ectarc

EARLY CHILDHOOD
EDUCATION SERVICES & TRAINING

ECTARC ACT
Skilled Capital
Information
Handbook

Enriching futures together

Contents

Welcome to ECTARC

About this handbook

This handbook contains useful information that applies to your program of study, so please read it thoroughly and keep it somewhere safe 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 a Training and Development Officer (TDO) at ECTARC.

1.0   Background

ECTARC is a community owned, not for profit, early childhood industry training and resource centre, 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/assessors
- 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 Australian Skills Quality Authority standards and other state/territory legislation for registered training organisations.

1.1   Privacy Policy

ECTARC is committed to handling your personal information in accordance with the Privacy Act. All records are managed securely and confidentially and are available for student/client perusal upon request. Please contact ECTARC for a copy of our *Privacy Policy.*

1.2   Access and Equity Policy

All ECTARC staff is 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.

Under the relevant Commonwealth legislation, ECTARC will make reasonable adjustments for people with additional 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 – taking into account students' specific needs
- ECTARC has policies and procedures to ensure all students receive appropriate welfare and guidance

throughout their program. All efforts are made to offer a flexible method of assessment to enable students to complete programs satisfactorily. Each case is reviewed on an individual basis to determine the best solution.

1.3 Anti-Discrimination Policy

ECTARC has 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 into curricula/training packages to facilitate equitable participation of students. This will be reflected in curricula design, monitoring and evaluation, including:
- learning styles
- delivery modes
- assessment
- language and communication access, and
- adaptive equipment/technology

Reasonable adjustments may include:
- adjusting the sequence of units
- providing/customising the learning outcomes
- extending the unit/course duration
- providing mixed mode delivery

1.4 Welfare and Guidance Services

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 a flexible method of assessment to enable 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 for further details.

Financial assistance

ECTARC's Education and Care qualifications are Centrelink approved. For more information, please telephone the Centrelink Helpline on 13 10 21.

1.5 Foundation Skills Questionnaire

ECTARC provides provisions for language, literacy and numeracy (LL&N) assistance on request. Students are required to complete a Foundation Skills Questionnaire as part of their enrolment to assist ECTARC in determining if they need further assistance 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 TDO.

1.6 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 and are to be reassured that their complaint/concern will be dealt with:

- promptly and efficiently
- in a fair and equitable manner
- respectfully, confidentially and ensuring impartiality is maintained
- so that parties are informed regularly of action being taken/progress
- in a manner whereby follow up checks are made at a later date to review the appropriateness of solutions reached so that documented records are maintained

Appeals

If at any time you wish to query your assessment outcome, you must notify the Manager of ECTARC in writing. In the appeals letter to the Manager, you must provide details of the query and any other relevant information. The appeals letter can be forwarded to: The Manager, ECTARC, 2/210 Shellharbour Road, Warrawong NSW 2502.

Once the information is received, a meeting will be held with a panel of three ECTARC TDO's (including a Manager) 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

In line with its quality improvement philosophy and the Community Services (Complaints, Reviews and Monitoring) Act 1993 No. 2; ECTARC recognises the need for clear guidelines and procedures for handling complaints.

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 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.education.gov.au/NTCH

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.

1.7 Work Health and Safety Policy

ECTARC is required by law to provide a safe learning environment through meeting relevant Workplace 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 as appropriate.

1.8 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
- conduct themselves in a manner which will promote cooperation and team work
- 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 use during on- and off-the-job training is unacceptable
- attendance under the influence of alcohol or drugs is unacceptable
- littering is not permitted
- compliance with safety regulations is compulsory

Students, in particular, have the right to:

- a program of study which meets current industry standards and accreditation requirements
- be given 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 issue of learning materials
- manage their own learning
- complete all required assessment tasks honestly, without cheating or plagiarism
- behave in a non-discriminatory/non-harassing manner
- follow normal workplace health and safety procedures

1.9   Student Feedback

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

Please refer to the ECTARC website for information on the qualifications being offered in the current Skilled Capital Program. ECTARC is approved to offer the following programs from the CHC Community Services Training Package to students wishing to study under the Skilled Capital Program:

- *CHC30113 Certificate III in Early Childhood Education and Care*
- *CHC50113 Diploma of Early Childhood Education and Care*
- *CHC40113 Certificate IV in School Age Education and Care*
- *CHC50213 Diploma of School Age Education and Care*

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

- administration and legal requirements
- interactions with children
- 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

These study programs are part of the *CHC Community Services Training Package.* For further information regarding this program, please refer to ***Appendix 1***, *CHC Community Services Training Package* or contact ECTARC.

2.3   Program Durations

All programs under Skilled Capital must be completed within 2 years and one month to the commencement date.

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.

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)   a person who holds a visa that is identified as being eligible, **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 ASBA pathway.

Appendix 3 outlines detailed information about the eligibility criteria. Identification/evidence of eligibility 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:

- CHC30113 Certificate III in Early Childhood Education and Care - **$100**
- CHC50113 Diploma of Early Childhood Education and Care - **$400**
- CHC40113 Certificate IV in School Age Education and Care - **$190**
- CHC50213 Diploma of School Age Education and Care - **$400**

Please note: fees are charged according to the minimum fee agreement with Skills Canberra. For current pricing of each qualification, please refer to current marketing material.

2.5.1   Refund Policy

The enrolment fee is non-refundable, except where an applicant does not satisfy the enrolment criteria, in which case it will be refunded in full. If a student is accepted by ECTARC and then elects not to participate in the program, then the enrolment fee is non-refundable.

2.6   A Guide for the Workplace Supervisor

Steps	Student	Workplace Supervisor
Step 1 Establish the on-the-job requirements	Familiarise yourself with the Third Party Reports, in particular, the skills that you need to show your Workplace Supervisor that you can do at work and the standards to which you can do them.	Familiarise yourself with the Third Party Report, particularly the standard to which the on-the-job skills must be performed by the student.
Step 2 Prepare the student	Discuss these skills with your Workplace Supervisor. If you don't understand something, ask your Workplace Supervisor for clarification.	Discuss the skills and to what level these skills have to be demonstrated at work.
Step 3 Plan and prepare for observation	Discuss your understanding of what is required for the assessment with your Workplace Supervisor.	Establish a plan for observing, discussing and questioning the student's performance in order to determine the student's on-the-job performance at a satisfactory level. ECTARC Training and Development Officers can provide you with additional tools e.g. checklists, question sheets, if required.

Steps	Student	Workplace Supervisor
Step 4 Observation and verification	Demonstrate your skills and knowledge consistently at work by participating in a variety of work activities relevant to each unit.	Ensure that the decision is: • valid (e.g. observe what needs to be observed) • consistent (e.g. did the student perform consistently?) • fair and reliable
Step 5 Provide feedback	Work cooperatively with your Workplace Supervisor and accept constructive feedback. Assist in identifying gaps in your performance and ways to achieve these skills and knowledge. Work towards demonstrating your skills and knowledge in further units.	Provide the student with constructive feedback regarding their on-the-job performance. Discuss ways to overcome any identified gaps. Provide information where required.
Step 6 Record result	Sign the Third Party Report when your Workplace Supervisor has completed the form.	Record details of the student's progress on the Third Party Report.
Step 7 Review the supervision process	If necessary, suggest ways to improve the supervision process.	Review and identify any suggested improvements to be made.
Step 8 Participate in the appeals process (if required)	Discuss suggestions regarding reassessment with your Workplace Supervisor. Seek assistance and advice on demonstrating the skills and knowledge required. Practice skills further. Allow your Workplace Supervisor to observe you demonstrating these skills. If you have any concerns about the outcome of these observations, speak to your ECTARC Training and Development Officer.	Provide feedback and counsel the student regarding the outcome or process. Report any disputed decision to the ECTARC Training and Development Officer – who will assist you to implement the appeals process.

3.0   Recognition Pathways

You may be eligible for exemption from some units in your chosen study program if:

- you have studied with another RTO *(Credit Transfer)*
- you have worked extensively in the child care industry and have life/work experiences which would serve as evidence of competency in a particular unit *(Recognition of Prior Learning)*

3.1   Credit Transfer

ECTARC recognises all AQF and VET qualifications and VET Statements of Attainment issued by other RTO's. Where a unit/s of competency has been achieved previously a Credit Transfer shall be granted.

3.2   Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is a process which recognises that people can learn informally through work and life experiences as well as through formal education and training.

Evidence can be based on:

- formal training programs (e.g. professional development workshops)
- paid or unpaid work experience
- community or voluntary work
- life experiences
- any combination of the above

To be granted RPL, you will need to provide ECTARC with current documented evidence that demonstrates you are able to meet all the elements/performance criteria for a particular unit of competency. This includes demonstration of the underpinning knowledge, values and attitudes, as well as the practical skills required, to perform to the standard stated for that unit.

All assessment of RPL applications will be reviewed by no less than two staff that is qualified to conduct the assessment. From time to time or when deemed necessary, we reserve the right to invite a subject matter expert as part of an assessment process.

If you feel you are eligible to apply for RPL, contact ECTARC for further information.

4.0   Learning Guides

Each qualification consists of a series of units, each of which has its own learning guide. The 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 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
- notes to support each element of the unit of competency
- 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.

5.0   Assessment

Assessments may be a combination of written assessment tasks, role play, observations on-the-job, verbal and practical assessment tasks.

You will find the 'Learner Assessment Instruction Guide' on the ECTARC Student Portal. This Guide contains general information, instruction and guidance about how and when Assessments will occur. Each individual unit will also contain 'Learner Assessment Instructions' which will be provided to you on the ECTARC Training Portal. This contains all of the information you need to know to begin your assessment.

Assessment for each unit 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 is completed by the Workplace Supervisor and must be submitted with assessment tasks.

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.

5.1   Assessment Requirements

Students from all programs must submit an assessment task within a 6 month period or their student record will be made inactive. Students will be required to re-enrol, pay a re-enrolment fee and the current program fees to reactivate their records. *Please note: submitting one assessment task in six months* **would not** *be considered as actively working towards a qualification.*

5.2   Submitting Assessments

Assessments will need to be 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 the learning guides before attempting the assessments
- complete whole units before submitting assessments
- 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.

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.

6.0   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 for written work and on-the-job evaluation are not graded*.* Your assessment results will be recorded as either:

Satisfactory

To be assessed as Satisfactory, you will need to complete all parts and questions in 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 may be certain elements or performance criteria that you have not yet demonstrated. Your Training and Development Officer (TDO) will identify the area(s) for you and provide guidance and support as to what is required for you to achieve competence.

If you do not keep up the expected standard after being assessed as competent for a unit, your TDO can, in consultation with you, reverse the assessment after you have received an alert.

Note: 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 Fee Schedule for costs).

C- Competent

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

For each unit of competency, you must successfully complete:
- Written Assessment task
- Third Party Report
- Practical Assessment (by ECTARC Assessor in the workplace)
- Practicum hours
- Any practicum hours relevant to each unit

6.1   Assessment Feedback

On enrolment, you will be allocated an ECTARC TDO for the duration of your program. This TDO will be responsible for all of your marking, however, it may be necessary for a different TDO to mark your work on occasions.

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

From time to time 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 return your work to you with comments on how to improve it.

7.0   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:

Silberg, J. 1993, *Games to Play with Two Year Olds,* Gryphon House, Beltsville, Maryland.

Black, KB. and Puckett, MB. 1996, *The Young Child: Development from pre-birth through age eight,* Prentice Hall Inc, New Jersey.

8.0   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. See *Appendix 2* for further definitions of academic misconduct. Academic misconduct can include:

- plagiarism
- cheating
- collusion
- falsifying records

9.0   Practicum/s

The *CHC30113 Certificate III in Early Childhood Education and Care, CHC40113 Certificate IV in School Age Education and Care, CHC50113 Diploma of Early Childhood Education and Care*, and *CHC50213 Diploma of School Age Education and Care* all have work placement/practicum requirements. The required hours 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.

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

If you do not currently work paid/unpaid in a child care service you will need to arrange to complete a practicum in a child care service. The practicum hours to be completed is:

CHC30113 Certificate III in Early Childhood Education and Care – 120 hours

- thirty (30) hours working with infants (i.e. Birth-2 year olds)
- thirty (30) hours working with toddlers (i.e. 2-3 year olds)
- sixty (60) hours working with preschoolers (i.e. 3-5 year olds)

CHC50113 Diploma of Early Childhood Education and Care – 240 hours

- sixty (60) hours working with infants/toddlers (i.e. Birth -2 year olds)
- sixty (60) hours working with toddlers (i.e. 2-3 year olds)
- sixty (60) hours working with preschoolers (i.e. 3-5 year olds)
- thirty (30) hours - this can be in any age group and must include a child with additional needs
- thirty (30) hours working with service management

CHC40113 Certificate IV in School Age Education and Care – 120 hours

- one hundred and twenty (120) hours working in School Age Education and Care (i.e. 6-12 year olds)

CHC50213 Diploma of School Age Education and Care – 240 hours

- one hundred and eighty (180) hours working in School Age Education and Care (i.e. 6-12 year olds)
- thirty (30) hours – this can be in any age group and must include a child with additional needs
- thirty (3) hours working with service management

IMPORTANT INFORMATION FOR ALL STUDENTS

ALL students must complete and submit to ECTARC a DETAILS OF PRACTICUM PLACEMENT form. Students will identify on the form if they have all age groups required at their service. If there is an identified gap, students will need to complete a second form and return this to their Training and Development Officer providing details of where they will complete the remaining required practicum hours.

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.

10.0   Issuance of Qualification

Qualifications will only be issued once all requirements of a course have been successfully completed – that is, once you have demonstrated competency in both the on-the-job and off-the-job components, including any required work placement/practicum.

Please note: all fees must be paid prior to receiving remaining learning guides and issuance of a qualification.

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

Should you require a Statement of Attainment or progression transcript throughout your course, please call the ECTARC office – this is provided free of charge after the Initial Tuition Fee has been paid. Once a certificate for a qualification has been issued and a replacement is required, a fee applies. See website for details.

11.0   Managing the Demands of Your Program of Study

One of the benefits of studying with ECTARC is that the programs are flexibly delivered. Our programs are available via distance/correspondence mode 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.

11.1   Student/Client Advice and Support

The support offered by ECTARC includes options in learning, guidance offered by Training and Development Officers (TDOs), telephone/email support, training needs analysis (study plans, etc), information on the ECTARC website and Recognition of Prior Learning (RPL) assessments.

As you are working through the learning support materials, 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.

11.2   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, turn on the answering machine
- While reading through materials use a highlighter for information or take notes for future reference
- Each unit has a suggested study time so attempt to be guided by this not daunted
- Take your individual desired breaks during study as everyone has different concentration spans
- Contact ECTARC for clarification as you study
- Read through the learning guides carefully – access other resources to enhance your learning experience.

12.0   Withdrawing

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, providing fees have been paid.

13.0   Change of Details

It is your responsibility to immediately notify ECTARC of 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 – The CHC Community Services Training Package

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 accredited nationally 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 *knowledge evidence*:

- 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

Listed below are the units for each of the CHC Community Services programs that ECTARC offers. For information on upgrade programs contact ECTARC on (02) 4223 1111 or email info@ectarc.com.au.

Practicum

Details regarding the practicum requirements for each program can be found in the Practicum 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):*

HLTAID004 Provide an emergency first aid response in an education and care setting.
Please note: The First Aid certificate must be current on completion of the program.

CHC30113 Certificate III in Early Childhood Education and Care

The *CHC30113 Certificate III in Early Childhood Education and Care* consists of the following units (in the suggested order of completion):

	Unit Code	Unit Name
1	CHCECE002	Ensure the health and safety of children
2	CHCECE003	Provide care for children
3	CHCECE004	Promote and provide healthy food and drinks
4	CHCECE005	Provide care for babies and toddlers
5	CHCLEG001	Work legally and ethically
6	CHCECE001	Develop cultural competence
7	CHCECE007	Develop positive and respectful relationships with children
8	CHCECE009	Use an approved learning framework to guide practice
9	CHCECE010	Support the holistic development of children in early childhood
10	CHCECE011	Provide experiences to support children's play and learning
11	CHCECE013	Use information about children to inform practice
12	CHCPRT001	Identify and respond to children and young people at risk
13	HLTAID004	Provide an emergency first aid response in an education and care setting
14	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
15	HLTWHS001	Participate in workplace health and safety

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

CHC50113 Diploma of Early Childhood Education and Care

The *CHC50113 Diploma of Early Childhood Education and Care* consists of the following units (in the suggested order of completion):

	Unit Code	Unit Name
1	CHCECE002	Ensure the health and safety of children
2	CHCECE003	Provide care for children
3	CHCECE004	Promote and provide healthy food and drinks
4	CHCECE005	Provide care for babies and toddlers
5	CHCLEG001	Work legally and ethically
6	CHCECE001	Develop cultural competence
7	CHCECE007	Develop positive and respectful relationships with children
8	CHCECE009	Use an approved learning framework to guide practice
9	CHCECE016	Establish and maintain a safe and healthy environment for children
10	CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
11	CHCECE018	Nurture creativity in children
12	CHCECE019	Facilitate compliance in an education and care service
13	CHCECE020	Establish and implement plans for developing cooperative behaviour
14	CHCECE021	Implement strategies for the inclusion of all children
15	CHCECE022	Promote children's agency
16	CHCECE023	Analyse information to inform learning
17	CHCECE024	Design and implement the curriculum to foster children's learning and development
18	CHCECE025	Embed sustainable practices in service operations
19	CHCECE026	Work in partnership with families to provide appropriate education and care for children
20	CHCPRT001	Identify and respond to children and young people at risk
21	HLTAID004	Provide an emergency first aid response in an education and care setting
22	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
23	HLTWHS003	Maintain work health and safety

Electives   A total of **Five (5) Elective Units** must be completed. *Please refer to Course Guide or contact ECTARC*

CHC40113 Certificate IV in School Age Education and Care

The *CHC40113 Certificate IV in School Age Education and Care* consists of the following units (in the suggested order of completion):

	Unit Code	Unit Name
1	CHCECE002	Ensure the health and safety of children
2	CHCECE004	Promote and provide healthy food and drinks
3	CHCLEG001	Work legally and ethically
4	CHCECE001	Develop cultural competence
5	CHCECE009	Use an approved learning framework to guide practice
6	CHCECE011	Provide experiences to support children's play and learning
7	CHCPRT001	Identify and respond to children and young people at risk
8	CHCSAC001	Support children to participate in school age care
9	CHCSAC002	Develop and implement play and leisure experiences in school age care
10	CHCSAC003	Work collaboratively and respectfully with children in school age care

11	CHCSAC004	Support the holistic development of children in school age care
12	HLTAID004	Provide an emergency first aid response in an education and care setting
13	CHCDIV001	Work with diverse people
14	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
15	HLTWHS001	Participate in workplace health and safety

Electives   A total of **Four (4) Elective Units** must be completed. *Please refer to Course Guide or contact ECTARC*

CHC50213 Diploma of School Age Education and Care

The *CHC50213 Diploma of School Age Education and Care* consists of the following units (in the suggested order of completion):

	Unit Code	Unit Name
1	CHCECE001	Develop cultural competence
2	CHCECE004	Promote and provide healthy food and drinks
3	CHCECE009	Use an approved learning framework to guide practice
4	CHCECE011	Provide experiences to support children's play and learning
5	CHCECE016	Establish and maintain a safe and healthy environment for children
6	CHCECE018	Nurture creativity in children
7	CHCECE019	Facilitate compliance in an education and care service
8	CHCECE020	Establish and implement plans for developing cooperative behaviour
9	CHCECE021	Implement strategies for the inclusion of all children
10	CHCECE024	Design and implement the curriculum to foster children's learning and development
11	CHCECE026	Work in partnership with families to provide appropriate education and care for children
12	CHCPRT001	Identify and respond to children and young people at risk
13	CHCSAC001	Support children to participate in school age care
14	CHCSAC002	Develop and implement play and leisure experiences in school age care
15	CHCSAC003	Work collaboratively and respectfully with children in school age care
16	CHCSAC005	Foster the holistic development and wellbeing of the child in school age care
17	HLTAID004	Provide an emergency first aid response in an education and care setting
18	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

Electives   A total of **Seven (7) Elective Units** must be completed. *Please refer to Course Guide or contact ECTARC.*

Appendix 2

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 or tapes, 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 or tapes, 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 assignment 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 assignment with another person
- using the notes of another person to prepare an assignment
- using for an assignment 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 assignment on the same topic, access to one's own assignment under conditions which would give that other student an advantage in submitting his or her assignment

d) Falsifying Records
A student is falsifying records if he or she provides false interpretation of results of study with ECTARC.

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

Appendix 3

STUDENT ELIGIBILITY

SECTION 2: SERVICE STANDARDS

Standard 2.2. Student eligibility

The RTO must ensure that prospective students meet the eligibility requirements for the specific training initiative before finalising enrolment. The determination of eligibility includes student criteria and where applicable, covers specific requirements for the workplace location.

2.2.1.   The RTO must have a documented process that ensures students are assessed against the specific eligibility criteria for each training initiative.

2.2.2.   The RTO must ensure evidence to support the assessment of eligibility is collected prior to the finalisation of enrolment.

SKILLED CAPITAL (SC) REQUIREMENTS

SC9.	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) a person who holds a visa that is identified as being eligible, **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 ASBA pathway.
	
	 Refer to Table B.

SC10.	In addition to the above, to be eligible for a certificate II level Skilled Capital qualification the student must: a) not have completed a certificate III or higher (excluding foundation skills qualifications) **or** b) have suffered changed circumstances which impacts their ability to undertake training and/or work, such as ill health. In each instance, the outcome of the initial skills assessment must identify that a certificate II qualification is an appropriate learning pathway (in accordance with Standard 2.4.2 b). Refer to Table B.
SC11.	The RTO must not enrol a student in a qualification (or its replacement) the student has already completed within the last 7 years, except where the replacement qualification has combined two or more superseded qualifications.

SC12.	The RTO must not enrol a student in a Skilled Capital qualification if the student is already enrolled in the same or equivalent qualification under another government funded initiative e.g. Australian Apprenticeship or subsidised training with the public provider, except where the student is undertaking a different specialisation in the same or equivalent qualification.
SC13.	The RTO must ensure students are only enrolled in one Skilled Capital qualification at a time.
SC14.	Where a loading has been applied to the student enrolment the RTO must retain evidence of student eligibility for the loading. Refer to Table C.
SC15.	The RTO must ensure the student satisfies the eligibility criteria for the Skill Set prior to creating the Skilled Capital student record. The Skill Set eligibility criteria are listed on the Skilled Capital Skill Set List.

EVIDENCE GUIDE FOR COMPLIANCE

EVIDENCE

Examples of evidence may include, but are not limited to:

- a documented process and procedure for determining student eligibility
- records to support implementation of the student eligibility assessment process and procedure, such as a signed and dated eligibility checklist
- a documented process and procedure for determining student eligibility for a Skill Set
- records to support implementation of the Skill Set eligibility assessment process and procedure, including but not limited to,
  - signed and dated eligibility checklist
  - notes from discussion with the student
  - qualification certificates
  - resume detailing work experience
  - current position description.
- correspondence with the Directorate regarding Skilled Capital eligibility

TABLE B: STUDENT ELIGIBILITY REQUIREMENTS

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

Citizenship and Permanent Residency	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. Note: the residency status for New Zealand Passport holders must be longer than six months.
Visa holder	Eligible visa types: • 100 Partner (Migrant) visa • 189 Skilled Independent visa • 190 Skilled Nominated visa • 200, 201, 202, 203, 204, 866 Permanent Humanitarian visas • 309 Partner (Provisional) visa • 445 Dependent Child visa • 449 Temporary Humanitarian Concern visa • 785 Temporary Protection visa • 786 Temporary Humanitarian Stay visa • 790 Safe Haven Enterprise visa • 801 Partner (Permanent) visa • 820 Partner (Temporary) visa • Prospective Marriage visa (Subclass 300) • Criminal Justice Stay visa (Subclass ZB 951) holders who are victims of human trafficking and slavery • A Bridging visa where the substantive visa appears on the eligible visa type list. Note: evidence of both the Bridging and substantive visa must be collected. • Refugees and asylum seekers who hold a Bridging Visa A,B, C or E. Note: a current ACT Services Access Card provides acceptable evidence that an individual is an asylum seeker. Ineligible visa types: • 400 Temporary Work (short stay) visa • 402 Training and Research visa • 417 Working Holiday visa • 457 Temporary Work (Skilled) visa • 489 Skilled Regional visa • 571 School Sector visa • 572 Vocational Education and Training Sector visa

Visa holder (cont'd)	• 573 Higher Education Sector visa • 574 Postgraduate Research Sector visa • 575 Non Award Sector visa • 576 Foreign Affairs or Defence sector visa • 600, 601, 651 Visitor visas • 995 Diplomatic (Temporary) visa Visa holders from the ineligible list above are not eligible for a Skilled Capital training place. Please note that these visa types are correct as at 30 June 2017. Visas are subject to change at any time by the Australian Department of Immigration and Border Protection. For any other visa type, the holder must have work and study rights and be on a pathway to permanent residency. In this circumstance, the RTO must seek confirmation from the Directorate in writing prior to student enrolment. These visas will be investigated and approved on a case by case basis.
ACT Residency	A dated copy or 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 drivers licence; Health Care Card; Pension Card; ACT Proof of Age Card; utilities account relating to the street address issued within the last three (3) months (e.g. mobile, telephone, electricity etc.); contract of purchase, current lease or rental document.
ACT Employment	A letter or email from an ACT employer to show the street address where the student is working in the ACT, or a Statutory Declaration.
Proof of Age over 15 Years	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's Licence; Health Care Card; ACT Proof of Age Card.
Not enrolled in or attending school	Self-identification on an AVETMISS compliant enrolment form. For students aged 15 or 16, a copy of the Exemption Certificate is required.
Undertaking a course of study leading to Year 12 in an alternative program	A signed statement from the alternative program provider, CCCares or CIT.
Changed Circumstances	A Statutory Declaration or signed statement for example, from an employment services provider or health practitioner.

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Have not completed a certificate III level or higher qualification	Self-identification on an AVETMISS compliant enrolment form.
The LLN assessment identifies certificate II as an appropriate pathway	A signed and dated LLN assessment that documents the Australian Core Skills Framework (ACSF) level of the student and the assessor's determination of whether the level of the qualification is appropriate.

TABLE C: LOADING ELIGIBILITY REQUIREMENTS

The evidence guide below indicates the information required by the RTO 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 RTO.
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 RTO.
Youth at Risk (15-24 Years of Age)	Signed and dated referral form or record from a support agency confirming student circumstances. Note: this identification must not be determined by the RTO.
Long Term Unemployed	Signed and dated Skilled Capital Job Seeker Referral form or record from an employment services provider confirming client has been in receipt of services from an employment services provider/s for at least the last 52 weeks.

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