



EARLY CHILDHOOD
EDUCATION SERVICES & TRAINING



ECTARC ACT Skilled Capital Information Handbook



Enriching futures together

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Welcome to ECTARC

About this handbook

This handbook contains useful information that applies to your program of study, so please read it carefully and keep it available to refer to when necessary. If you have any questions regarding anything in the handbook, or if at any time throughout the program you would like further guidance, support or advice, please do not hesitate to contact ECTARC.

1.0 Background

ECTARC is a community owned, not-for-profit registered training organisation that specialises in early childhood training and professional development. RTO Code: 90331. ECTARC was established with the support of the Australian National Training Authority (ANTA) to provide:

- accredited vocational training for those wishing to achieve qualifications
- quality upskilling/in-service workshops for those working in or with an interest in the early childhood/community services field
- dynamic, proactive and responsive leadership in early childhood/community service training and research

ECTARC offers a range of qualifications and vocational training programs that are:

- nationally recognised
- based on nationally endorsed industry competency standards
- supported by qualified, vocational trainers
- accessible to all students
- not restricted by age or work experiences
- flexibly delivered

ECTARC has in place a quality management system to ensure compliance with the VET Quality Framework, including the Standards for Registered Training Organisations (RTOs) 2015.

1.1 Privacy Policy

ECTARC is committed to handling your personal information in accordance with the *Privacy Act 1988*. All records are managed securely and confidentially and are available for student/client perusal upon request. A copy of ECTARC's *Privacy Policy* is available on the ECTARC website www.ectarc.com.au

1.2 Access and Equity Policy

All ECTARC staff are required to act in accordance with ECTARC's *Code of Practice* and ensure that all students/clients are made aware of their rights and responsibilities. A copy of ECTARC's *Code of Practice* is available on the ECTARC website www.ectarc.com.au

Under the relevant Commonwealth legislation, ECTARC will make reasonable adjustments for people with individual needs. This may include Aboriginal and Torres Strait Islander people, South Sea Islander people, people from culturally diverse backgrounds, people with disabilities and people living in rural and remote areas.

This means:

- ECTARC offers additional language, literacy and numeracy support to students, where required
- assessment tasks will be assessed flexibly, customising to student's specific needs, where required
- ECTARC has policies and procedures to ensure all students receive appropriate welfare and guidance throughout their program.

ECTARC is committed to the equality of opportunity in its programs by ensuring that all students learn in an environment free from discrimination.

ECTARC will implement inclusive practice in line with the requirements of the applicable Training Package to facilitate equitable participation for all students. The inclusion policy will be reflected in delivery design, monitoring and evaluation.

Aspects to be reviewed include:

- learning styles
- delivery modes
- assessment
- language and communication access
- adaptive equipment/technology.

Reasonable adjustments may include:

- adjusting the sequence of units
- extending the program duration (where appropriate)
- providing mixed mode delivery
- customisation of training and assessment.

1.3 Welfare and Guidance

ECTARC has policies and procedures to ensure all students receive appropriate welfare and guidance throughout their program. This includes review of payment schedules (when requested), learning pathways, possible RPL opportunities, provision for additional needs and provision for special cultural and religious needs (where applicable). All efforts are made to offer flexibility of assessment to support students to complete programs satisfactorily. Each case is reviewed on an individual basis to determine the best solution. ECTARC also maintains a list of support services that students can access in different regions. Please contact ECTARC or visit www.ectarc.com.au for further details.

Financial assistance

Some of ECTARC's Education and Care qualifications are Centrelink approved. For more information, please phone Centrelink on 13 24 90. Please note: Centrelink completes checks on student progress. ECTARC provides information to Centrelink on request about a students' progression, however has no responsibility for ensuring students meet Centrelink requirements, or any requirements to re-pay money where students are not fulfilling their requirements.

1.4 Foundation Skills Questionnaire

Students are required to complete a Foundation Skills Questionnaire as part of their enrolment application to assist ECTARC in determining if the qualification is suitable for their skills and needs and if further support is needed in this area.

Students can request additional assistance or support at any time throughout their studies. ECTARC will endeavour to meet each individual student's learning needs. We encourage you to discuss any concerns you may have with your Training and Development Officer (TDO). This support can be provided through an online training session, additional mentoring support or a visit to the workplace (where possible). Additional Foundation Skills training must be completed externally by attending another RTO. This is at the cost of the student.

1.5 Complaints and Appeals

ECTARC offers students the opportunity to appeal against an assessment decision or make a complaint. The appeals and complaints process is considered a valuable tool for management to improve the products, services and business operations it delivers to students. Students are encouraged to contact ECTARC to raise any concerns or complaints. For further information please refer to the ECTARC website www.ectarc.com.au

The Appeals Procedure

If at any time you wish to query your assessment outcome, you must notify ECTARC in writing, adequately identifying and providing details of the query. Once the information is received, a panel of no less than three ECTARC TDOs will convene to conduct a full review of the original assessment. The outcome of the review will be documented and forwarded to the student who has made the appeal. If the student is satisfied with the outcome of the appeal, then no further action will be taken. If the student does not feel as though the issue has been resolved satisfactorily, then the formal complaints process must be followed.

Complaints

A complaint is a statement or approach by a client or member of the community to an ECTARC staff member that may relate to:

- difficulties concerning allocation, interpretation or application of workload, procedures or policies
- a lack of communication
- interpersonal conflict
- harassment or discrimination.

Complaints can be raised:

- in person
- in writing
- by telephone
- by email.

An ECTARC staff member will listen to your complaint and, if possible/appropriate, resolve the issue promptly at the local level. If you are satisfied with the response and/or follow up action(s), no further steps will need to be undertaken. If the informal approach is considered by either party to be inadequate/inappropriate, the formal approach of lodging an official complaint should be undertaken.

Where you are not satisfied with the outcome of the formal process complaints can also be made by contacting Skill Canberra. Please visit <https://www.skills.act.gov.au/complaints> for more information.

Where a student feels that an issue needs to be addressed further by an external organisation, they can contact the National Training Complaints Hotline. The hotline will not investigate complaints but will forward complaints to the most appropriate agency, authority or jurisdiction for consideration. Complaints can be registered with the National Training Complaints Hotline by Phone: 13 38 73, Monday–Friday, 8am to 6pm nationally or by submitting a complaint on their website: <https://www.dese.gov.au/national-training-complaints-hotline>

Formal complaints process

Step 1 To lodge an official complaint, a written letter, or email should be forwarded to ECTARC Management adequately identifying and providing details of the complaint and the outcome sought. In the case that it is not possible to obtain a written document, a complaint can be given verbally with details recorded by an ECTARC staff member.

Step 2 The record of complaint will be forwarded to Management for review. With the complainant's consent, the Manager will call the parties together and attempt to reach an agreement. The employee, client or member of the community raising the complaint may, at any stage of the procedure, invite an external representative to advise, assist or advocate on your behalf. In an interview situation, a friend/colleague may be invited to support and observe.

At any meeting conducted to investigate a complaint, you (the complainant) may elect to have an observer present. Note: an observer is not an active participant.

Step 3 At the end of the mediation process, if an agreed position is reached, the Manager will document the outcome of the meeting in writing and forward to the person who initiated the complaint. A copy will also be forwarded to all other parties involved in the matter.

If an agreement is not reached within an agreed timeframe, the matter will be referred to the relevant agency to arbitrate.

Note: As a complainant, you have the right to receive assistance at any time during the process. You may choose to have a representative from an external agency, such as:

- the Anti-discrimination Board
- a Union
- the Privacy Commission.

All matters will be responded to without prejudice and within the specified time frames – usually five to ten (5-10) working days.

To ensure confidentiality, employees, students or members of the community raising a complaint are advised to discuss the matter only with the person(s) directly involved.

In more serious or complex matters, or where the representatives are unable to resolve the complaint to the mutual satisfaction of the parties, either party shall have the right to pursue the resolution of the complaint further. In these circumstances, the complaint will be referred to the CEO and the ECTARC Board of Management.

1.6 Work Health and Safety Policy

ECTARC is required by law to provide a safe learning environment through meeting relevant Work Health and Safety standards. In the interests of health and safety, you are required to comply with ECTARC's workplace health and safety requirements by observing standard safety practices during on- and/or off-the-job training.

1.7 Code of Ethics/Conduct Policy

In performing their roles and responsibilities, ECTARC *students* and *employees* will:

- model and provide the highest standards of professional action and service
- perform their duties efficiently and effectively with integrity and objectivity
- strive to improve personal competence and quality work
- conduct themselves in a manner which will promote cooperation and teamwork
- avoid real or apparent conflicts of interests
- maintain the confidentiality of information received in the course of their duties/studies
- employ efficient, economical and effective ways of accomplishing tasks
- act in a manner that will enhance the stature, reputation and integrity of ECTARC

All *employees*, *students* and *visitors* need to respect the following conditions of entry to on- and off-the-job training with ECTARC:

- all workplaces are non-smoking, alcohol and drug free environments
- attendance under the influence of alcohol or drugs is unacceptable
- littering is not permitted
- compliance with safety regulations is compulsory
- bullying, intimidations and/or the use of physical and/or verbal aggression will not be tolerated.

Students have the right to:

- a program of study which meets current industry standards and accreditation requirements
- receive information about assessment requirements at the commencement of each unit
- have their work assessed as promptly as possible to receive feedback about their progress
- be treated fairly and with respect
- learn in an environment free of discrimination and harassment
- have personal records kept private and made available to authorised persons only
- learn in a supportive environment.

Students have a responsibility to:

- pay fees in advance prior to the issuance of learning resources and assessment tools
- manage their own learning
- complete all required assessments honestly, without cheating or plagiarism
- behave in a non-discriminatory/non-harassing manner
- follow normal workplace health and safety procedures.

1.8 Student Feedback

ECTARC encourages students to provide feedback on products and services at any time throughout their study program. Feedback can be provided in the ECTARC Training Portal, over the telephone, by email, in writing, or there is opportunity to complete periodic surveys/questionnaires to provide management with feedback. This feedback helps ECTARC understand the changing needs and expectations of our customers and is a valuable tool that management uses to improve products, services and business practices. Additional feedback can be emailed to info@ectarc.com.au.

2.0 Training Program Information

2.1 Skilled Capital

Skilled Capital is an ACT Government training initiative, funded by the ACT and Australian Governments. The Skilled Capital initiative provides \$21 million over three years to improve access to high quality training where skills are needed and to maximise improved employment outcomes for students. The initiative also provides a comprehensive range of support services to ensure that students accessing training receive the help they need to successfully complete their chosen qualification.

2.2 Qualifications Offered

Please refer to the ECTARC website for information on the qualifications being offered in the current Skilled Capital Program. Under this program, ECTARC is approved to offer the following programs:

- *CHC30121 Certificate III in Early Childhood Education and Care*
- *CHC50121 Diploma of Early Childhood Education and Care*
- *CHC50221 Diploma of School Age Education and Care.*

Mapping and bridging are also available to upgrade from superseded qualifications, including the CHC30113 Certificate III in Early Childhood Education and Care and the CHC50113 Diploma of Early Childhood Education and Care.

For further information regarding these programs, please refer to *Appendix 1 – Qualification Information*, visit www.ectarc.com.au or contact ECTARC.

Each program is designed to provide underpinning knowledge and skills, understanding and values for those who want to work in the education and care sector. The areas of study include:

- interactions with children
- administration and legal requirements
- service management
- fostering children’s development and wellbeing
- providing for children’s individual needs
- programming and using approved learning frameworks
- workplace performance
- relationships and partnerships with families and communities.

2.3 Program Durations

All programs under Skilled Capital have enrolment time frames that must be adhered to. You will receive a Training Plan to support you to complete within your enrolment period.

2.4 Eligibility

As a minimum a student must, at the time of enrolment, be:

- a) an Australian citizen, permanent resident, or New Zealand passport holder resident for more than six (6) months, or
- b) an eligible visa holder, and
- c) living or working in the ACT, and
- d) at least 15 years of age, and
- e) not enrolled in or attending secondary school or college except where the student:
 - i. is undertaking a course of study leading to completion of year 12 in an alternative program, or
 - ii. has an Exemption Certificate and the selected Skilled Capital qualification is an approved Australian School-based Apprenticeship pathway.

Appendix 2 outlines detailed information about the eligibility criteria and the identification/evidence of eligibility that must be provided prior to enrolment. Applications will not be processed until identification/evidence is received.

2.5 Fees and Charges

The Fees for the Skilled Capital Program are as follows:

- *CHC30121 Certificate III in Early Childhood Education and Care* - \$100
- *CHC50121 Diploma of Early Childhood Education and Care* - \$400
- *CHC50221 Diploma of School Age Education and Care* - \$400

Please note: Fees are charged in accordance with the requirements of Skilled Capital Compliance Guidelines. For education and care qualifications, the First Aid component is to be completed externally through a registered training provider. The First Aid course fee will be refunded to students up to the amount of \$160. For full information please refer to the ECTARC Fee Schedule at www.ectarc.com.au

Concessions - A student is eligible for a fee concession if, at the commencement of training, they:

- hold a current Health Care Card or Pension Card, or
- can prove genuine hardship.

Where the student is under 18 years of age, this rule will apply if the parent/guardian holds one of the above cards.

2.5.1 Refund Policy

Students are eligible to receive a tuition fee refund within 30 days from their enrolment date. Any requests for a refund within the 30 day 'withdrawal with no penalty' period must be in writing and addressed to ECTARC management. Students do not receive a refund of tuition fees after the 30 day 'withdrawal with no penalty' period.

For a copy of ECTARC's Fee and Refund Policy please go to <https://ectarc.com.au/wp-content/uploads/P-8.37-Fee-and-Refund-Policy-1.pdf>

2.5.2 Completion Payment

Students who successfully complete their qualification are eligible for a completion payment. A completion payment will be paid directly to the student upon completion of the qualification and a survey. The completion payment is \$300 for each qualification. Students will be eligible to receive the completion payment for up to one (1) year after successful completion of the qualification, provided up-to-date email and bank account details are confirmed.

A student is not eligible for a completion payment where more than 50% of the units are completed through RPL or Credit Transfer. A significant proportion of units completed through Credit Transfer may also impact on student eligibility for the completion payment.

3.0 Recognition Pathways

You may be eligible for Credit Transfer or Recognition of Prior Learning in your chosen study program if:

- you have studied with another Registered Training Organisation (RTO) - **Credit Transfer**
- you have worked extensively in the education and care sector and have life/work experiences which would serve as evidence of competency in a particular unit - **Recognition of Prior Learning (RPL)**.

3.1 Credit Transfer

Credit Transfer may be granted if you have completed a unit of competency in a previous qualification. To be granted Credit Transfer, ECTARC requires evidence of successful completion of the unit. A student must provide ECTARC with a copy of their Statement of Attainment **OR** their academic transcript on enrolment. This will be verified through the USI Portal or by ECTARC contacting the issuing RTO to verify the transcript or Statement of Attainment. Once this evidence is verified, Credit Transfer will be granted for the relevant unit/s.

3.2 Recognition of Prior Learning (RPL)

Recognition of Prior Learning is an assessment process where candidates provide evidence of previous experience to demonstrate that they hold the required skills and knowledge of one or more units of competency. Previous experience may include (but is not limited to) paid or voluntary work, life experience, professional development or formal qualifications.

RPL is suited to candidates who have demonstrated experience in an education and care service or equivalent. For those wishing to apply for RPL for a full qualification, ECTARC recommends experience of a minimum of 5 years, working in a variety of roles within an education and care service.

Evidence to demonstrate competence against a unit of competency may include:

- **Competency Conversation:** an ECTARC TDO will discuss with the candidate their previous experience to determine the extent of their skills and knowledge for each unit of competency.

- **Practical Assessment:** an ECTARC TDO will observe the candidate in the workplace to ensure that they are performing the practical skills required in a unit of competency.
- **Portfolio:** the candidate provides a portfolio of evidence of previous experiences, such as testimonials, copies of previous qualifications, statements of participation in professional development, photographs and examples of their work.

Please visit www.ectarc.com.au or contact ECTARC for more information about RPL.

4.0 ECTARC Student Portals

Once enrolled, you will have access to both the ECTARC Student Management Portal and the ECTARC Training Portal.

4.1 The ECTARC Student Management Portal

The ECTARC Student Management Portal gives you access to their personal information and student records at any time.

The ECTARC Student Management Portal allows you to:

- Review your progress and assessment results
- View assessment due dates
- Update personal contact details
- Send/receive messages to/from your TDO
- Download additional course resources.

4.2 The ECTARC Training Portal

The ECTARC Training Portal gives you access to your learning resources and assessments.

The ECTARC Training Portal allows you to:

- Access, download and print the learning resources
- Access and submit assessments
- View assessment results and feedback
- Access unit specific resources at any time.

All students will have 14 days access to the ECTARC Training Portal after their course completion date to download content and any completed assessments for future reference. To download completed assessments, go to the relevant unit and click on the ASSIGNMENTS link to view your assessment tasks. Click on the assessment task you wish to copy and then right click on your mouse and choose the PRINT function. Change the destination from your printer to the PDF setting and click SAVE. If you have any questions regarding the saving of your online content, please call 02 4223 1111.

If you require access after this period, charges apply. Please see the ECTARC *Fee Schedule* at www.ectarc.com.au for associated costs.

5.0 Learning Resources

Each qualification consists of a series of units, each of which has its own learning resources. The learning resources capture best practice and the essential skills and knowledge required by the education and care sector. You will be inspired by the colourful layout and visuals which bring the content to life. The learning resources are designed with real life scenarios and meaningful practical tasks to reinforce knowledge and encourage in-depth reflection.

They include:

- an introduction/overview of the unit
- information to support each element of the unit of competency
- video clips
- website links
- quotes and images
- scenarios
- activities to support learning.

Activities are self-assessed, meaning that the answers are provided for you. These do not have to be submitted to ECTARC.

6.0 Assessment

Assessments may be a combination of written assessment tasks, simulations, practical assessment/observation in the workplace, and practical assessment tasks. Each individual unit contains *Learner Assessment Instructions* which are provided on the ECTARC Training Portal. These instructions contain general information and guidance about how and when assessments will occur and what you must do to satisfactorily complete each assessment task.

Assessment for each unit also includes a *Third Party Report* which outlines a set of observable skills and abilities that an early childhood educator must perform for that unit of competency. This **must** be submitted with each assessment task. The *Third Party Report* is completed by the student's Workplace Supervisor, a member of staff who holds a Diploma qualification, Early Childhood degree or equivalent. A copy of the Workplace Supervisor's qualification must be submitted to ECTARC for our records.

Assessments may be customised to best suit a student's needs. ECTARC is committed to offering flexible learning and assessment procedures to offer the optimum training experience for students. Any customisation must still ensure the integrity of the unit and that all requirements have been met.

6.1 Assessment Requirements

To remain enrolled in a program, students must continue to submit assessment tasks in line with the relevant Training Plan and enrolment period. Where this varies and places a student at risk of not completing the program within the given time frame, this will be discussed with the student and Skills Canberra will be notified. Where a student does not submit an assessment task within a 6-month period and efforts to contact them are unsuccessful, their student record will be made inactive. After 12 months of unsuccessful contact and no submissions, students will be withdrawn from the program. *Please note: Submitting one assessment task in six months **would not** be considered as actively working towards a qualification, it is the minimum requirement to maintain enrolment with ECTARC.*

6.2 Submitting Assessments

Assessments are completed and submitted on the ECTARC Training Portal. Your assessments will be marked and feedback given to support your learning and progress.

IMPORTANT: the *Third Party Report* must be completed, signed and uploaded with every assessment when submitting work for marking. Assessments will not be marked without the completed *Third Party Report*.

Completing your assessments:

- make sure you have worked through all of the learning resources before attempting the assessments for a unit
- if you have any questions, please contact your ECTARC TDO – they are there to support you.

For more information on how to submit an assessment, please see the *ECTARC Training Portal FAQ* page on the ECTARC website www.ectarc.com.au

7.0 Results

Marked assessment tasks will be available on the ECTARC Training Portal for you to access. You will receive an email every time an assessment has been marked. Assessment results are not graded, your assessment results will be recorded as:

S- Satisfactory

To be assessed as Satisfactory, you will need to successfully complete all parts of the assessment, providing sufficient evidence of your knowledge, understanding and skills to a standard that consistently demonstrates the requirements of the unit.

NYS - Not Yet Satisfactory

A Not Yet Satisfactory result means that there is an area/s of the unit that you have not yet demonstrated. Your TDO will identify the area(s) for you and provide guidance and support as to what is required for you to achieve a Satisfactory result.

C- Competent

For each unit of competency, you must successfully complete:

- A Written Assessment task
- A Third Party Report
- Practical Assessment (by an ECTARC Assessor in the workplace)
- Work placement hours (where applicable).

Once all requirements of a unit have been met, it will then be deemed as Competent.

NC – Not Competent

ECTARC can re-assess you on a unit of competency up to a maximum of three (3) times. Should you be deemed Not Yet Satisfactory for a third time, you will be required to re-enrol in that unit (see the ECTARC *Fee Schedule* for charges).

Where you have been deemed Competent in a unit however do not keep up the expected standard for a unit, your TDO can, in consultation with you, reverse the assessment decision. Where ECTARC have been made aware of academic misconduct after you have been deemed Competent in a unit, that assessment judgement will also be reversed.

7.1 Assessment Feedback

On enrolment, you will be allocated an ECTARC TDO for the duration of your program. This TDO will be responsible for overseeing your training and assessment and guiding you through the program however, it may be necessary for a different TDO to be involved in your training or mark your work on occasions.

You may be asked to resubmit an assessment task. This may be because you have misinterpreted the question or the instructions, left out part of the question or not provided sufficient information/evidence. Your TDO will identify the area(s) for you and provide guidance and support as to what is required for you to achieve a Satisfactory result.

Should you ever feel dissatisfied with the assessment of, or comment on your work, or that you have not been given sufficient feedback, please contact your TDO and explain your concerns.

8.0 Referencing

It is essential to acknowledge **all** references you use when completing an assignment - whether you quote directly from author(s) or use/paraphrase their ideas. This information should be presented at the conclusion of the assignment.

The referencing format should contain the following information:

Surname of author; initials of given names; year of publication; name of publication; name of publisher; location of publisher. For example:

- Early Childhood Australia. (2016). *Code of Ethics*. Deakin West, ACT: Early Childhood Australia.
- Government of South Australia Ministerial Advisory Committee. (2017). *Principles of Inclusion for children and students with disability in education and care*. Retrieved July 26, 2018, from South Australia Department for Education:
<https://www.education.sa.gov.au/sites/g/files/net691/f/principles-ofinclusion-2017-one-page.pdf>
- Australian Children's Education and Care Quality Authority (ACECQA). (2018). *Guide to the National Quality Framework*, October 2018. Sydney, NSW.

9.0 Academic Misconduct

Academic misconduct is acting in a way, or attempting to act in a way, or assisting another student to act in a way which could reasonably be expected to defeat the purpose of a learning experience or an item of assessment. Academic misconduct can include:

- plagiarism
- cheating
- collusion
- falsifying records.

ECTARC completes random checks for academic misconduct. Where a student is found to have done any of the above they may have an assessment judgement reversed or be withdrawn from the program. Please see *Appendix 3 – Academic Misconduct*.

10.0 Work Placement Requirements

The *CHC30121 Certificate III in Early Childhood Education and Care*, *CHC50121 Diploma of Early Childhood Education and Care* and *CHC50221 Diploma of School Age Education and Care* all have Work Placement requirements. The requirements of each qualification are set by the CHC Training Package in which ECTARC must follow. How these are completed depends on whether you currently work in a regulated education and care service or not.

All students completing the below qualifications are required to complete the following work placement hours/ practicums in one or more regulated education and care service:

CHC30121 Certificate III in Early Childhood Education and Care – 160 hours

- twenty (20) hours working with birth to 12 month-olds
- twenty (20) hours working with 13 to 23 month-olds
- forty (40) hours working with 2 to 3 year-olds
- eighty (80) hours working with 3 to 5 year-olds.

CHC50121 Diploma of Early Childhood Education and Care – 280 hours

- forty (40) hours working with birth to 23 month-olds
- forty (40) hours working with 2 to 3 year-olds
- eighty (80) hours working with 3 to 5 year-olds
- forty (40) hours working with a child/children with additional needs (any age group)
- eighty (80) hours in service management.

CHC50221 Diploma of School Age Education and Care – 280 hours

- two hundred (200) hours working in School Age Education and Care (i.e. 6 to 12 year olds)
- forty (40) hours working with a child/children with additional needs (any age group)
- forty (40) hours working with service management.

If you are working paid/unpaid in a regulated education and care service you *may* be able to fulfil *most* of the Work Placement requirements at your service. However please note, that if your workplace does not cater to all the practicum groups required in your qualification, you will need to undertake a practicum in another service to complete assessment requirements.

If you do not currently work paid/unpaid in an education and care service you will need to arrange to complete the Work Placement hours as a practicum in an education and care service.

IMPORTANT INFORMATION FOR ALL STUDENTS

On enrolment, all students are asked to provide information regarding their place of employment and the ages that they work with. If students are not currently working in a regulated education and care service in Australia, they will be required to complete practicum/s for the ages/groups they are not currently working with.

PLEASE NOTE:

If you decide to withdraw prior to completing your qualification, a Statement of Attainment can only be issued for units where all requirements have been met, including Work Placement hours and Practical Assessments.

All Work Placement hours must be completed prior to issuing a Statement of Attainment for the units listed below:

Early Childhood Education and Care Qualifications

- CHCECE031 Support children's health, safety and wellbeing
- CHCECE032 Nurture babies and toddlers
- CHCECE033 Develop positive and respectful relationships with children
- CHCECE035 Support the holistic learning and development of children
- CHCECE036 Provide experiences to support children's play and learning
- CHCECE042 Foster holistic early childhood learning, development and wellbeing
- CHCECE048 Plan and implement children's education and care curriculum

School Age Education and Care Qualifications

- CHCSAC006 Support children to participate in school age care
- CHCSAC009 Support the holistic development of children in school age care
- CHCSAC010 Foster holistic learning, development and wellbeing for school age children

11.0 Issuance of a Qualification or Statement of Attainment

Qualifications will only be issued once all requirements of a course have been successfully completed – that is, once you have demonstrated competency all units, including any required work placement.

Please note: All fees must be paid in full prior to receiving your qualification. Where fees are outstanding, your qualification will be issued but withheld until all fees are paid.

Qualifications will be sent by registered mail to your home address – please ensure this is always current.

Should you require a progression transcript throughout your course, please call the ECTARC office – this is provided free of charge. Once a certificate for a qualification has been issued and a replacement is required, a fee applies. Charges apply for Statements of Attainment if required for an individual unit of competency. Please see the ECTARC *Fee Schedule* at www.ectarc.com.au

12.0 Managing the Demands of your Program of Study

It is very important to maintain a good work/study/homelife balance. Whilst it is important to follow your Training Plan to ensure you complete within your enrolment period, one of the benefits of studying with ECTARC is that the programs are flexibly delivered, so you can guide how you do this. Our programs are offered via distance and can be supported by online webinars and study sessions, phone, email, messaging through the ECTARC Training Portal and through face-to-face assessment visits.

12.1 Student Support

The support offered by ECTARC includes optional real time study sessions, pre-recorded introductions to each unit, guidance offered by Training and Development Officers (TDOs), telephone/email support, training needs analysis (training plans, study plans etc), information on the ECTARC website and Recognition of Prior Learning (RPL) assessments.

As you are working through the learning resources, if you:

- come across a section you don't understand or find confusing
- do not know whether you are on the right track with an assessment task
- need further information on where additional resources can be found
- want to clarify the unit expectations and requirements

do not hesitate to contact your TDO explaining your concerns and we will endeavour to support you appropriately and promptly.

12.2 Study Strategies

Studying by distance can be difficult however, implementing some simple strategies such as those listed below can assist you.

- Set regular study times - study when you are most alert and have realistic expectations as to when and for how long you think you will be able to study
- Minimise distractions e.g. close doors, put phone on silent
- Each unit has a suggested study time so attempt to be guided by this not daunted
- Take regular breaks
- Contact ECTARC for clarification as you study
- Read through the learning resources carefully – access other resources to enhance your learning experience.

13.0 Withdrawing or Taking a Break from Your Studies

If you wish to withdraw or take a break from your study program, you must notify ECTARC in writing. A Statement of Attainment will be issued for completed units. All fees owing must be paid prior to receiving your Statement of Attainment.

14.0 Change of Details

It is your responsibility to update any personal contact detail changes, e.g. address, telephone number, so we can advise you of any important changes to the program. If you change your name, ECTARC requires proof of this (e.g. copy of a marriage certificate), which will be kept in your file.

Appendix 1 – Qualification Information

The *CHC Community Services Training Package* is a suite of qualifications that provide a comprehensive package of training to meet the needs of the education and care sector. The training package is nationally recognised and therefore allows graduates to apply for work throughout Australia.

All ECTARC vocational training programs are based on national industry competency standards.

Each qualification consists of a group of individual units of competency. Each unit contains *elements*, *performance evidence*, and *assessment requirements*:

- a unit of competency is a key work outcome or competency
- an element fully describes the unit of competency
- performance criteria specify the work activities and level of performance required
- performance and knowledge details specify knowledge and tasks that must be achieved.

Work Placement

Details regarding the work placement requirements for each program can be found in the *Work Placement Requirements* section of this handbook.

First Aid

All students completing an education and care qualification are required to complete the following first aid unit with an approved first aid provider (*please ensure that the course you complete has the following code as other codes **are not** acceptable*):

HLTAID012 Provide First Aid in an education and care setting

Please note: The First Aid certificate must be current on completion of the program.

CHC30121 Certificate III in Early Childhood Education and Care

The *CHC30121 Certificate III in Early Childhood Education and Care* consists of the following units:

	Unit Code	Unit Name
1	CHCECE056	Work effectively in children’s education and care
2	CHCPRT001	Identify and respond to children and young people at risk
3	CHCECE055	Meet legal and ethical obligations in children’s education and care
4	HLTWHS001	Participate in workplace health and safety
5	CHCECE031	Support children’s health, safety and wellbeing
6	CHCECE034	Use an approved learning framework to guide practice
7	CHCECE030	Support inclusion and diversity
8	CHCECE054	Encourage understanding of Aboriginal and/or Torres Strait Islander peoples’ cultures
9	CHCECE035	Support the holistic learning and development of children
10	CHCECE038	Observe children to inform practice
11	CHCECE033	Develop positive and respectful relationships with children
12	CHCECE032	Nurture babies and toddlers
13	CHCECE036	Provide experiences to support children’s play and learning
14	CHCECE037	Support children to connect with the natural environment
15	HLTAID012	Provide First Aid in an education and care setting

Electives

A total of **Two (2) Elective Units** must be completed. *Please refer to Course Guide or contact ECTARC.*

CHC50121 Diploma of Early Childhood Education and Care

The *CHC50121 Diploma of Early Childhood Education and Care* consists of the following units:

	Unit Code	Unit Name
1	CHCECE041	Maintain a safe and healthy environment for children
2	CHCPRP003	Reflect on and improve own professional practice
3	CHCECE050	Work in partnership with children's families
4	CHCECE042	Foster holistic early childhood learning, development and wellbeing
5	CHCECE047	Analyse information to inform children's learning
6	CHCECE043	Nurture creativity in children
7	CHCECE049	Embed environmental responsibility in service operations
8	CHCECE048	Plan and implement children's education and care curriculum
9	CHCECE045	Foster positive and respectful interactions and behaviour in children
10	CHCECE046	Implement strategies for the inclusion of all children
11	CHCECE044	Facilitate compliance in a children's education and care service
12	BSBTWK502	Manage team effectiveness

Electives

A total of **Three (3) Elective Units** must be completed. *Please refer to Course Guide or contact ECTARC.*

CHC50221 Diploma of School Age Education and Care

The *CHC50221 Diploma of School Age Education and Care* consists of the following units:

	Unit Code	Unit Name
1	BSBLDR523	Lead and manage effective workplace relationships
2	CHCCCS007	Develop and implement service programs
3	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
4	CHCDIV003	Manage and promote diversity
5	CHCLEG003	Manage legal and ethical compliance
6	CHCPRP003	Reflect on and improve own professional practice
7	CHCPRT001	Identify and respond to children and young people at risk
8	CHCSAC006	Support children to participate in school age care
9	CHCSAC007	Develop and implement play and leisure experiences in school age care
10	CHCSAC008	Work collaboratively and respectfully with school age children
11	CHCSAC010	Foster holistic learning, development and wellbeing for school age children
12	HLTFSE007	Oversee the day-to-day implementation of food safety in the workplace
13	HLTWHS003	Maintain work health and safety
14	SISXDIS001	Facilitate inclusion for people with a disability
15	HLTAID012	Provide First Aid in an education and care setting

Electives

A total of **Eight (8) Elective Units** must be completed. *Please refer to Course Guide or contact ECTARC.*

Appendix 2 – Student Eligibility Requirements

2. ELIGIBILITY

Table B: Student Eligibility Requirements

The evidence guide below indicates the information required by the Training Provider to determine student eligibility:

Citizenship and Permanent Residency	<p>A dated copy or signed and dated document that one or more of the following evidence of Australian or New Zealand citizenship or permanent residency has been sighted and the reference number recorded: Australian Birth Certificate; Australian Passport; Australian Permanent Resident visa; Nationalisation Certificate; Green Medicare Card; NewStart Card.</p> <p>Note: the residency status for New Zealand Passport holders must be longer than six months.</p>
Visa holder	<p>Refer to the Skills Canberra website for a full list of eligible and ineligible visa types: http://www.skills.act.gov.au/skilled-capital.</p> <p>For any other visa type, the RTO must ensure the holder has work and study rights on a pathway to permanent residency and seek confirmation from the Directorate in writing prior to student enrolment. These visas will be investigated and approved on a case by case basis.</p>
ACT Residency	<p>A dated copy of signed and dated document that one or more of the following evidence of ACT residency has been sighted and the reference number recorded: current ACT driver licence; Health Care Card; Pension Card; ACT Proof of Age Card; utilities account relating to the street address issuing within the last three (3) months (e.g. mobile, telephone, electricity etc.); contract of purchase, current lease or rental document; ACT Government endorsed identification.</p>
ACT Employment	<p>A letter, email or payslip from an ACT employer that shows the street address where the student is working in the ACT; a Statutory Declaration.</p>
Proof of Age 17-24 years	<p>Date of birth being stated on the AVETMISS compliant enrolment form and a copy or signed and dated document that one or more of the following proof of age evidence has been sighted and the reference number recorded: any document showing the student's date of birth, such as a driver licence; Health Care Card; ACT Proof of Age Card.</p>
Not enrolled in or attending school or college, or another program leading to completion of year 12.	<p>Self-identification on an AVETMISS compliant enrolment form.</p>
Satisfied requirements for ACT Secondary School Certificate	<p>Letter from Education Directorate</p>

Eligibility continued.

Job seeker	Evidence must include, but is not limited to, one or more of the following: Individual out of work - Self-identification of 'unemployed' status on an AVETMISS compliant enrolment form. Individual in receipt of income support payment – a current Commonwealth Government Health Care or Pension Card; a letter from Centrelink confirming receipt of income support; any other document showing the student is currently receiving Commonwealth Government income support payments.
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Table C: Loading Eligibility Requirements

The evidence guide below indicates the information required by the Training Provider to support the eligibility for loadings:

Person with a Disability	Dated copy of proof of benefit; document from a support professional; self-identification on an AVETMISS compliant enrolment form, or documentation obtained after enrolment. Note: this identification must not be determined by the Training Provider.
Aboriginal and Torres Strait Islander	Self-identification on an AVETMISS compliant enrolment form, or documentation obtained after enrolment. Note: this identification must not be determined by the Training Provider.
JobTrainer	As per Table B.

Appendix 3 – Academic Misconduct

a) Plagiarism

A student plagiarises if he or she gives the impression that the ideas, words or work of another person are the ideas, words or work of the student. Plagiarism will include:

- (i) copying any material from books, journals, study notes, the Web, the work of other students, or any other source without indicating this by quotation marks, by indentation, italics or spacing and without acknowledging that source, or
- (ii) rephrasing ideas from books, journals, study notes, the Web, the work of other students, or any other source without acknowledging the source of those ideas.

Plagiarism is to be distinguished from inadequate and/or inappropriate attempts to acknowledge the words, works or ideas of someone else.

Plagiarism includes, but is not limited to:

- copying unacknowledged passages from textbooks
- reusing in whole or in part the work of another student
- obtaining materials from the Web and submitting them, modified or otherwise, as one's own work
- submitting work which is derived in whole or in part from the work of another person but which has been changed in superficial respects possibly by mechanical means.

b) Cheating

A student cheats if he or she does not abide by the conditions set for a particular learning experience, item of assessment or examination.

Cheating includes, but is not limited to:

- falsifying data obtained from experiments, surveys, or similar activities
- making changes to an assessment that has been marked then returning it for re-marking claiming that it was not correctly marked.

c) Collusion

A student colludes when he or she works without permission with another person or persons to produce work which is then presented as work completed independently by the student.

Collusion includes, but is not limited to:

- writing the whole or part of an assessment with another person
- using the notes of another person to prepare an assessment
- using for an assessment the resource materials of another person that have been annotated or parts of the text highlighted or underlined by that person
- allowing another student, who has to submit an assessment on the same topic, access to one's own assessment under conditions which would give that other student an advantage in submitting his or her assessment.

d) Falsification of Documentation

This occurs where documentation relates to misinterpretation of identity or falsifying the individual's certification or work history, or presenting false or misleading information in a portfolio of evidence.

ECTARC reserves the right to terminate the training and/or assessment of any student found guilty of academic misconduct (e.g. plagiarism, cheating, collusion, or falsifying records).

ECTARC also reserves the right to ask a student to leave a face-to-face training session if a dysfunctional or disruptive behaviour is displayed.



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