

**AUSTRALIAN COMMUNITY**  
Education College

● **Early Childhood Training Solutions**



**REGISTRATION CODE 91797 / NSW ID 440778 / DHS 2R080**



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### Contact us

ACEC delivers courses in the workplace, and via distance, so please direct all enquiries to:

- Support Hotline: 1300 363 954
- Email: [admin@acec.edu.au](mailto:admin@acec.edu.au)
- Mailing Address: PO Box 3378, Bangor NSW 2234

- My trainer' name is \_\_\_\_\_

## Welcome from the CEO

Welcome to your study journey with Australian Community Education College (ACEC). We are excited to have you with us.

This handbook is designed to be useful to you throughout your course, so keep it handy. Please take the time to read through this guide to learn more about ACEC, your studies, and why you have made the best choice when it comes to your training needs.

Once you have read this handbook, please sign the last page and return to administration. In doing so, you will be agreeing to any terms or conditions included in this document.

If you have any questions, please contact our friendly team.



Cheers,

**Thomas Hill** CEO



*2024 Graduate and NSW Western Region Finalist for the NSW Training Awards 2024, Angela Carolan*

## The ACEC Difference!

**At ACEC, we believe that it is imperative that thoroughly trained and well-experienced educators have the fundamental skills to be competent in their roles. ACEC is on a mission to bring back quality-trained educators through our innovative and bold approach to teaching and training. We do this by providing the very best trainers.**

**We do this by working with students to achieve their desired outcomes. When you study with ACEC, you'll know you are in capable hands. We want to see you thrive as educators - that's the ACEC difference.**

### About us

The Australian Community Education College Pty Ltd (ACEC) is an Early Childhood specific, NVR recognised training organisation (RTO) (Registration Code 91797) offering supported workplace, distance, and flexible learning.

ACEC has a fresh and innovative approach to training for Early Childhood Educators.

Our objective is to bring back high quality in childcare through powerful training, to deliver knowledgeable and capable graduates to the industry. We recognise that for this to occur, our training needs to not only deliver the academic skills, but also the strong practical knowledge that high quality in childcare demands.

Our learning is structured around the working week in an operating Early Childhood Education and Care Service. This brings relevance and practical examples to learning and in turn facilitates continuous improvement in the quality of care being provided.

ACEC operates nationally and works closely with State and Federal Governments to deliver quality outcomes for Students.

ACEC offers nationally recognised training in:

- ✓ CHC30125 Certificate III in Early Childhood Education and Care
- ✓ BSB40520 Certificate IV in Leadership and Management
- ✓ CHC50125 Diploma of Early Childhood Education and Care
- ✓ CHCPRT025 Identify and report children and young people at risk

ACEC's directors have extensive experience in Early Childhood Education and Care, and in adult education.

Our experienced team of trainers, assessors, support staff and management will be working with you to ensure you achieve your goals for the duration of your studies.

On behalf of the Director, Matthew Stapleton, and the ACEC team, we formally welcome you to ACEC, and wish you all the very best in your studies and career.

### Meet the Training Team

Our Trainers and Assessors are qualified, dedicated professionals who have current industry experience and qualifications in a range of industries. Their industry experience is continually up to date by participating in professional development activities, therefore giving our students the best practical industry experience.

At ACEC, we deliver a nationally accredited qualification via online learning combined with workplace activities. When you study with the Australian Community Education College, your Trainer and Assessor will always be there to assist you throughout your course. You can phone or email your Trainer and Assessor for advice which means you get the support you need when you need it.

ACEC trainers are all professionally qualified trainers and have personal industry and job role experience. Our trainers deliver their training in a way that students will enjoy.



Matt Stapleton Michaela Glynn Tara Odgers Narelle Thompson Petrisha Pace Brooke Gardiner Ellen McGrath Jasmine Welton

### Our commitment to you

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

ACEC offers a unique and engaging training experience that is directly linked to the National Quality Framework (NQF) and Early Years Learning Framework (EYLF). We provide an integrated learning program that is based on years of direct and practical industry experience.

Upon completing your training with ACEC, you will be equipped with first-hand industry knowledge and practical competence needed to comprehend the NQF and EYLF and implement best practice within your workplace. All courses are recognised nationally and are early childhood education and care specific.

Students, employers, and industry must have confidence in the integrity, currency and value of certification documents issued by RTOs, through high quality training and assessment practices that:

- meet the requirements of training packages and VET accredited courses
- are responsive to industry and Student needs
- are delivered by appropriately qualified trainers and assessors with the right support services, facilities, and equipment

ACEC's training and assessment strategies and practices give you the skills and knowledge to gain the competencies as specified in the course.

We ensure thorough and rigorous assessment practices and results, implementing a comprehensive plan of systematic validation. This ensures a current, relevant qualification.

ACEC determines the support needs of each student and provides access to the educational and support services necessary for you to achieve the qualification requirements.

ACEC guarantees our trainers have the qualifications and experience required by law and will do the best job for you. ACEC provides transparent and accurate information about who we are and what we do.

We will protect your personal information and only disclose details required by state or federal law to persons or organisations legally entitled to it. Please refer to '*Your privacy*' later in this handbook for further information on how ACEC protects your personal details.

We are committed to supporting you throughout your course and to smoothing your progress towards succeeding.

## ACEC GUARANTEE

*We guarantee you will be provided with:*

1. Industry recognised and developed training;
2. Practical scenarios and workplace feedback to ensure your training provides you with the knowledge and skills required to gain employment; and
3. Support services to ensure your training can be completed.

*We will not guarantee:*

1. You will successfully complete the training, as the onus is on you to undertake all training and complete all practical assessment tasks; and
2. You will be employed at the conclusion of your training, as we are not an employer.

## Industry and Community Engagement

ACEC recognises engagement with industry representatives at all levels is critically important to developing training and assessment strategies and resources that accurately reflect the needs of industry and the expectation of employees.

The Director, Matthew Stapleton, previously held a research position at Charles Sturt University (CSU) and was a Partner Investigator on an Australian Research Council linkage grant alongside three professors from CSU, two of whom are lead authors of the Early Years Learning Framework (EYLF). This research, which focused on *Babies and Belonging*, directly informed the development of ACEC learning materials. Matthew played a key role in ensuring that these resources aligned with research findings, mapped against the Australian Core Skill Framework (ACSF), and were regularly updated to include the latest insights.

His academic contributions also include numerous publications and conference presentations on topics such as toddlers' rituals of belonging, infants' spatial perspectives, and using challenging play environments to foster learning.

Other strategies for industry engagement include:

- partnering with local employers, regional/national businesses, relevant industry bodies
  - involving employers in industry advisory committees
- ongoing networking with industry organisations, such as Jobs and Skills Council, HumanAbility
- developing networks of relevant employers and industry representatives to participate in assessment validation, and/or
  - exchanging knowledge, staff and resources with employers, networks and industry bodies.

By undertaking ongoing industry engagement, you ensure that the training and assessment you provide will ensure graduates hold industry-relevant skills and knowledge and are able to apply these in the workplace.

## **Continuous Improvement**

ACEC is committed to the continuous improvement of our training and assessment services, student services, and our administrative management systems.

To assist us in our continuous improvement, we ask you and your employer / nominated supervisor to complete surveys, during your studies, and at the end of your course. We want to know about any problems you have had and any ideas you have for improving our training.

## **Suggesting improvements**

The primary method of reporting opportunities for improvement by students is via the continuous improvement reporting procedure. This procedure allows any person to raise a Continuous Improvement Report for consideration by the Continuous Improvement Committee. Often these reports will be generated after an opportunity for improvement has been identified by a staff member or student. Students are encouraged to provide feedback to ACEC so we can improve our services in the future.

# ENROLLING WITH ACEC

## Pre-enrolment – LLND testing

Please note: Before your enrolment can be finalised, you must complete an online LLND (Language, Literacy, Numeracy and Digital) test. A link to the test will be provided. Your results and any required support information will be shared with you as part of the enrolment process, noting any reasonable adjustments and study support measures. A personalised induction will then be conducted after traineeship sign up. Your tutor will contact you to arrange a suitable date within one week of receiving your 'welcome pack' email from administration. Inductions are either online or phone call.

## Entry Requirements

There are no entry requirements for BSB40520 Certificate IV in Leadership and Management nor for CHC30125 Certificate III in Early Childhood Education and Care.

Entry to the CHC50125 Diploma of Early Childhood Education and Care is open to individuals who hold:

[CHC30121](#) *Certificate III in Early Childhood Education and Care*

OR

[CHC30113](#) *Certificate III in Early Childhood Education and Care.*

Alternatively, individuals may hold:

An Australian diploma in Early Childhood Education and Care

OR

An Australian diploma or certificate III in Children's Services.

AND

Demonstrate at least 12 months of cumulative employment (full-time equivalent) within the last 5 years in a regulated education and care service in Australia, supported by verifiable evidence.

OR

Hold the [CHCSS00147](#) *Entry into Diploma of Early Childhood Education and Care.*

For both ECEC qualifications you will require the following:

- ability to lift babies and toddlers, 0 – 6 years old
- ability to lift babies out of, and place babies safely into cots
- ensure that you wear suitable attire in the workplace; clothing that is comfortable, sun safe and allows movement to care for children
- wear closed in, non-slip soled shoes in the workplace
- wear sunscreen when outdoors
- acquire a working with children check. You can apply for this from the following:
  - ACT <https://www.education.act.gov.au/working-with-us/working-with-vulnerable-people-registration>
  - NSW <https://www.ocg.nsw.gov.au/child-safe-organisations/working-with-children-check>
  - NT <https://nt.gov.au/emergency/community-safety/apply-for-a-working-with-children-clearance>
  - QLD <https://www.bluecard.qld.gov.au/>
  - SA <https://www.dcsi.sa.gov.au/services/screening/what-kind-of-screening-do-i-need#childrelated>
  - VIC <http://www.workingwithchildren.vic.gov.au/>
  - TAS <https://www.cbos.tas.gov.au/topics/licensing-and-registration/registrations/work-with-vulnerable-people>
  - WA <https://workingwithchildren.wa.gov.au/>

You may require certain immunisations to work with children, for information on the current immunisation schedule, please visit <https://www.health.gov.au/health-topics/immunisation/immunisation-throughout-life/national-immunisation-program-schedule>. You may be required to have completed training in *HLTAID012 Provide First Aid in an education and care setting* before commencing your employment, or work placement.

## **Language, literacy, numeracy and digital capability skills**

Language, literacy, and numeracy skills are critical to almost all areas of work. So, too, increasingly digital skills. This is particularly true in many vocations where language, literacy and numeracy skills influence the performance of workplace tasks such as measuring, weighing, and comprehending written work instructions.

To support this approach Australian Community Education College will:

- Assess a student's language, literacy and numeracy and digital skills at time of their pre- enrolment to ensure they have adequate skills to complete the training.
- Support students during their study with training and assessment materials and strategies that are easily understood and suitable to the level of the workplace skills being delivered.
- Provide clear information to students about the details of the language, literacy, and numeracy assistance available. Australian Community Education College generally recommend the LLN training courses provided by TAFE or Community Colleges. These institutes have specialist teachers to support the student's development.
- Refer students to external language, literacy and numeracy support services that are beyond the support available within Australian Community Education College and where this level of support is assessed as necessary; and
- Negotiate an extension of time to complete training programs if necessary.

## **Unique Student Identifier (USI)**

If you're studying nationally recognised training in Australia, you will be required to have a Unique Student Identifier (USI). Your USI links to an online account that contains all your training records and results (transcript) that you have completed from 1 January 2015 onwards.

When applying for a job or enrolling in further study, you will often need to provide your training records and results (transcript). One of the main benefits of the USI is the ability to provide Students with easy access to their training records and results (transcript) throughout their life. Students are advised that there are several unique circumstances where a person may be exempt from requiring a USI. These do not apply to the vast majority of Students in Australia. The USI Exemption Table is available from the USI website which explains these circumstances [Click Here](#).

## **What are your responsibilities?**

ACEC aims to achieve the highest standards in everything we do, and we encourage you to do the same. In general, you are encouraged to aim towards succeeding with every assessment submitted.

For details of your responsibilities regarding assessments and course work see the sections '*Course Information*', '*Assessment*', and '*Reassessment*' later in this guide.

If you are a trainee, your rights and responsibilities will be described in the documents relevant to your traineeship.

If you or your centre is paying for your course, you are described as a "Fee for Service" Student. All monies for the course must be paid before ACEC is permitted to issue your qualification.

## **Recognition of Prior Learning (RPL)**

In accordance with the requirements of the Standards for NVR Registered Training Organisations (2025), ACEC provides the opportunity for students to apply to have prior learning recognised toward a qualification or units of competence for which they are enrolled.

### **What is recognition?**

Recognition involves the assessment of previously unrecognised skills and knowledge that an individual has achieved outside the formal education and training system. Recognition assesses this unrecognised learning against the requirements of a unit of competence, in respect of both entry requirements and outcomes to be achieved. By removing the need for duplication of learning, recognition encourages an individual to continue upgrading their skills and knowledge through structured education and training towards formal qualifications and improved employment outcomes. This has benefits for the individual and industry. Most importantly, it should be noted that recognition is just another form of assessment.

### **Recognition guidelines**

The following guidelines are to be followed when an application for recognition is received:

- Any student is entitled to apply for recognition in a course or qualification in which they are currently enrolled.
- Students may not apply for recognition for units of competence or a qualification which are not included in ACEC's scope of registration.
- Whilst students may apply for recognition at any time, they are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.
- Students who are currently enrolled in a training program are eligible to apply for recognition in that program at no additional charge.
- Assessment via recognition is to apply the principles of assessment and the rules of evidence.
- Recognition may only be awarded for whole units of competence.

### **Forms of evidence for recognition**

Recognition acknowledges that workplace skills and knowledge may be gained through a variety of ways including both formal and informal learning or through work-based or life experience.

Like assessment, recognition is a process whereby evidence is collected, and a judgement is made by an assessor or assessment team. The judgement is made on evidence provided by candidates of the skills and knowledge that they have previously learnt through work, study, life and other experiences, and that they are currently using. It also includes evidence to confirm a candidate's ability to adapt prior learning or current competence to the context of the intended workplace or industry.

Forms of evidence toward recognition may include:

- Work records
- Records of workplace training
- Assessments of current skills
- Assessments of current knowledge
- Third party reports from current and previous supervisors or managers
- Evidence of relevant unpaid or volunteer experience
- Examples of work products
- Observation by an assessor in the workplace

- Performance appraisal; or
- Duty statements.

Many of these forms of evidence would not be sufficient on their own.

When combined together, with a number of evidence items, the candidate will start to provide a strong case for competence. ACEC reserves the right to require candidates to undertake practical assessment activities of skills and knowledge in order to satisfy itself of a candidate's current competence.

### **Credit Transfer**

Credit Transfer is the recognition of learning achieved through formal education and training. Under the Standards for NVR Registered Training Organisations (2025), units of competency issued by any RTO are to be accepted and recognised by all other RTOs. Credit Transfer allows a student to be issued a unit of competency based on successful completion of the unit which has been previously awarded.

### **Evidence requirements**

If you are seeking credit transfer, you are required to present to ACEC your statement of attainment or qualification with a record of results for examination.

These documents will provide the detail of what units of competency you have been previously issued. You must provide satisfactory evidence that the statement of attainment or qualification is authentic, is yours and that it has been issued by an Australian RTO. Statements of Attainment or qualifications should be in the correct format as outlined in the Australian Qualifications Framework. You are required to submit copies only, which must be authenticated with the issuing Provider. We will also accept USI Transcripts.

### **Credit transfer guidelines**

The following guidelines are to be followed in relation to credit transfer:

- Any student is entitled to apply for credit transfer in a course or qualification in which they are currently enrolled.
- Students may not apply for credit transfer for units of competency or qualification which are not included in ACEC's scope of registration.
- Students are encouraged to apply before commencing a training program. This will reduce unnecessary training and guide the student down a more efficient path to competence.

- The student does not incur any fees for credit transfer and ACEC does not receive any funding when credit transfer is granted.
- Credit transfer may only be awarded for whole units of competency. Where a mapping guide identifies a partial credit, this will not be considered for credit transfer and applicants will be advised to seek recognition.

### **Fees payable**

Fees are payable when a student has received a confirmation of enrolment. The initial fee payment must be paid prior to commencing training or within 10 days of receiving an invoice from Australian Community Education College. ACEC may discontinue training if fees are not paid as required. For a full list of current fees and charges please request a copy of Australian Community Education College schedule of fees and charges.

### **Student cancellation**

Students who cancel their enrolment part way through a training program must notify ACEC in writing via email or letter at the soonest opportunity. Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees. Students are advised to consider alternative options such as requesting to suspend their enrolment and re-commencing in another scheduled training program.

### **Refunds**

Students, who give notice to cancel their enrolment **10 business days** or more prior to the commencement of a program, will be entitled to a full refund of fees paid.

Students who give notice to cancel their enrolment **9 business days** or less prior to the commencement of a program will be entitled to a 75% refund of fees paid. The amount retained (25%) by Australian Community Education College is required to cover the costs of staff and resources which will have already been committed based on the student's initial intention to undertake the training.

Students who cancel their enrolment after a training program has commenced will not be entitled to a refund of fees.

## Payment method

Australian Community Education College accepts payment for fees using:

- Credit Card
- Electronic Funds Transfer (account details available on request)
- Cheque (made payable to Australian Community Education College)
- Payment in cash is discouraged.

## Transfers

Requests for transfers to alternate programs can be arranged if ACEC is advised in writing more than 10 working days prior to the program commencement date and there is availability on the selected program. One transfer will be accepted without charge where ACEC has been notified in writing at least 10 working days prior to the scheduled commencement date. All subsequent transfers will attract an administration charge of \$55.00 (incl. GST).

## Statutory cooling off period

The Standards for Registered Training Organisations require the Australian Community Education College to inform persons considering enrolment of their right to a statutory cooling off period. A statutory cooling off period (which is 10 days) is a period of time provided to a consumer to allow them to withdraw from a consumer agreement, where that agreement was established through unsolicited marketing or sales tactics. These include tactics such as door-to-door sales and telemarketing. A statutory cooling off period allows a consumer to withdraw from a sales agreement within 10 days of having received a sale contract without penalty.

It must be noted that ACEC do not engage in unsolicited marketing or sales tactics and therefore a statutory cooling off period is not applicable to our students who have enrolled into a program. For refund option in other circumstances, students must refer to '*Refunds*' above.

# YOUR STUDY

This information is intended to assist you with ACEC's expectations of you and to ensure that you stay on track for the duration of your studies.

**Please be aware you need access to the Internet, an email address and scanning facilities in order to carry out the course work.**

**This is to minimise the chance of your work being lost.**

**If you need to submit hard copy at any time, please use the application form provided in your induction pack.**

Our courses are structured to a forty (40) week program for full time study however, you may complete your course part time over a two (2) year period. They are designed to complement your workplace employment.

ACEC endeavours to mark all assessments within 7 days of receipt of a complete assessment (including your signed cover sheet). Your assessments will be marked by your assigned trainer. This is beneficial to you because you can direct all your course work related queries to your trainer, comments and feedback from your assessments can easily be discussed and expanded upon during student skype/zoom/phone meetings and your trainer will be familiar with all aspects of your work.

## Course structure

The CHC30125 Certificate III in Early Childhood Education and Care consists of 17 units of competency, the BSB40520 Certificate of Leadership and Management has 12 units of competency and the CHC50125 Diploma of Early Childhood Education and Care consists of 15 units of competency.

All units must be completed within two years of the commencement date, unless you are a trainee, then your course end date is the same as your training contract end date. ACEC has designed each course to consist of four (4) unit clusters. Each cluster is a nominal ten (10) weeks duration. Upon enrolling, students will begin their course with Week 1, Cluster 1. **Ensure you complete the assessment tasks in order. Do not skip across clusters.** Training is asynchronous. 'Asynchronous' study differs from 'synchronous' study, in that the student's learning is 'self-directed' as opposed to instructor led. However, students are given specific instruction on the various study they are required to undertake.

ACEC applies integrated training and assessment methods that are relevant to the NQF and EYLF in its ECEC programs. All Students will be supported by our experienced trainers, their workplace supervisors or mentors, and ACEC administration staff.

There is a Work Placement requirement for both the Certificate III and Diploma.

- You will need to complete 160 hours for your Certificate III, including 160 working with babies aged 0 – 23 months
- You will need to complete 280 hours for your Diploma.

*Note: Students undertaking CHC30125 Certificate III in Early Childhood Education and Care are required to provide evidence of having completed first aid and anaphylaxis training with another training provider. Evidence to be provided being a Statement of Attainment in HLTAID012 Provide First Aid in an education and care setting, (or its successor) which is 'current' prior to the issuance of the qualification.*

## **Work Placement Supervisor Logbook**

Your Work Placement Supervisor Logbook is a valuable document. It provides:

1. a record of the number of hours completed in structured workplace learning
2. a signed account that the activities you undertook during structured workplace learning were witnessed and completed competently

It is your responsibility to:

- show your logbook to your employer or nominated supervisor every time you complete a task and ask them to sign the book to show they agree with your entry
- complete all the performance criteria activities you are required to undertake in the workplace and have the list signed off by your nominated supervisor as you complete them

Return your logbook to the ACEC administration team when you have completed your work placement hours and tasks.

For CHC30125 Certificate III in Early Childhood Education and Care, you need to complete a total of 160 hours work placement, including activities with babies and toddlers (birth to 23 months), in a regulated children's education and care service in Australia.

For CHC50125 Diploma of Early Childhood Education and Care, you need to complete a total of 280 hours work placement in a regulated children's education and care service in Australia.

There is no designated work placement hours in the BSB40520, however there are some units that require Third Party observation and sign off.

### **Workplace observations (RTO Assessor)**

The RTO Assessor Observation WPA kit forms a valuable part of your workplace learning and is used by the RTO Assessor to observe essential tasks within units of competency within your Certificate III or Diploma program.

This, together with your Work Placement Task and Logbook, provides:

- a record of the number of hours completed in structured workplace learning; and
- observation of the practical activities you undertook during structured workplace learning by your workplace educator and a qualified RTO Assessor

Your ACEC Assessor will provide you with formal feedback when you have completed your work placement hours and tasks. Workplace observation by the RTO Assessor for Certificate III consists of seven combined tasks in Clusters 2, 3, 4. In the Diploma there are three set tasks designated for Cluster 2. Each 'Virtual' Assessment will be conducted in a 30-60-minute online meeting with set tasks to be performed and observed. These will not be recorded.

#### **A note on child safe Practices: Taking images and videos of children**

The practice of Student educators taking inappropriate images and videos of children as evidence to support their qualification is not acceptable and is notifiable under [regulation 175\(2\)\(c\)](#). You must notify the NSW Regulatory Authority for early childhood education and care (ECEC) (NSW Regulatory Authority) immediately of any such direction and inform student educators that this is not child safe practice.

Approved providers and services are encouraged to adopt ACECQA's [National Model Code \(PDF 97 KB\)](#) and [Guidelines \(PDF 169 KB\)](#), which support implementing child safe practices when using electronic devices to take images or videos of children in ECEC.

See Annexure B on important information on **Child Safe Practices in Online Workplace Assessments**

## What is a traineeship?

Traineeships combine formal study with on-the-job training. Childcare courses are on the Priority List for training due to existing staff shortages which means employers can offer government incentives to attract new employees to join the Early Childhood Education profession.

When signing up for a traineeship through an Apprenticeship Network Providers (ANP), ACEC will develop a Training Plan in consultation with you and your employer. ACEC delivers the formal training (study) and assessments to complement your workplace training.

# TRAINING and ASSESSMENT

## Assessment

At ACEC, assessment is conducted using a combination of Written Knowledge Assessment, Research Tasks, Case Studies, Work Logbook, Supervisor Feedback and Workplace Observation in accordance with the Training Package requirements.

The following provides a brief explanation of the primary assessment methods:

- **Written Knowledge Assessment:** The student is required to provide a written response to a range of questions relating to required knowledge of the units of competency. These would generally be short answer response activities and may include other questioning methods including multiple-choice.
- **Research Tasks:** The student is required to undertake research within their own workplace and the available reference material and provide a written response to each question. These assessment activities are usually short to medium answer response activities. The responses provided by the student will largely be specific to their workplace.
- **Case Study Response:** The student is required to provide a written response to a situation presented in a case study scenario. This will usually require the student to consider carefully the situation presented, undertake some research to inform their response and then to propose their recommended actions.
- **Workplace Logbook:** The student is required to record details of their work activity completed during the work placement. These details are recorded against specified tasks which are predesigned for the student to complete. This

forms an important part of the assessment evidence as it often includes critical evidence that is otherwise difficult for the assessor to observe.

- **Supervisor Feedback:** The assessor will periodically engage with workplace supervisors to seek their feedback about the student’s performance. This is undertaken as an interview of approximately 15 to 20 minutes. This interview can be undertaken over the phone or face to face. Feedback from a supervisor is recorded into the assessment record.

### **Re-assessment**

Students who are assessed as not yet competent are to be provided with detailed verbal and written feedback to assist them to identify the gaps in their knowledge and skills to be addressed through further training. These students are to be provided with additional training and learning support to target their specific gaps in knowledge and/or skills and prepare them for additional assessment.

It is the policy of the Australian Community Education College to provide two (2) opportunities for additional training and re-assessment at no additional cost to the student or employer.

Student’s requiring additional learning support are to be brought to the attention of ACEC management so the progress of the student can be monitored closely. Where Students repeatedly do not demonstrate competence following significant learning and assessment support, a student’s enrolment can be determined through mutual agreement.

### **Assessment Marking**

Online assessments are to be marked within 7 days unless prior arrangements have been made. If a trainer is on leave, then provisions may be made to transfer to another assessor in their absence. Reassessments will be marked within 5 days of receipt. If a student resubmits more than twice, your trainer will contact the student to discuss submission. Questions relating to tasks will be answered within 24-48 hours.

The following table outlines our timelines and commitment to students in relation to marking assessments:

<b>Assessment marking</b>	of online assessments are to be within 7 days unless prior arrangements have been made. If a trainer is on leave, then provisions may be made to transfer to another assessor in their absence. The student must be notified.
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<b>Reassessments</b>	are marked within 5 days of receipt. <i>If a student resubmits more than twice, the trainer must contact the student to discuss submission.</i>
<b>Responding to questions</b>	within 24-48 hours. Notes of these discussions forwarded to Administration to be added to student file.
<b>Mentoring (student contact)</b>	fortnightly email check-ins. When students don't submit for a month, your tutor will contact you to check on your progress. In the event you don't hear back contact your nominated supervisor to ensure that everything is ok.

### **Plagiarism – academic integrity**

Your assessor must be assured that the evidence presented for assessment is your own work. This means we want your work, not someone else's. Submitting another person's work as your own is called plagiarism. Repeated attempts at plagiarism may result in your being withdrawn from the course. Students are responsible to:

- Submit only work that is their own or that properly acknowledges the ideas, interpretations, words or creative works of others;
- Avoid lending original work to others for any reason;
- Be clear about assessment conditions and seek clarification if in doubt;
- Be clear about what is appropriate referencing and the consequences of inappropriate referencing;
- Discourage others from plagiarising by observing the practices above.

If there are identified instances and it has been determined that plagiarism has arisen from poor academic practice, the learner is requested to revise the work and resubmit it for the assessment.

If, after consideration of the above factors it is determined that the plagiarism was intentional, the student's work is not to be accepted and the learner is to be issued with an alternative assessment assignment to complete. The student is to be given a formal warning (in writing) by the CEO. For more on understanding and avoiding plagiarism, [read on](#).

**Gen AI Chatbots: With emerging artificial intelligence chatbots like Chat GPT, it must be understood that the use of this AI directly in the student's final work will be looked upon as plagiarism and is suggested only as a brainstorming or research tool. The student's final work must be their own and cited accordingly (as relevant).**

## STUDENT SUPPORT AND WELLBEING

ACEC is committed to maintaining a learning and working environment that is safe, respectful and inclusive for all students and staff. The College recognises that diversity strengthens our community and values individuals from all cultural and ethnic backgrounds, faiths and belief systems, genders and sexual orientations, abilities, ages and socio-economic backgrounds.

ACEC has a zero-tolerance approach to vilification, including antisemitism and any form of racism or religious hatred. Through the implementation of clear policies, staff training, student awareness initiatives and accessible reporting processes, the College takes a proactive approach to preventing discrimination and supporting student wellbeing. These measures help ensure that all learners can participate in education in a safe, supportive and inclusive environment.

### **How will we support you throughout your course?**

You will have access to phone and email support, and a Skype/Zoom meeting with your trainer as required. You can always contact your trainer or the office any time you have questions. We will respond to all phone and written enquires within one week of receipt, during the academic year.

### **External Support – Mental Wellbeing and Cultural Support**

ACEC is here to assist with anything related to your course and studies; however, you may experience concerns we are not qualified to deal with.

There are a number of support services available, including:

[BlackDog Institute](#) (WEBPAGE)

[Community Law](#) (WEBPAGE)

[Mental health support](#) (WEBPAGE)

[1800 Respect](#) (WEBPAGE)

[Kids Helpline](#) (WEBPAGE)

[Lifeline Australia](#) (WEBPAGE) or 13 11 14

[FriendLine](#) (WEBPAGE) or 1800 424 287

[NSW Health Mental Health Line](#) (WEBPAGE)

[The Family Relationship Advice Line](#) (WEBPAGE)

[Bravehearts](#) (WEBPAGE) or 1800 272 831

[Beyond Blue](#) (WEBPAGE) or 1300 224 636

Alcohol and Drug Information Service 02 9361 8000 (NSW) / 1800 422 599 (National)

Your local GP

[13 yarn](#) (WEBPAGE)

[Barrangirra – Skilling for Employment Initiative](#) (WEBPAGE) – provides end to end support for Aboriginal and Torres Strait Islander learners through culturally appropriate mentoring to ensure successful retention and completion of training and improved post-training employment outcomes.

<https://www.homeaffairs.gov.au/reports-and-pubs/files/eliminating-antisemitism.pdf>

<https://humanrights.gov.au/know-your-rights/rights-of-individuals/race-discrimination/guides,-tools-and-resources>



The infographic is a vertical grid of colored boxes. At the top is a dark blue box with a clock icon and the text '24/7 Mental Health Services'. Below this is a red box with a warning icon and the text 'Is it an emergency?'. To the right of this is a white box with the text 'If you or someone you know is at immediate risk of harm, call triple zero (000)'. The main body consists of eight colored boxes, each for a different service, with a website icon and a phone icon. The bottom right box features an illustration of a woman wearing a headset and talking on a laptop.

## 24/7 Mental Health Services

**! Is it an emergency?** If you or someone you know is at immediate risk of harm, call **triple zero (000)**

<b>Suicide Call Back Service</b> Anyone thinking about suicide <a href="https://suicidecallbackservice.org.au">suicidecallbackservice.org.au</a> 1300 659 467	<b>Lifeline</b> Anyone having a personal crisis <a href="https://lifeline.org.au">lifeline.org.au</a> 13 11 14
<b>Beyond Blue</b> Anyone feeling anxious or depressed <a href="https://beyondblue.org.au">beyondblue.org.au</a> 1300 22 4636	<b>Kids Helpline</b> Counselling for young people aged 5 to 25 <a href="https://kidshelpline.com.au">kidshelpline.com.au</a> 1800 55 1800
<b>MensLine Australia</b> Men with emotional or relationship concerns <a href="https://mensline.org.au">mensline.org.au</a> 1300 78 99 78	<b>Open Arms</b> Veterans and families counselling <a href="https://openarms.gov.au">openarms.gov.au</a> 1800 011 046
<b>13YARN</b> Aboriginal and Torres Strait Islander people <a href="https://13yarn.org.au">13yarn.org.au</a> 13 92 76	

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*Content warning for CHCPRT001 Identify and respond to children and young people at risk / CHCPRT025 Identify and report children and young people at risk contains sensitive information that may bring up strong feelings for some students. If you feel triggered by any of the content, please refer to the organisations above for support.*

## Useful resources for your studies

To ensure the successful completion of your course, ACEC will provide you with the following resources:

- Welcome email and enrolment pack
- Student Handbook (this document)
- Work Placement Supervisor Logbook
- RTO Assessor WPA kit (for assessor use)
- Trainer contact via phone call, online or email
- Useful websites including:
  - The Australian Children's Education and Care Quality Authority (ACECQA) – <http://www.acecqa.gov.au/>, the National Quality Framework and Standards (NQF and NQS), access to the Early Years Learning Framework (EYLF), national regulations and law
  - Centre Support Website – [www.centresupport.com.au](http://www.centresupport.com.au), for Policies and Procedures, if you do not have access to these in your service

## Student support services

During your enrolment, the Australian Community Education College will engage with you on a number of occasions to identify if you require any support. We do this through requesting you to complete enrolment documentation which may include an initial core skills assessment, discussions over the phone, enrolment interview and finally during your induction.

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

## What support is available?

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

- Language, Literacy and Numeracy Support
- Studying and Learning Coaching
- English as Second Language Tuition
- Alternative Payment Plan
- Counselling Support
- Disability Access
- Employment Services Referral

If you need support during your course, please approach and inform College administration or your tutor. If the matter is sensitive and you do not feel comfortable discussing it with reception, simply inform reception that you would like to meet with the CEO. It is our absolute priority to provide you the support needed to enable you to progress in your study and complete your chosen course. ACEC is committed to our student's welfare both during and after hours of study. Your designated Student support officer is the

*Administration Coordinator*

*P: 1300 363 954*

*E: [admin@acec.edu.au](mailto:admin@acec.edu.au)*

***See 'Study Tips' on page 46.***

# COMPLETING YOUR COURSE

## What happens when you finish your course?

ACEC will inform your trainer of your course completion date. This applies to trainees and Fee for Service students.

At the end of your course your trainer will review all of your documentation to ensure that all assessment tasks have been received and marked as satisfactory, your Workplace Task and Logbook is complete and that your qualification HLTAID012 Provide First Aid in an education and care setting, is current (you are required to provide a certified copy of your Statement of Attainment to ACEC). Note: this MUST be current at time of course completion). Your trainer will then sign-off on your course completion and forward their recommendation to issue your qualification to ACEC administration for final approval and processing."

ACEC must receive full payment of student fees before issuing your qualification. Please refer to '*Fees payable*', '*Refunds*' and '*Issuing Qualifications and Statements of Attainment*' later in this guide.

Once all this has been done, we congratulate you and send you your certificate within 30 calendar days of your being assessed as meeting the requirements.

## Jobs you may be qualified for when you complete your course

These courses aim to produce individuals who are employment-ready, self-reflective, and adaptable to the dynamic nature of children's services, and are effective communicators in the following employment opportunities:

<b>Certificate III</b>	<b>Diploma</b>
<b>Childhood Educator</b>	<b>Approved Provider</b>
<b>Childhood Educator Assistant</b>	<b>Childhood Educator</b>
<b>Early Childhood Educator</b>	<b>Director</b>
<b>Family Day Care Worker</b>	<b>Educational Leader</b>
<b>Mobile Assistant</b>	<b>Family Day Care Worker</b>
<b>Nanny</b>	<b>Group/Team Coordinator</b>
<b>Outside School Hours Care Assistant</b>	<b>Nominated Supervisor</b>
<b>Playgroup Supervisor</b>	<b>Service Coordinator</b>
<b>Recreation Assistant</b>	

## Issuing Qualifications and Statements of Attainment

Australian Community Education College will issue all Australian Qualification Framework certification documentation (Qualifications or Statements of Attainment) to a student within 30 calendar days of the student being assessed as meeting the requirements of the training product if the training program in which the student is enrolled is complete. Please note however that Australian Community Education College is not obliged to issue a certificate to a completed student until:

- All agreed fees the student owes to Australian Community Education College have been paid.
- The student has provided a valid Unique Student Identifier.

Students should be aware that a:

- **Qualification** is the result of a student achieving the units of competency for a qualification outcome as specified in an endorsed training package or an accredited course. A qualification is a formal certification that a student has achieved learning outcomes as described in the AQF. Technically within the AQF a qualification is comprised of a Testamur and a record of results. A Testamur is the actual official certification document that confirms that a qualification has been awarded to an individual.
- **Statement of Attainment** is issued when the student has achieved one or more units of competency as a result of completing a course which included units of competency only or where the student achieved one or more units of competency as part of an enrolment in a qualification-based course, but the student did not achieve all of the units of competency to receive the full qualification.

## Student satisfaction survey

At the completion of your training program, you will be issued with a Student Satisfaction Survey. This is a nationally consistent survey tool which is designed to collect feedback from students about their experience with an RTO and in undertaking nationally recognised training. Your completion and return of this survey is important to Australian Community Education College for our ongoing improvement of services and to enable us to report this information to our registering authority. Your assistance in gathering this survey data is greatly appreciated.

## Access and equity

ACEC is committed to ensuring that the training and assessment environment is free from discrimination and harassment. All ACEC staff members (including contractors) are aware that discrimination and harassment will not be tolerated under any circumstances. If discrimination and harassment is found to have occurred disciplinary action will be taken against any staff member who breaches this policy. Suspected criminal behaviour will be reported to police authorities immediately. Students should expect fair and friendly behaviour from Australian Community Education College staff members, and we apply complaint handling procedures advocated by the Australian Human Rights Commission (AHRC).

Students who feel that they have been discriminated against or harassed should report this information to a staff member of ACEC that they feel they can trust. This will initiate a complaints handling procedure which will be fair and transparent and will protect your rights as a complainant. Alternatively, if a student wishes to report an instance of discrimination or harassment to an agency external to ACEC, they are advised to contact the AHRC Complaints Info-line on 1300 656 419.

## Your privacy

ACEC takes the privacy of Students very seriously and complies with all legislative requirements. These include the Privacy Act 1988 and Australian Privacy Principles.

Here's what you need to know:

- ACEC will retain personal information about you relating to your enrolment with us. This includes your personal details, your ethnicity and individual needs, your education background. We will also retain records of your training activity and are required to do this in accordance with the National Vocational Education and Training Regulator Act 2011.
- Your personal information is retained within our hard copy filing system and our computer systems. Your information is collected via the enrolment form and through your completion of administrative related forms and based on your training outcomes. Hard copy files are secured in lockable filing cabinets which are monitored throughout the day and secured in the evening. Electronic data retained on our computer systems is protected via virus protection software and firewall protection. Our data is backed up continuously to our server which is secure.
- ACEC is required by the National Vocational Education and Training Regulator Act 2011 to securely retain your personal details for a period of 30 years from the date your enrolment has completed. The purpose of this is to enable your

participation in accredited training to be recorded for future reference and to allow you to obtain a record of your outcome if required.

- In some cases, we are required by law to make student information available to Government agencies such as the National Centre for Vocational Education and Research or the Australian Skills Quality Authority. In all other cases ACEC will seek the written permission of the student for such disclosure. ACEC will not disclose your information to any person or organisation unless we have written instructions from you to do so. If you require your records to be accessed by persons such as your parents, you need to authorise this access otherwise this access will be denied.
- You have the right to access information that ACEC is retaining that relates to you. Further instructions are provided on how to access records within the section titled “Accessing your records”.
- If you have concerns about how ACEC is managing your personal information, we encourage you to inform our staff and discuss your concerns. You are also encouraged to make a complaint directly to us using our internal complaint handling arrangements outlined in this handbook. Under the Privacy Act 1988 (Privacy Act) you also have the right to make a complaint to the Office of the Australian Information Commissioner (OAIC) about the handling of your personal information. You can find more information about making a privacy complaint at the website of the OAIC located at:  
<http://www.oaic.gov.au/privacy/privacy-complaints>.

## National VET Data Policy

As part of your enrolment, you will be asked to declare your acceptance of the terms of the service contract and the refund conditions and confirm that you have been fully advised of the fees, refund conditions and conditions of enrolment and agree to be a student at Australian Community Education College.

You agree that it is your responsibility to retain a copy of this written agreement as supplied by ACEC and receipts of any payments of tuition fees or non-tuition fees.

You agree that under the National Vocational Education and Training Regulator (Data Provision Requirements) Instrument 2020, ACEC is required to collect personal information about you and to disclose that personal information to the National Centre for Vocational Education Research Ltd (NCVER).

Your personal information (including the personal information contained on the enrolment form and your training activity data) may be used or disclosed by ACEC for statistical, regulatory and research purposes. ACEC may disclose your personal information for these purposes to third parties, including:

- School – if you are a secondary student undertaking VET, including a school-based apprenticeship or traineeship.
- Employer – if you are enrolled in training paid by your employer.
- Commonwealth and State or Territory government departments and authorised agencies.
- NCVET.
- Organisations conducting student surveys; and
- Researchers.

Personal information disclosed to NCVET may be used or disclosed for the following purposes:

- issuing a VET Statement of Attainment or VET Qualification and populating Authenticated VET Transcripts.
- facilitating statistics and research relating to education, including surveys.
- understanding how the VET market operates, for policy, workforce planning and consumer information; and
- administering VET, including program administration, regulation, monitoring and evaluation.

You may also receive an NCVET student survey which may be administered by an NCVET employee, agent, or third-party contractor. You may opt out of the survey at the time of being contacted.

NCVET will collect, hold, use and disclose your personal information in accordance with the Privacy Act 1988 (Cth), the VET Data Policy and all NCVET policies and protocols (including those published on NCVET's website at [www.ncvet.edu.au](http://www.ncvet.edu.au)).

## **Our Guarantee to Clients**

If the Australian Community Education College cancels or ceases to provide training, ACEC must issue a full refund for any services not yet provided. The basis for determining "services not yet provided" is to be based on the units of competency completed by the student and which can be issued in a statement of attainment at the time the service is ceased.

As an example: A student enrolled in a course of 10 units of competency and paid \$1,500.00 up front as the total course fee. The course was cancelled due to the trainer falling ill and the student at that time had completed four of the 10 units. The student's enrolment would be finalised, and the student would receive a Statement of Attainment for the four completed units. The student would also receive a refund of \$900.00 which represents that value of the training not delivered.

## Changes to terms and conditions

Australian Community Education College reserves the right to amend the conditions of the student's enrolment at any time. If amendments are made that effect the student's enrolment the student will be informed 7 days prior to changes taking effect. Students then have 28 days to submit an appeal from the date they were informed of the decision. Further information about appealing a decision is contained in the section relating to complaints and appeals handling.

## Protection under Australian Consumer Law

As a student undertaking a vocational education and training course, you are protected under Australian Consumer Law and under State and Territory consumer protection laws. These protections include areas such as unfair contract terms, the consumer guarantees, a statutory cooling-off period, and unscrupulous sales practices. You can find out more information about your rights as a consumer from the Australian Consumer Law website which includes a range of helpful guides relating to specific areas of protection. Please visit the following site for more information: [Australian Consumer Law](#).

## Accessing your records

You are entitled to have access to your records. These records include your:

- student file,
- learning and assessment record,
- administrative records,
- AQF certificates including a reissuance of a Statement of Attainment or qualification which has been previously issued.

You may require these records to monitor your progress with training or simply to go back and confirm something in a previous training module. Whilst these records will be retained by ACEC, you are welcome to have access anytime just ask your trainer and it will be organised immediately.

You can access hard copy records and reports from our Student Management System, but only relating to you personally. You can request this access using the Student Records Request Form. Access to requested records during a workday will be arranged as soon as possible and definitely within 24 hours. Students should note that these records cannot be taken away unless a copy is requested.

In the case of accessing a reissuance of a previously issued Statement of Attainment or Qualification certificate, if you have lost or misplaced your AQF certificate you may obtain a reissued certificate from ACEC. To obtain this you must complete the Student Records Request Form and return this to the Administration Coordinator. A fee of \$75.00 will apply for each issued AQF certificate. These monies must be paid in advance. Reissued AQF certificates will be an exact duplicate of the original with the exception of small wording at the bottom of the document which identifies the certificate as reissued. AQF certificates may only be collected in person or can be posted via registered post. A student may also nominate another person to collect the certificate, however these persons must be notified to ACEC beforehand, and the person must provide photo ID to validate their identity.

## **Making complaints and appeals**

ACEC is committed to providing a fair and transparent complaints and appeals process that includes access to an independent external body if required. To make a complaint or an appeal, you are requested to complete one of the following forms:

- Complaint Form
- Request for Appeal of a Decision

These forms are available by contacting the Administration Coordinator: [admin@acec.edu.au](mailto:admin@acec.edu.au)

Once you have completed the required form you are requested to submit this to the Administration Coordinator either in hard copy or electronically via the following contact details:

M: PO Box 3378, Bangor NSW 2234

E: [admin@acec.edu.au](mailto:admin@acec.edu.au)

If you are having any difficulty accessing the required form or submitting to us, please contact us at the following number: 1300 363 954

### **What is a complaint?**

A complaint is negative feedback about services or staff which has not been resolved locally. A complaint may be received by ACEC in any form and does not need to be formally documented by the complainant in order to be acted on. Complaints may be made by any person but are generally made by students and/or employers.

### **What is an appeal?**

An appeal is an application by a student for reconsideration of an unfavourable decision or finding during training and/or assessment. An appeal must be made in writing and specify the particulars of the decision or finding in dispute. Appeals must be submitted to ACEC within **28 days** of the student being informed of the decision or finding.

## Early resolution of complaints and appeals

In all cases, issues that arise during training and assessment that are the source of frustration or are in dispute should be resolved at the time, as they occur between the persons involved, where possible. Sometimes, it will not be possible and in these cases, you are encouraged to come forward and inform us of your concerns with confidence that you will be treated fairly.

## Complaint and appeals handling

ACEC applies the following principles to its complaints and appeals handling:

- A complaint or appeal may be received in any form (written, verbal) although persons seeking to make a complaint are recommended to complete the complaint form or request for an appeal of a decision which are available from [admin@acec.edu.au](mailto:admin@acec.edu.au) or by contacting the Administration Coordinator on 1300 363 954.
- A person who makes a complaint or an appeal must be **provided a written acknowledgement** as soon as possible and **not later than 24 hours** from the time the complaint or the appeal is received. The acknowledgement must inform the person that they will receive a written response within 14 days and explain the complaint/appeal handling process and the persons rights and obligations.
- There is no time limitation on a person who is seeking to make a complaint. An **appeal** however must be made within **28 days** of the person being informed of the decision or finding of which they intend to appeal.
- Written records of all complaints / appeals are to be kept by ACEC including all details of lodgement, response, and resolution. ACEC will maintain complaints / appeals register to be used to record the details of the complaint / appeal and to maintain a chronological journal of events during the handling process. Records relating to complaint / appeal handling are stored securely to prevent access to unauthorised personnel.
- A person making a complaint or seeking an appeal is to be provided an opportunity to formally present his or her case at no cost.
- Each person may be accompanied and/or assisted by a support person at any relevant meeting.
- Where a complaint or appeal is made about or involves allegations about another person, ACEC is obliged to inform this person about this complaint/appeal or allegation and provide them the opportunity to respond and present information in response to the issues raised. This may be achieved through direct meetings or meetings via an electronic means. ACEC will maintain a detailed record of these meetings in the form of a record of conversation. At all times information must be handled sensitively and treated in confidence. Persons involved in a dispute or complaint should be reminded to treat each other with respect and conduct themselves in a professional and courteous manner.

- The handling of a complaint / appeal is to commence within **seven (7) working days** of the lodgement of the complaint / appeal and all reasonable measures are taken to finalise the process as soon as practicable.
- The person making a complaint or seeking an appeal is to be provided a written response to the complaint / appeal, including details of the reasons for the outcome. A written response must be provided to the person within **fourteen (14) days** of the lodgement of the complaint / appeal.
- Complaints / appeals must be resolved to a final outcome **within sixty (60) days** of the complaint / appeal being initially received. Where Australian Community Education College's CEO considers that more than 60 calendar days are required to process and finalise the complaint / appeal, the CEO must inform the person making a complaint or seeking an appeal in writing, including reasons why more than 60 calendar days are required. As a benchmark, ACEC will attempt to resolve complaints / appeals as soon as possible. A timeframe to resolve a complaint / appeal within thirty (30) days is considered acceptable and in the best interest of ACEC and the person making a complaint or seeking an appeal. A person making a complaint or seeking an appeal should also be provided with regular updates to inform them of the progress of the complaint / appeal handling. Updates should be provided to the person making a complaint or seeking an appeal at a minimum of two (2) weekly intervals.
- ACEC shall maintain the enrolment of the person making a complaint or seeking an appeal during the handling process.
- Decisions or outcomes of the complaint / appeal handling process that find in the favour of the person making a complaint or seeking an appeal shall be implemented immediately.
- Complaints / appeals are to be handled in the strictest of confidence. No ACEC representative will disclose information to any person without the permission of ACEC's CEO. A decision to release information to third parties can only be made after the person making a complaint or seeking an appeal has given permission for this to occur. This permission should be given using the Information Release Form.
- Complaints / appeals are to be considered and handled to ensure the principles of natural justice and procedural fairness are applied at every stage of the handling process. This means that the person making a complaint or seeking an appeal is entitled to be heard with access to all relevant information and with the right of reply. The person making a complaint or seeking an appeal is entitled to have their complaint heard by a person that is without bias and may not be affected by the decision. Finally, the decision must be made based on logical evidence and the decision-maker must take account of relevant considerations, must act for a proper purpose, and must not take into account irrelevant considerations.

## **Informing persons and responding to allegations**

Where a complaint involves one person making allegations about another person, it is a requirement for ACEC to hear both sides of the matter before making any judgement about how the complaint should be settled. A person who will be affected by a decision made by ACEC because of a complaint has the right to be fully informed of any allegations and to be provided adequate opportunity to be heard and respond. The person has the right to:

- put forward arguments in their favour,
- show cause why a proposed action should not be taken,
- deny allegations,
- call for evidence to disprove allegations and claims,
- explain allegations or present an innocent explanation, and
- provide mitigating circumstances (information aimed at reducing the severity, seriousness of something).

ACEC also has an obligation to fully consider the substance of allegations and the response provided by parties before making a decision. Decisions must be communicated to the complainant and relevant persons subject of allegations in writing. This is to include advising these persons of their right to seek a third-party review of decisions made by ACEC.

Where an allegation is made that involves alleged criminal or illegal activity and it is considered outside the scope and expertise of ACEC to investigate the matter, then in these circumstances ACEC reserve the right to report these allegations to law enforcement authorities. Persons related to the matter involving alleged criminal or illegal activity will be advised in writing if this course of action is being taken.

## **Review by an independent third party**

ACEC provides the opportunity for the person making a complaint or seeking an appeal who is not satisfied with the outcomes of the complaints and appeals handling process to seek a review by an independent person. Before a person seeks a review by an independent person, they are requested to first allow ACEC to fully consider the nature of the complaint or appeal and to fully respond to the person in writing. If after this has occurred, the person is not satisfied with the outcome,

they can then seek a review by an independent person. To request a review by an independent person, the complainant or the person making an appeal should inform the Administration Coordinator of their request who will initiate the process with the CEO.

In these circumstances the ACEC's CEO will advise of an appropriate party independent of ACEC to review the complaint (and its subsequent handling) and provide advice to ACEC in regard to the recommended outcomes. The independent third-party is required to respond with their recommendations within **fourteen (14) working days** of their review being requested.

Where the ACEC appoints or engages an appropriate independent person to review a complaint / appeal, ACEC will meet the full cost to facilitate the independent review.

Following an independent review, advice received from the independent person is to be accepted by ACEC as final, advised to the person making a complaint or seeking an appeal, in writing and implemented without prejudice.

Where a complaint is received by ACEC and the CEO feels that there may be bias or there is a perception of bias, then the complaint is to be referred directly to an independent third-party for consideration and response as outlined above.

### **Unresolved Complaints and Appeals**

Where the person making a complaint or seeking an appeal is not satisfied with the handling of the matter by ACEC, they have the opportunity for a body that is external to ACEC to review his or her complaint or appeal following the internal completion of complaint or appeals process.

Students who are not satisfied with the process applied by ACEC may refer their matter to the following external agencies:

- In relation to consumer related issues, you may refer their complaint to the **Office of Fair Trading**.
- In relation to the delivery of training and assessment services, you may refer their complaint to the **National Training Complaints Service** via the following phone number: 13 38 73 or visit the website at <https://www.dese.gov.au/national-training-complaints-hotline>
- In relation to matters relating to privacy, you may refer the complaint to the **Office of the Australian Information Commissioner** via the following details: <https://www.oaic.gov.au> or call on 1300 363 992

### **Withdrawing from a course**

There are circumstances where a student may finalise their enrolment early for personal or academic reasons. Where this is the case, the student is requested to complete the form Application for Course Deferment / Transfer / Withdrawal. This provides the student the opportunity to specify their reasons and select to indicate their preference to defer their enrolment, to transfer their enrolment to another course or to terminate their enrolment altogether.

Where the enrolment is being deferred or terminated, students will be issued a statement of attainment to recognise the outcomes they have achieved during their enrolment. A student who defers and returns to complete a course will be eligible to recommence their training and receive a credit transfer for any completed units of competency. The CEO will review these applications, and where possible, is to interview the student to understand their circumstances and is to record their decision using the section provided on the application. Students are to be informed of this decision in writing.

### **Student who are not contactable or not responding**

Where a student is not contactable or fails to respond to requests by the ACEC, the student's enrolment may be terminated in absentia. This action may only be taken where the ACEC has made every reasonable attempt to engage with the student or contact the student to seek their instructions about their intentions to continue with or complete the applicable course.

Advice received from a student via email or phone conversation communicating their request is to be accepted where the student is not willing to complete an Application for Course Deferment / Transfer / Withdrawal. Email records and written records of phone conversations are to be retained on the student's file as evidence of these expressed instructions from the student.

Before a student's enrolment can be terminated without their written or expressed consent the following protocol is to be followed:

- A minimum of three attempts (four weeks apart) must be made using the last known contact details (email, phone, and mail) to contact the student and issue the student with a warning letter notifying them of the intent to terminate the enrolment.
- Where the student fails to respond, the student's enrolment is to be terminated and the student's record within the student management system is to be updated with the outcome of "withdrawn" entered into each unit of competency that has not been completed.
- Any final AQF certificate to which the student is entitled is to be sent via registered mail to the student's last known mailing address. This should also be noted in the student's enrolment record and a photocopy of the certificate retained on the student's record.
- The student's record is to be archived in accordance with the Records Retention and Management Policy.

Applicable trainers are to be informed of the student's enrolment termination and advised to inform the Administration Coordinator if the student makes contact.

## LEGISLATION REQUIREMENTS

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

During your day-to-day work and when participating in training, you will need to be aware of the relevant legislation that may impact on your conduct and behaviour.

Copies of State and Federal legislation can be found on the Internet at <http://www.australia.gov.au/information-and-services/public-safety-and-law/legislation/states-and-territories> (State) and [www.comlaw.gov.au](http://www.comlaw.gov.au) (Federal).

Alternate links to State/Territory and Federal legislation:

Federal <https://www.legislation.gov.au>

New South Wales <https://www.legislation.nsw.gov.au>

Western Australia <https://www.legislation.wa.gov.au>

South Australia <https://www.legislation.sa.gov.au>

Victoria <http://www.legislation.vic.gov.au/>

Queensland <https://www.legislation.qld.gov.au>

Australian Capital Territory <https://www.legislation.act.gov.au>

Northern Territory <https://legislation.nt.gov.au/>

Tasmania <https://www.legislation.tas.gov.au>

The following is a summary of the legislation that will generally apply to your day-to-day work and training.

### Work Health and Safety Act 2011

The main object of this Act is to provide for a balanced and nationally consistent framework to secure the health and safety of workers and workplaces. The WHS Act protects workers and other persons against harm to their health, safety and welfare through the elimination or minimisation of risks arising from work or from types of substances or plant.

The WHS Act covers workers by providing a nationally uniform set of work health and safety laws. This includes employees, contractors, sub-contractors, outworkers, trainees, work experience Students, volunteers and employers who perform work.

The WHS Act also provides protection for the general public so that their health and safety is not placed at risk by work activities.

Section 29 of the WHS Act requires that any person at a workplace, including customers and visitors, must take reasonable care of their own health and safety and that of others who may be affected by their actions or omissions.

They must also cooperate with any actions taken by the person conducting business or undertaking to comply with the WHS Act and WHS Regulation.

### **Privacy Act 1988**

The Privacy Act is supported by the Australian Privacy Principles which came into effect on 12<sup>th</sup> March 2014. The object of the Australian Privacy Principles is to ensure businesses and government agencies manage personal information in an open and transparent way.

Review the section within this handbook that relates to '*Your privacy*'. It provides you with information about:

- the kinds of personal information that the entity collects and holds.
- how the entity collects and holds personal information.
- the purposes for which the entity collects, holds, uses, and discloses personal information.
- how an individual may access personal information about the individual that is held by the entity and seek the correction of such information.
- how an individual may complain about a breach of the Australian Privacy Principles and how the entity will deal with such a complaint; and
- whether the entity is likely to disclose personal information to overseas recipients.

### **Disability Discrimination Act 1992**

#### Sect 5 - Disability Discrimination

(1) For the purposes of this Act, a person (discriminator) discriminates against another person (aggrieved person) on the grounds of a disability of the aggrieved person if, because of the aggrieved person's disability, the discriminator treats or proposes to treat the aggrieved person less favourably than, in circumstances that are the same or are not materially different, the discriminator treats or would treat a person without the disability.

For the purposes of subsection (1), circumstances in which a person treats or would treat another person with a disability are not materially different because of the fact that different accommodation or services may be required by the person with a disability.

## **Sex Discrimination Act 1984**

The objects of this Act are:

- to give effect to certain provisions of the Convention on the Elimination of All Forms of Discrimination Against Women; and
- to eliminate, so far as is possible, discrimination against persons on the ground of sex, marital status, pregnancy, or potential pregnancy in the areas of work, accommodation, education, the provision of goods, facilities and services, the disposal of land, the activities of clubs and the administration of Commonwealth laws and programs; and
- to eliminate, so far as possible, discrimination involving dismissal of employees on the ground of family responsibilities; and
- to eliminate, so far as is possible, discrimination involving sexual harassment in the workplace, in educational institutions and in other areas of public activity; and
- to promote recognition and acceptance within the community of the principle of the equality of men and women.

## **Age Discrimination Act 2004**

The objects of this Act are:

- to eliminate, as far as possible, discrimination against persons on the ground of age in the areas of work, education, access to premises, the provision of goods, services and facilities, accommodation, the disposal of land, the administration of Commonwealth laws and programs and requests for information; and
- to ensure, as far as practicable, that everyone has the same rights to equality before the law, regardless of age, as the rest of the community; and
- to allow appropriate benefits and other assistance to be given to people of a certain age, particularly younger and older persons, in recognition of their particular circumstances; and
- to promote recognition and acceptance within the community of the principle that people of all ages have the same fundamental rights; and
- to respond to demographic change by:
  - removing barriers to older people participating in society, particularly in the workforce; and
  - changing negative stereotypes about older people.

## **Racial Discrimination Act 1975**

This Act gives effect to Australia's obligations under the International Convention on the Elimination of All Forms of Racial Discrimination. Its major objectives are to:

- promote equality before the law for all persons, regardless of their race, colour or national or ethnic origin, and
- make discrimination against people on the basis of their race, colour, descent or national or ethnic origin unlawful.

## **Copyright Act 1968**

Copyright is a type of property that is founded on a person's creative skill and labour. It is designed to prevent the unauthorised use by others of a work, that is, the original form in which an idea or information has been expressed by the creator.

Copyright is not a tangible thing. It is made up of a bundle of exclusive economic rights to do certain acts with an original work or other copyright subject-matter. These rights include the right to copy, publish, communicate (eg. broadcast, make available online) and publicly perform the copyright material.

There is no general exception that allows a work to be reproduced without infringing copyright. Where a part of a work is copied, the issue is whether a substantial part of that work has been reproduced and thus an infringement has occurred. However, there is a 10% rule which applies in relation to fair dealing copying for the purposes of research or study. A reasonable portion of a work may be copied for that purpose, and a reasonable portion is deemed to be 10% of a book of more than 10 pages or 10% of the words of a work in electronic form.

## **Fair Work Act 2009**

The main objectives of this Act are to provide a balanced framework for cooperative and productive workplace relations that promote national economic prosperity and social inclusion for all Australians by:

Providing workplace relations laws that are fair to working Australians, are flexible for businesses, promote productivity and economic growth for Australia's future economic prosperity and take into account Australia's international labour obligations.

Ensuring a guaranteed safety net of fair, relevant, and enforceable minimum terms and conditions through the National Employment Standards, modern awards, and national minimum wage orders.

Enabling fairness and representation at work and the prevention of discrimination by recognising the right to freedom of association and the right to be represented, protecting

against unfair treatment and discrimination, providing accessible and effective procedures to resolve grievances and disputes, and providing effective compliance mechanisms.

### **National Vocational Education and Training Regulator Act 2011**

This legislation provides the basis for the regulation of Registered Training Organisations in Australia. The legislation provides the basis for the establishment of the National VET Regulator who are the registration authority for RTOs. This legislation defines the condition for the registration of an RTO which include:

- compliance with the VET Quality Framework
- satisfying Fit and Proper Person Requirements
- satisfying the Financial Viability Risk Assessment Requirements
- notifying National VET Regulator of important changes
- cooperating with National VET Regulator
- compliance with directions given by the National VET Regulator

## Student Acknowledgement Form

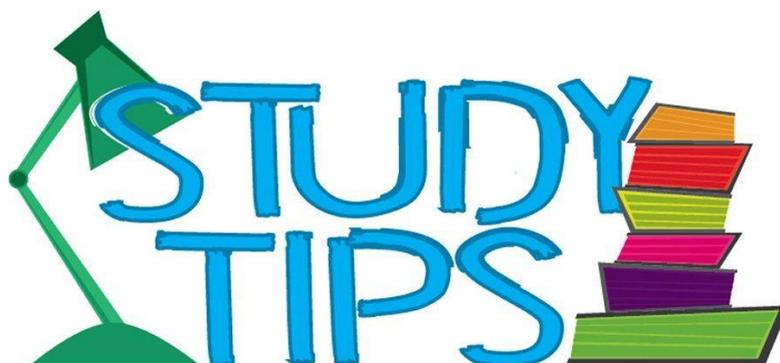
I, *(please print name)* \_\_\_\_\_, hereby acknowledge that I have received a copy of the Student Handbook.

I have read and understand the policies and procedures outlined within the handbook and I agree to abide by these as a condition of my enrolment with Australian Community Education College Pty Ltd, Registration Code 91797.

Full Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



As you progress through your training program with ACEC, it might be beneficial to keep the following tips in mind.

- **Pace yourself** – don't rush yourself in reading or attempting your assessment tasks. You will only cause yourself confusion and stress if you do not read carefully and take your time to consider your responses carefully.
- **Find out how you prefer to learn and learn best** – in general, people will have a preference of how they like to learn, either by reading, watching or practising skills. If you can determine your own preferred style, use it as much as you can to gain the maximum effect from the training program.
- **Schedule regular study sessions** – having the same period each week will help you to keep some regularity of your study and not to let it go without any attention for long periods of time.
- **Summarise the reading and video materials** – you may find great benefit in writing shorthand notes in your own language and vocabulary as a summary of what you are reading. The simple act of writing something down is a form of repetition of thoughts or knowledge. It has been proven that repetition helps people to remember information.
- **Learn the terminology** – as you make your way through readings and interactions with your trainer, other students and work colleagues, you may hear terms used that you have not heard before. Find out what these terms mean. As with the summarising of the reading materials, it can help to write these down so that you will remember them.
- **Remain focussed** – try to avoid distractions during your scheduled study session. If you are unable to make the most of the time that you have set aside, you may find yourself re-reading the same information again and again and again.

## ANNEXURE B

# Child Safe Practices in Online Workplace Assessments

### Commitment to Child Safety

We are committed to ensuring the safety, dignity, and privacy of all children in early childhood education and care settings. As part of this commitment:

- Students undertaking Workplace Practical Assessments (WPAs) will not be required to record, film, or photograph children under any circumstances.
- Workplace assessments will not be recorded in any format.

When photographic evidence is required for assessment purposes, students must:

- Only capture images of the learning environment, resources, or educator's involvement.
- Not include children in any images.
- Use a service device only to take photos (not personal devices).
- Ensure all images comply with service and ACEC child safe policies and procedures.

All approved images must be securely stored in the student's file and deleted from the online student portal once the student has completed or withdrawn from their study. Images must not be shared or used beyond assessment purposes under any circumstances.

These practices are aligned with the National Principles for Child Safe Organisations and the Child Safe Standards as adopted by ACECQA.

### Assessment Process

To maintain compliance with child safety regulations and uphold best practices, certain assessment tasks will be conducted through simulated environments.

This applies especially to tasks involving personal care routines such as nappy changes and toileting procedures.

*During these simulated assessments, students will:*

- Demonstrate compliance with hygiene and safety policies and procedures.
- Use a doll to simulate care routines and interactions.
- Show awareness of best practices for privacy, dignity, and child safety.
- Engage in trainer-led verbal questioning to assess competency.
- Not include children.

### Guidelines for Nappy Changes and Toileting Simulations

In line with guidance from the Department of Education, the following standards apply to virtual Workplace Practical Assessments (WPAs):

Simulated demonstrations must be carried out using a doll and supported by trainer-led verbal questioning.

No video or image recording of children is permitted.

All demonstrations must be assessed in real-time by a qualified trainer/assessor.

*Example Assessment Questions:*

- How do you clean and sanitise the nappy change area before and after each use?
- What steps would you follow if a child has a nappy rash or skin irritation?
- How do you communicate with a baby or toddler during a nappy change to keep them calm and engaged?
- How would you respond if a child becomes distressed during the process?
- How do you support a child's independence during toileting routines?
- How do you ensure child privacy and dignity during nappy changes?
- What would you do if a child had a toileting accident?

### **Trainer and Assessor Responsibilities**

All WPAs must be conducted by qualified trainers/assessors who hold a current Working with Children Check (WWCC).

Trainers/assessors must ensure all workplace assessments, including simulations, align with child safe standards and meet all relevant regulatory obligations.

Cameras must remain on throughout online assessments to ensure transparency, engagement, and integrity.

No personal devices are to be within reach during assessments.

Trainers must ensure that no children are recorded, filmed, or photographed during any assessment activity.

### **Mandatory Reporting and Compliance**

If any trainer or student becomes aware of inappropriate recording or photographing of children:

- The incident must be reported immediately to the NSW Regulatory Authority for Early Childhood Education and Care (ECEC).
- Students must be clearly informed that this is not a child-safe practice and may breach both legal and ethical obligations.

We strongly encourage all services and students to follow ACECQA's National Model Code and Guidelines, which promote safe, ethical, and respectful use of electronic devices in early childhood education settings.

### **For further information, students and trainers should refer to:**

- [ACECQA – National Model Code](#)
- [NSW ECEC Regulatory Authority](#)
- [ChildStory Reporter – NSW Mandatory Reporter Portal](#)

For reporting child protection concerns if you're a mandatory reporter in NSW.

*Use this to submit concerns about a child at risk of harm. Must be used by those with mandatory reporting obligations.*