Therefore, students need access to a computer or similar device and a mobile phone suitable for accessing the course and materials.

Trainers are available after all sessions, and on an ongoing basis throughout the duration of the course completion, to support students.

Students can contact trainers by email with questions or alternatively can contact trainers via email to make a time for a phone discussion or live discussion via Zoom where necessary.

Trainers and students are provided with training on the use of the relevant online technologies.

Course content and assessments are in line with the requirements of relevant ASQA Standards.

Access Institute will proactively contact students, give prompt feedback on work submitted and encourage real-time interaction to enhance and encourage positive communication and maintain student motivation in their studies.

If a delivery mode is changed during a student's enrolment, a refund will be made available for the part of the course where the delivery has changed, if the student does not wish to proceed with the new delivery method.

Privacy

Access Institute follows strict privacy policies in conjunction with the Privacy Laws. It is important for Access Institute to collect certain personal information from students so that it can manage enrolment and training progression. Access Institute collects personal information from students with prior knowledge and consent and uses it only for the purposes for which it was collected.

All forms, files, results and records of any student are deemed confidential. Records are accessible only to relevant staff members of Access Institute and only for relevant and appropriate use. This means student records can only be released to other parties with the student's written permission, (or in circumstances dictated by law). Access Institute removes personal information from its system where it is no longer required. Students have the right to access the personal information Access Institute has about them at any time and provide any necessary corrections. The Privacy Amendment (Private Sector) Act 2000 prevents Access Institute from providing any student details to any person other than the student as required by law. All matters in relation to enrolment, results, fees or any other issue can only be discussed with the student unless a written permission from that student is provided allowing access to the information.

Access Institute has implemented technology systems, policies and measures within its control to protect the personal information that it has from unauthorised access and improper use.

Provision of Information

Clear and accurate advice is provided to all enrolling students at Access Institute. Initial contact, orientation and the commencement of studies is supported by the provision of timely information concerning enrolment procedures, vocational outcomes, fees, access and equity, guidance and support, complaints and appeals procedures and RPL arrangements or credit transfer.

Quality Control/Continuous Improvement

Access Institute will collect feedback from employers, students, facilitators/assessors and other staff members on a systematic and regular basis. Access Institute is committed to continuous improvement, seeking to enhance its services the best it can to meet expectations.

Frequently Asked Questions

“Where does CPPACC4020 - Provide access advice on building renovations and CPPACC5016 - Provide expert access advice on renovations to private dwellings fit in the Australian Qualifications Framework (AQF)?”

The **CPPACC4020 - Provide access advice on building renovations** is one of the units in the **CPP40821 Certificate IV in Access Consulting** and **CPPACC5016 - Provide expert access advice on renovations to private dwellings** unit of competency is one of the units the **CPP50721 Diploma in Access Consulting** qualifications.

These qualifications fit into the Vocational Education and Training Sector. The table below shows where a Certificate IV level and Diploma level qualifications fit into the AQF.

Vocational Graduate Diploma
Vocational Graduate Certificate
Advanced Diploma
Diploma
CPPACC5016 - Provide expert access advice on renovations to private dwellings
Certificate IV
CPPACC4020 - Provide access advice on building renovations
Certificate III
Certificate II
Certificate I

“What does competency mean?”

Competency is the formally recognised ability to perform a task under specified conditions to a precise standard. Units of competency are national industry approved standards that outline the knowledge and skills necessary for effective performance in the workplace. National Training Packages consist of a number of units of competency covering such topics as: OHS, technical skills, communications, quality

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control and many other aspects of a job. Each unit defines the industry benchmark for performing a workplace task.

“What happens if a student is deemed ‘Not Yet Competent’?”

Access Institute provides learning and assessment support to students in order to help them achieve competency. After 3 series of coaching and reassessments, if students are still unable to demonstrate competency, it is our suggestion that the student resit the program.

“What is the difference between a Statement of Attainment and a Testamur?”

Statements of Attainment and Certificates are issued in accordance with AQF Standards. A Statement of Attainment is evidence that a student has achieved competency set for a unit of competency which forms part of a qualification. A Testamur is issued when a student has been deemed competent in all units that make up a full qualification.

Enrolment

Each student must complete and submit to Access Institute a Course Enrolment Form. This is available on request from Access Institute at admin@accessinstitute.com.au

Forward this to Access Institute by email to admin@accessinstitute.com.au or send by mail to P O Box 255, North Melbourne, 3051.

Once enrolled, students will be provided with further details and an invoice, as well as any necessary pre-course materials.

To support high quality training, numbers of students enrolled in each course are limited. Enrolment is not guaranteed or confirmed until fees are received by Access Institute as per the requirements detailed on the Enrolment Form and Access Institute has confirmed enrolment with the student via written (email) communication.

Access Institute Contact Details

For further information about Access Institute, please contact Access Institute:

Email: admin@accessinstitute.com.au

Telephone: (03) 9988 1979

Website: www.accessinstitute.com.au