# Contents

**WELCOME TO THE COLLEGE FOR LAW EDUCATION AND TRAINING** .................................................. 3  
Flexible Delivery ......................................................................................................................................... 3  
Qualifications Offered ............................................................................................................................... 3  
Employment Opportunities ....................................................................................................................... 3  
Units Offered ............................................................................................................................................... 4  
Course Structure ........................................................................................................................................ 4  
Entry Requirements .................................................................................................................................... 4  
Enrolling in a Course ................................................................................................................................... 5  
Course Changes .......................................................................................................................................... 5  
Course Materials ......................................................................................................................................... 5  
Accidents and First Aid ............................................................................................................................. 5  
Assessment .................................................................................................................................................. 5  
Qualified Trainers/Assessors ..................................................................................................................... 7  
Recognition of Prior Learning .................................................................................................................. 7  
Mutual Recognition ..................................................................................................................................... 8  
Language, Literacy and Numeracy ........................................................................................................... 8  
Support Services Information ................................................................................................................... 8  
Privacy Policy ............................................................................................................................................ 8  
Copyright .................................................................................................................................................... 9  
Discrimination and Harassment ............................................................................................................... 9  
Discipline/Student Conduct ..................................................................................................................... 9  
Complaints and Appeals ............................................................................................................................ 9  
Work Health & Safety .............................................................................................................................. 10  
Course Registration and Fees .................................................................................................................... 10  
Refunds ...................................................................................................................................................... 11  
Access and Equity ....................................................................................................................................... 12  
COMPLAINTS AND APPEALS STATEMENT ....................................................................................... 14  
SUPPORT REFERENCE GUIDE ................................................................................................................ 16
WELCOME TO THE COLLEGE FOR LAW EDUCATION AND TRAINING

The College for Law Education and Training (CLET) prides itself upon delivering courses that are founded upon:

- Extensive experience
- Up to date resources
- Informed learning strategies and delivery methodologies to ensure your individual or your organisation’s success.

Flexible Delivery

Flexible delivery means that a range of learning strategies is available in a variety of learning environments and/or scheduling. Training is adjusted to suit individual learning styles, interests and training needs, with an aim of enhancing accessibility to education/training.

Courses are offered through a variety of methods including a comprehensive online course management system and face-to-face workshops.

Qualifications Offered

CLET has a wide range of courses available across a number of Training Packages. All courses are nationally recognised and can be viewed on the website at www.clet.edu.au

Study areas include:

- Business
- Management
- Public Safety
- Work Health and Safety
- Corrections
- Community Services
- Justice
- Security and Risk Management
- Training and Assessment
- Transport and Logistics

Employment Opportunities

All College courses are nationally recognised and provide access to a number of vocational outcomes. Some of the common job outcomes for CLET specialty areas include:
- Police officer
- Customs officer
- Business manager
- Security officer
- WHS officer
- Trainer and Assessor
- Security Manager
- Project Manager
- Government Investigator
- Private Investigator
- Learn to drive instructor

**Units Offered**

Each qualification has a number of units. The specific units are available on the CLET website at [www.clet.edu.au](http://www.clet.edu.au)

**NB: All courses are registered for training and assessment**

Depending on your requirements you may elect to enrol in a full qualification or an individual unit of competence.

**Course Structure**

The courses may be studied in full or as individual units. There are exit points in a number of qualifications, or the capacity to continue studies to a higher level.

**Entry Requirements**

CLET provides a range of training programs with varying entry requirements. Some may have specific entry requirements that include competency pre-requisites, health and fitness and/or prior or concurrent work experience. Specific details are available on the website at [www.clet.edu.au](http://www.clet.edu.au) or by phoning 1300 760 605.

Most importantly all students must have access to a computer with the following specifications and software/accessories:

- CPU - 1.8 ghz (1800Mhz)
- RAM - 1 GB (1024Mb)
- Hard Disk - 20 GB Free Space
- Microsoft Office Software including Microsoft Word, Microsoft Excel and Microsoft Power Point
- Computer microphone
- Broadband with a minimum speed of 1500 and recommended unlimited download
Enrolling in a Course

Once you have selected your professional development pathway, you can go ahead and enrol. It is as easy as logging onto the website at www.clet.edu.au and completing the online enrolment form for your chosen career path.

Our friendly staff are waiting for your enrolment and can help you with any queries you may have regarding course programs, qualifications available and cost. For course program, individual units of competence, full qualification, RPL or assessment, enrolment is required.

Course Changes

Course dates, times, course content and fees are occasionally subject to change. Should the need for such changes occur, we make every effort to inform course Students prior to the commencement of training.

Where nationally recognised programs are changed in line with changes to competency standards, a transition phase is provided to allow existing Students to complete their qualifications. Qualified staff are available to discuss your options at a time suitable for you.

Course Materials

Course materials are available and each Student will receive access to a set of course materials, including readings and reference materials as required. CLET also has a comprehensive online course management system that provides electronic resources for all units, including power points with audio, online web books, videos and other assessment support tools.

Accidents and First Aid

Should an accident occur, it is to be reported immediately to your Trainer/Assessor and the details will be recorded on an Incident Report Form and signed by both the Trainer/Assessor and the Student.

Assessment

In accordance with the Australian Quality Training Framework, the CLET assessment processes will be valid, reliable, flexible and fair. Judgements to determine competence will be made by examining evidence gathered from a range of sources, using a variety of assessment methods. Clear information about the assessment process and evidence requirements will be provided and Students will be encouraged to participate in collecting evidence of their own
competence. Assessment processes will provide for the recognition of competence no matter how, where or when it has been acquired.

The assessment process for each unit of competency will combine the skills and knowledge being assessed in practical applications. It is the responsibility of the Trainer/Assessor to ensure that the Student is given every opportunity to demonstrate that they can meet the required performance standards. The assessment process your Trainer/Assessor uses must conform to the following principles:

Validity

Valid assessment actually assesses the competency it is meant to assess. A valid assessment of a particular unit will assess competencies that are part of that unit:

- Evidence is collected from activities and tasks that clearly relate to the Unit of Competency.
- Evidence demonstrates that the performance criteria have been met.
- Evidence is sufficient.

Reliability

Reliable assessment produces the same judgment about a person’s competency when the assessment is completed by another assessor or by the same assessor or another occasion:

- Assessment practices should be monitored and reviewed to ensure that there is consistency in the interpretation of the evidence.
- Assessors must be competent in the National Workplace Assessor Competency Standards.

Fairness

Assessment is fair if it does not disadvantage any applicant in relation to another:

- Assessment practices and methods must be equitable to all groups of applicants.
- Assessment processes and criteria for determining performance must be made clear to all applicants seeking assessment.
- Applicants must be provided with opportunity to challenge the assessment.

Flexibility
Flexible assessment remains valid, reliable and fair while dealing with:

- The way the competency was developed or acquired through a formal training course or through on-the-job experience.
- Any disability that the applicant might have, for example, deafness or reading difficulties.
- The equipment used to demonstrate competence, for example, the familiarity of the equipment to the Student.
- Different periods over which the assessment might be done, for example, the need to apply the entire assessment at one time or parts of the assessment as a person learns. This would most likely result in the Student being assessed in individual learning outcomes or the elements that make up the competency.

**Qualified Trainers/Assessors**

A qualified Trainer/Assessor is a person who is recognised by CLET as meeting the national standards for assessment and delivery (SNR Standard 15). A Trainer/Assessor is able to conduct assessment only in areas of work in which they have relevant vocational competencies. They must also be competent in the training and assessment competencies to the national standards required.

**Recognition of Prior Learning**

**Definition:**

- Recognition of Prior Learning is an evidentiary process that matches the outcomes Students have achieved through previously unrecognised learning and/or life/work experience against the outcomes of the specific competencies.
- Assessment is the process of collecting evidence and making judgements on a Student’s achievement of the performance requirements set out in a competency standard.
- Recognised learning includes achievement of nationally endorsed competency standards or accredited course evidenced by a qualification or Statement of Attainment.
- Unrecognised learning includes programs that do not lead to achieving nationally endorsed competency standards or accredited course outcomes (eg. Statement of Attendance, workplace mentor program etc).

**Benefits:**

RPL creates flexibility in a system that previously discounted or ignored some forms of qualifications and informally gained skills. The following are benefits stemming from the use of RPL for employees and employers:
• Reduces unnecessary time spent in re-learning competencies already held. Thus prevents costly retraining
• Enables credit towards qualifications
• Creates opportunity to access education, training and employment opportunities for the individual
• Provides an indication of any gaps in skills and knowledge of employees

The Assessment Process:
• The Trainer/Assessor is responsible for determining the extent of RPL and applying the process
• Students should apply directly to Student Administration for RPL, and a Trainer/Assessor will provide information about the best or most appropriate means of demonstrating competence.

Mutual Recognition

Competencies achieved and detailed in Statements of Attainments or qualifications issued by other Registered Training Organisations will be recognised by CLET.

Language, Literacy and Numeracy

Students may be required to complete a short language, literacy and numeracy questionnaire prior to commencing units of competence. The questionnaire is designed to identify students who may find it difficult to achieve the outcomes of the course in the scheduled timeframe. Where a Student has been identified with potential support needs, the Trainer/Assessor will discuss how best CLET can provide support to the Student to ensure success. There are a number of assessment options available in these circumstances.

Support Services Information

Support services, welfare and guidance information for all students is available. Please see the Support Services Reference Guide at the end of this document.

Privacy Policy

Students can be assured that personal information provided to CLET will be given maximum protection and made available only to authorised users such as employers where a contract (eg. Training Contract) exists, or to government agencies to meet government reporting requirements, for research, audit, moderation and evaluation purposes.
Copyright

The law requires copyright loyalty payments for the reproduction of a considerable amount of publishable material, notably books.

For study and research purposes, Students are allowed to copy 10% or one chapter of a book or one article per issue of a journal. More extensive reproduction may be possible, however, permission must be sought.

Discrimination and Harassment

CLET aims to provide an environment free from discrimination and harassment for both Students and staff. Discrimination and harassment come in many forms and may relate to gender, age race, religion, sexual preference or disability. If necessary, please contact Management to obtain confidential support and information about options to deal with such situations.

Discipline/Student Conduct

Students are expected to behave in a manner which is courteous, safe and not disruptive within training and assessment activities conducted by CLET. The following are examples of unacceptable behaviour or actions:

- Any misuse, legal or illegal, of any vehicles or property of CLET;
- Any unsafe or illegal practice;
- The possession of alcohol or prohibited drugs;
- The conduct of business for private gain;
- Dishonesty in training and assessment activities;
- Damage of equipment;
- Obstructive behaviour;
- Disorderly, disruptive or harassing behaviour;
- Non-payment of fee requirements
- Discrimination towards any other person

Gross misconduct may result in suspensions or expulsion from CLET training and assessment programs.

Complaints and Appeals

Students have the right of appeal to Management against decisions of CLET staff. If you wish to lodge an appeal, please contact the College directly on 1300 760 605. Students must lodge any appeals against their assessment decision within 14 days of being advised of results using the Complaints and Appeals Statement (see end of booklet).
Students also have the right to expect open, fair, and effective complaints procedures. The complaints and appeals process is available when a person wishes to lodge a formal complaint because of:

- A decision which affects them/or their interest;
- unacceptable behaviour (eg. harassment, discrimination, victimisation)

**Complaints and Appeals Process**

1. Students should discuss the complaint or appeal with the relevant Trainer/Assessor or Tutor.
2. If the complaint or appeal is not addressed to the satisfaction of the student, the student is advised to complete a Complaint and Appeals Statement. *(see Statement at end of Booklet)*
3. The Course Co-ordinator or Management is to evaluate the Complaints and Appeals Statement in accordance with CLET Policies and Procedures, conduct enquiry where necessary and address the complaint or appeal.
4. The student will be offered an opportunity to present his/her case and may wish to ask a support person to attend.
5. An appeal against an assessment task result should be referred to the relevant Trainer/Assessor. The Trainer/Assessor must reassess the evidence of competence against the relevant competency criteria and record the outcome.
6. The Trainer/Assessor is to submit the completed assessment review to the Course Co-ordinator and discuss the reasons for the outcome.
7. The Course Co-ordinator and/or Trainer/Assessor should schedule a meeting with the student to discuss the outcome.
8. If the complaint or appeal is not addressed to the satisfaction of the participant, the matter is to be referred to an external source.

**Work Health & Safety**

The Workplace Health & Safety Act and associated regulations applies to all staff and Students of CLET. All employees, and Students, have the primary responsibility to ensure that they work safely, without risk of injury to themselves, fellow workers/Students or others in the workplace or public.

**Course Registration and Fees**

- Depending on the course you wish to attend the course costs will vary from individual units of competence to a full qualification
For detailed course fees and a quotation, please contact CLET or attend the website at www.clet.edu.au

Enrolments are not confirmed until payment of the deposit or authorised purchase orders are received;

All enrolments received are firm enrolments (tentative enrolments are not accepted)

Your enrolment will be acknowledged and all enrolments confirmed in writing via SMS text message or email. Additional confirmation in writing by mail is available upon request.

All cheques should be made payable to College for Law Education and Training.

Payment Plan instalments are deducted on the 10th of each month. A tax invoice is available at the end of your payment plan by request.

Refunds

Course fees become due and payable in full on the course commencement date. Payment plans are offered as a convenience by College management and do not negate a student’s liability for the full fees at the course commencement date.

Refunds of program fees are available in certain circumstances, but are only to be initiated in line with CLET Policies and Procedures.

Refund Policy:

The CLET will make a full refund of all fees paid should a course be discontinued by CLET. Should the Student desire to take an alternative course in the CLET, fees will be fully transferable to that course. In the event of a course for which the Student was enrolled being unavailable or no acceptable alternative course is available, fees are fully refundable.

Should a Student cancel an enrolment with the CLET, the following conditions will apply regarding a refund of fees:

- The enrolment fee is non-refundable ($200)
- Cancellation up to the commencement of the course, a full refund (less the enrolment fee) will be given
- No refunds or transfers will be given for cancellations or discontinuations after a course commencement date or after exclusion for unsatisfactory attendance or behavior.
- All requests for cancellation or refunds must be made in writing, and be accompanied with supporting documentation where necessary
- Normal processing time for a refund request is up to four weeks
- Confidentiality of Student information will be ensured in accordance with CLET Policies and Procedures
• Refunds will be paid within one (1) week of the claim being agreed

Access and Equity

The Management and staff of CLET are responsible for ensuring access and equity for all Students. This ensures all Students are treated equally and fairly and have equal access to participation in training. Selection of Students into courses is based on Students meeting course pre-requisites and entry requirements, course fee payment and on a first-in first-served basis, and no potential Student will be discriminated against for any other reason.
GENERAL INFORMATION

**Location:**

CLET’s Head Office is located in Southport, Queensland

**Opening Hours:**

CLET’s head office is open from 8am to 8pm, Monday to Friday. 8am to 6pm Saturday and Sunday

**Contact Details:**

Phone 1300 760 605
Fax 07 300 900 54

info@clet.edu.au
COMPLAINTS AND APPEALS STATEMENT

Feedback from students, positive or negative, is highly valued and assists CLET to strive for excellence through constant evaluation and continuous improvement.

To address a complaint, or appeal an assessment, RPL or Credit Transfer decision, students or clients are advised to refer to the following Complaints and Appeals Process:

Complaints and Appeals Process

1. Students should discuss the complaint or appeal with the relevant Trainer/Assessor or Tutor.
2. If the complaint or appeal is not addressed to the satisfaction of the student, the student is advised to complete a Complaint and Appeals Statement.
3. The Course Co-ordinator or Management is to evaluate the Complaints and Appeals Statement in accordance with CLET Policies and Procedures, conduct enquiry where necessary and address the complaint or appeal.
4. The student will be offered an opportunity to present his/her case and may wish to ask a support person to attend.
5. If the complaint or appeal is not addressed to the satisfaction of the participant, the matter is to be referred to an external source.

Complaints and Appeals Statement (to be completed and returned to Course Co-ordinator)

Student Name:  Click here to enter text.
Student Number:  Click here to enter text.
Date:  Click here to enter a date.
Type of complaint or request for appeal:  Choose an item.

Please provide a detailed explanation of the basis and nature of your complaint or appeal:
Click here to enter text.

Signature:  Click here to enter text.

(office use only)

Statement received:  Click here to enter a date.

Outcome and reason for decision:
Click here to enter text.
Response/outcome provided to student in writing: Click here to enter a date.

Matter referred to external source: Choose an item. Click here to enter text.

Matter finalised: Click here to enter a date.
**SUPPORT REFERENCE GUIDE**

**Language Literacy and Numeracy**

Should a student or potential student be identified with language, literacy or numeracy support requirements which are considered to be sufficient that the student is unlikely to achieve the competency standards, and customised delivery or assessment strategies will not address the issue, students are to be referred to a Registered Training Organisation (public or private) for support. Assistance to the student, and liaison with the Registered Training Organisation will be provided, where applicable, to identify the specific support requirements.

**Learning Support**

Should a student or potential student be identified with learning support requirements which are considered to be sufficient that the student is unlikely to achieve the competency standards, and customised delivery or assessment strategies will not address the issue, students are to be referred to a Registered Training Organisation (public or private) to address the issue. Assistance to the Student, and liaison with the Registered Training Organisation will be provided, where applicable, to identify the specific support requirements.

**Disability Support**

Should a student or potential student identify themselves with a disability, trainers will liaise with the student and relevant disability support agencies/workers to address the delivery and assessment requirements of the student through customization of the program. If however, Providers are unable to accommodate the needs of the student, CLET will endeavor to identify another Registered Training Organisation delivering the same competencies who are able to accommodate the needs of the student.
Social Support

Where social or personal circumstances may affect a student’s learning experience, CLET will support the student where possible, including referral to the following organisations:

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Contact</th>
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<tbody>
<tr>
<td>Centrelink</td>
<td>131 021</td>
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<tr>
<td>Crisis Care</td>
<td>07 3235 9999</td>
</tr>
<tr>
<td>Emotions Anonymous</td>
<td>0500 567 766</td>
</tr>
<tr>
<td>Mental Health Association</td>
<td>07 3271 5544</td>
</tr>
<tr>
<td>Wesley Mission</td>
<td>1800 021 821</td>
</tr>
<tr>
<td>Women’s Domestic and Family Violence</td>
<td>1800 811 811</td>
</tr>
<tr>
<td>St Vincent De Paul</td>
<td>07 4032 3201</td>
</tr>
<tr>
<td>Life Line</td>
<td>07 4053 5044</td>
</tr>
<tr>
<td>Kids Helpline</td>
<td>1800 551 800</td>
</tr>
<tr>
<td>Alcoholics Anonymous</td>
<td>07 4051 2872</td>
</tr>
</tbody>
</table>