



TACIS Qualifications Brochure

it's all about your destination

The Australian College for International Studies (TACIS) is a trading name of CHC Services Pty Ltd (a Registered Training Organization: 32463, CRICOS Provider NO: 03396F) ABN: 77 151 209 264

TACIS Qualification Brochure V1.1 October 2020 MW

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This qualification brochure has been prepared to provide all relevant information to students prior to enrolment in line with the requirements in National Code 2018 to ensure students can make an informed decision about studying at TACIS.

[Disclaimer: This Qualification Brochure is the property of The Australian College for International Studies (hereby refers to as "TACIS"), a trading name of CHC Services Pty Ltd (RTO: 32463 CRICOS Provider No: 03396F). For any clarification in relation to this document, please contact 1300 891598 or e-mail on admission@tacis.edu.au .

This handbook is provided for guidance and while every effort is made to provide accurate, legal, and complete information, TACIS understands that any State or Federal legislation will prevail should there be any perceived conflicts.]

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Welcome Message

Thanks for your interest in the qualification(s) offered at The Australian College for International Studies (hereby refers to as "TACIS"), a trading name of CHC Services Pty Ltd (RTO: 32463 CRICOS Provider No: 03396F).

This qualification brochure has been prepared to ensure that you understand the qualification(s) that they plan to enroll at TACIS in accordance with the followings:

1. Education Services for Overseas Students Act 2000 <https://www.legislation.gov.au/Details/C2018C00210>
2. Standards for RTOs 2015 (<https://www.asqa.gov.au/standards>), and
3. National Code of Practice for Providers of Education and Training to Overseas Students 2018_ <https://internationaleducation.gov.au/Regulatory-Information/Pages/National-Code-2018-Factsheets-.aspx>

Please ensure that you read through this Qualification Brochure and understand the relevant entry requirement, course duration, delivery and assessment schedule and requirements, fees and charges, refund policy and etc.

You should also read this Qualification Brochure in conjunction with TACIS Student Handbook.

If you have any question about anything as to the qualification(s), enrolment process, please kindly ask TACIS staff. Looking forward to seeing you on TACIS campus(es).

Qingyang WEI

Principal Executive Officer

Student Engagement Policy

- TACIS ensures that the marketing and promotion of its courses and education services is not false or misleading. TACIS ensures it provides all relevant information to students prior to enrolment in line with the requirements in National Code 2018 to ensure students can make an informed decision about studying at TACIS.
- TACIS does not commit to securing migration or education assessment outcomes for overseas students.
- TACIS does not recruit students if it conflicts with its obligations under Standard 7 (Overseas Student Transfers).
- The following information is made available for all students prior to TACIS accepting to applications from prospective students.
- all requirements for acceptance into a course, including:
 - the minimum level of English language proficiency,
 - educational qualifications or work experience required and
 - whether course credit may be applicable
- course content and duration, qualification types, modes of study and assessment methods.
- campus location(s) and a general description of facilities, equipment, and learning and library resources available to students.
- details of any arrangements (if any) with another registered provider, person or business to provide the course or part of the course.
- course-related fees including advice on the potential for fees to change during the student's course and applicable refund policies.
- information about the grounds on which the student's enrolment may be deferred, suspended or cancelled.
- a description of the ESOS framework made available electronically by DET
- relevant information on living in Australia, including:
 - indicative costs of living
 - accommodation options, and
 - where relevant, schooling obligations and options for school-aged dependants of intending students, including that school fees may be incurred.

TACIS ensures that students' qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought.

Procedure

Procedure

To ensure TACIS complies with the National Code 2018 of the ESOS Act 2000. All the marketing information is to provide all relevant information (in line with the requirements in National Code 2018) to students prior to enrolment to ensure students can make an informed decision about studying with TACIS.

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Formal engagement of any Education Agent will include the provisions that they provide prospective students with current marketing materials with sufficient information (in line with the requirements in National Code 2018) so they can make an informed decision about studying at TACIS.

TACIS ensures that it will not accept tuition or non-tuition fees until the overseas student has signed or otherwise accepted the agreement.

TACIS may accept tuition or non-tuition fees at the same time as the overseas student signs or accepts the agreement. For example, if an overseas student sends a signed written agreement with an accompanying payment or makes the payment in person to the registered provider with the signed agreement, this meets the requirements of the National Code 2018 and the ESOS Act 2020.

TACIS ensures that it will not accept tuition or non-tuition fees until the overseas student has signed or otherwise accepted the agreement.

List of Qualifications

National Code	Qualification	CRICOS Code	Duration
BSB51415	Diploma of Project Management	0100841	52 Weeks
BSB61218	Advanced Diploma of Program Management	0100842	52 Weeks
CHC30113	Certificate III in Early Childhood Education and Care	091296C	38 Weeks
CHC50113	Diploma of Early Childhood Education and Care	091297B	66 Weeks

BSB51415 – Diploma of Project Management

Training Package	Business Services Training Package 3.0-4.0
AQF Level	5
Code and Title of Qualification	BSB51415 Diploma of Project Management
CRICOS Course Code	0100841
Link to Training Package	https://training.gov.au/Training/Details/BSB51415
Link to Companion Volumes	https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Description of the Qualification	This qualification reflects the role of individuals who apply project management skills and knowledge. They may manage projects in a variety of contexts, across a number of industry sectors. They have project leadership and management roles and are responsible for achieving project objectives. They possess a sound theoretical knowledge base and use a range of specialised, technical and managerial competencies to initiate, plan, execute and evaluate their own work and/or the work of others.					
Entry Requirements	<p><i>There are no specific entry requirements for this qualification outlined in the qualification description. However, students must:</i></p> <ol style="list-style-type: none"> <i>1. have satisfactorily completed Year 12 of secondary education or its equivalent, or have appropriate and relevant experience, and</i> <i>2. be competent in English (a minimum of IELTS 5.5 or equivalent), and</i> <i>3. complete a screening interview with the Academic Manager of his representative to assess suitability and capability in completing this qualification, and</i> <i>4. If it is determined that the student need to complete a Language, Literacy and Numeracy (LLN) test, the student will be required to complete a LLN test to determine whether the student might be suitable for this qualification or any supporting services might be required during the student's enrolment at SIIT.</i> 					
Qualification Packaging Rules	A total number of units including 8 core units PLUS 4 elective units is required for the award of this qualification.					
Unit Code	Unit Title	C	E	Pre	Lic	
BSBPMG511	Manage project scope	C				
BSBPMG512	Manage project time	C				
BSBPMG513	Manage project quality	C				
BSBPMG514	Manage project cost	C				
BSBPMG515	Manage project human resources	C				
BSBPMG516	Manage project information and communication	C				
BSBPMG517	Manage project risk	C				
BSBPMG521	Manage project integration	C				
BSBINN502	Build and sustain an innovative work environment		E			
BSBPMG519	Manage project stakeholder engagement		E			
BSBWOR501	Manage personal work priorities and professional development		E			
BSBWOR502	Lead and manage team effectiveness		E			
Course Duration	12 months/52 weeks, including 4 terms x 10 weeks tuition plus 12 weeks break in between terms.					
Delivery Method	This course is delivered as a combination of classroom workshops and online training for 20 hours a week at TACIS premises. Attendance is monitored every week and satisfactory course progress must be maintained throughout the entire course.					
	Students are required to complete 12 units of competency for the award of this qualification.					

Volume of Learning	<p>Approximate nominal hours required to complete qualification are 1200-2400 hours. Students enrolled in this qualification are expected to complete their studies over a period of 52 weeks including 4 x 10 weeks terms and 12 weeks holiday breaks. The breakdown will be as follows:</p> <ol style="list-style-type: none"> 1. Face-to-face and online tuition hours in total: 800 hours/40 weeks 2. Preparation for assessments: 10-15 hours/unit x 12 units = 120-180hrs 3. Delivery of this course will be via face-to-face classroom workshops for 2 days/week at TACIS premises and independent online studies for a minimum of 6 hours/week. 4. In addition, students are encouraged to set aside a minimum of 15 hours in self-paced study for each unit.
Delivery and Assessment Schedule	<p>Learning is undertaken via a range of means, such as reading written learning materials, participating in classroom activities and online learning tools such as discussion groups (forums), through contact with the Trainer/Assessor. This flexible approach allows learning to occur through a variety of means, thereby catering to a variety of learning styles.</p> <p>The table below shows the delivery sequence as well as the training delivery and assessment hours. Hours relate only to face-to-face delivery and hours for each individual unit may vary due to holistic delivery and assessment.</p>
Mode of Delivery	<p>This course is delivered as a combination of classroom workshops, mock exam, individual consultations and/or online training consisting of a minimum of 20 hours per week.</p> <p>SIIT is using MOODLE online learning platform for its online learning components. Satisfactory course progress must be maintained throughout the entire course.</p>
Trainers and Assessors	<p>TACIS employs qualified trainers/assessors with relevant vocational qualifications and experience for the delivery and assessment of the qualification. Specifically, all trainers and assessors for this qualification must</p> <ul style="list-style-type: none"> • have the necessary training and assessment qualification: TAE40116 Certificate IV in Training and Assessment (1.14) • have vocational competencies at least to the level being delivered and assessed and have current industry skills directly relevant to the training and assessment being provided (Standard 1.13) • have relevant and current vocational experience • have at least 2 years in an Interpreting/Translating environment related job role.
Learning Resources	<p>The resources provided to students for this qualification include the following:</p> <ul style="list-style-type: none"> • TACIS Handbook & Qualification Brochure • Unit Learner Guide • Unit Assessment Booklet • Online Learning Activities • Additional resources as required

Delivery sequence		
Unit of Competency (Code and Name)	Core/Elective	Nominal Hours
BSBPMG511 Manage project scope	Core	60
BSBPMG512 Manage project time	Core	60

BSBPMG513 Manage project quality	Core	80
Term Break		
BSBPMG514 Manage project cost	Core	60
BSBPMG515 Manage project human resources	Core	60
BSBPMG516 Manage project information and communication	Core	80
Term Break		
BSBPMG517 Manage project risk	Core	60
BSBPMG521 Manage project integration	Core	60
BSBINN502 Build and sustain an innovative work environment	Elective	80
Term Break		
BSBPMG519 Manage project stakeholder engagement	Elective	60
BSBWOR501 Manage personal work priorities and professional development	Elective	60
BSBWOR502 Lead and manage team effectiveness	Elective	80
Course Completion		

Assessment arrangements	<p>A range of assessment and evidence gathering methods and techniques are used, including 2 – 4 or more methods for each unit of competency. For this course, methods include:</p> <ul style="list-style-type: none"> • Assessment Task 1. Written Activity • Assessment Task 2. Case Study • Assessment Task 3. Observation/Demonstration • Assessment Task 4. Practical Activity • Assessment Task 5. Portfolio • Assessment Task 6. Third Party Report
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Unit Code and Title	
BSBPMG511 Manage project scope	<p>Research Questions</p> <p>Case Studies</p> <p>Practical Activity</p> <p>Portfolio</p>
BSBPMG512 Manage project time	<p>Research Questions</p> <p>Case Studies</p> <p>Practical Activity</p> <p>Portfolio</p>
BSBPMG513 Manage project quality	<p>Research Questions</p> <p>Case Studies</p> <p>Practical Activity</p> <p>Portfolio</p>
BSBPMG514 Manage project cost	<p>Research Questions</p> <p>Case Studies</p>

	Practical Activity Portfolio
BSBPMG515 Manage project human resources	Research Questions Case Studies Practical Activity Portfolio
BSBPMG516 Manage project information and communication	Research Questions Case Studies Practical Activity Portfolio
BSBPMG517 Manage project risk	Research Questions Case Studies Practical Activity Portfolio
BSBPMG521 Manage project integration	Research Questions Case Studies Practical Activity Portfolio
BSBINN502 Build and sustain an innovative work environment	Research Questions Case Studies Practical Activity Portfolio
BSBPMG519 Manage project stakeholder engagement	Research Questions Case Studies Practical Activity Portfolio
BSBWOR501 Manage personal work priorities and professional development	Research Questions Case Studies Practical Activity Portfolio

BSBWOR502 Lead and manage team effectiveness	<p>Research Questions</p> <p>Case Studies</p> <p>Practical Activity</p> <p>Portfolio</p>
<p>RPL/RCC and Credit Transfer</p>	<p>TACIS has a Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC) policy and procedure and will grant credit transfer to participants achieving one or more units of competency through RPL or holding nationally recognised qualifications from other RTO's.</p> <p>Recognition of Prior Learning is defined as an assessment process that involves assessment of individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit (Australian Qualifications Framework 2nd Edition).</p> <p>Credit transfer is a process that provides Learners with agreed and consistent credit outcomes for components of a qualification based on identified equivalence of content and learning outcomes between matched qualifications. (Australian Qualifications Framework 2nd Edition). Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.</p> <p>Credit transfer is awarded on producing an original or certified copy of a testamur or Statement of Attainment containing exactly the same code as shown in the qualification the Learner plans to undertake. These will have to be verified with the issuing RTO and confirmed as being authentic in order to be credited.</p>
<p>Learner Educational and Support Services</p>	<p>All Learners are required to attend an induction session prior to commencement. All policies and procedures are explained in full. Learners are also provided with a "Student Handbook" and information about the course and assessments.</p> <p>Learners are invited to contact their trainer for details and support. Where the application form indicates that Learners may have special needs or a problem with English, a language, literacy and numeracy test will be conducted during the orientation session to identify any Learners who may require additional support.</p> <p>A range of support services are available free of charge to Learners and are confidential. This will include, as appropriate:</p> <ul style="list-style-type: none"> • Counselling – general or personal, support and referrals • Study assistance as required • Language, literacy and numeracy support • Accommodating work and study • A variety of learning styles • Socio-economic factors • Cultural and ethnic backgrounds • Any identified support needs will be recorded on the Individual Training Plan.

BSB61218 – Advanced Diploma of Program Management

Training Package	Business Services Training Package 3.0-4.0				
AQF Level	6				
Code and Title of Qualification	BSB61218 Advanced Diploma of Program Management				
CRICOS Course Code	0100842				
Link to Training Package	https://training.gov.au/Training/Details/BSB61218				
Link to Companion Volumes	https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10				
Description of the Qualification	<p>This qualification reflects the role of individuals who apply specialised knowledge and skills, together with experience in program management across a range of enterprise and industry contexts.</p> <p>A program is defined as a set of interrelated projects, each of which has a project manager. 'Multiple projects', or 'a program of projects', refers to a number of related projects managed by the same person as a program to achieve organisational objective/s. It applies to individuals who are program managers, managing or directing a suite of projects (a program) to achieve organisational objectives.</p> <p>Individuals at this level use initiative and judgement to direct, plan, and lead a range of program functions, with accountability for personal and team outcomes within broad parameters.</p> <p>They use cognitive and communication skills to identify, analyse and synthesise information from a variety of sources and transfer their knowledge to others, and creative or conceptual skills to express ideas and perspectives or respond to complex problems.</p>				
Entry Requirements	<p><i>Entry to this qualification is limited to those who</i></p> <ul style="list-style-type: none"> <i>Have completed a Diploma of Project Management qualification. Or</i> <i>Have completed two years equivalent full-time relevant workplace experience at a significant level within a project or program environment within an enterprise.</i> 				
Qualification Packaging Rules	A total number of units including 4 core units PLUS 8 elective units is required for the award of this qualification.				
Unit Code	Unit Title	C	E	Pre	Lic
BSBPMG610	Manage project scope	C			
BSBPMG621	Manage project time	C			
BSBPMG622	Implement program governance	C			
BSBPMG623	Manage benefits	C			
AHCBUS607	Implement a monitoring, evaluation and reporting program		E		
BSBINN601	Lead and manage organisational change		E		
BSBMGT520	Plan and manage the flexible workforce		E		
BSBPMG616	Manage program risk		E		
BSBPMG617	Provide leadership for the program		E		

BSBPMG624	Engage in collaborative alliances		E		
ICTICT602	Develop contracts and manage contracted performance		E		
BSBWOR502	Lead and manage team effectiveness		E		
Course Duration	12 months nominal term / 52 weeks, including 4 terms x 10 weeks tuition plus 12 weeks breaks in between terms.				
Delivery Method	This course is delivered as a combination of classroom workshops and online training for 20 hours a week at TACIS premises. Attendance is monitored every week and satisfactory course progress must be maintained throughout the entire course.				
Volume of Learning	<p>Students are required to complete 12 units of competency for the award of this qualification. Approximate nominal hours required to complete qualification are 1200-2400 hours. Students enrolled in this qualification are expected to complete their studies over a period of 52 weeks including 4 x 10 weeks terms and 12 weeks holiday breaks. The breakdown will be as follows:</p> <ol style="list-style-type: none"> 5. Face-to-face and online tuition hours in total: 800 hours/40 weeks 6. Preparation for assessments: 10-15 hours/unit x 12 units = 120-180hrs 7. Delivery of this course will be via face-to-face classroom workshops for 2 days/week at TACIS premises and independent online studies for a minimum of 6 hours/week. <p>In addition, students are encouraged to set aside a minimum of 15 hours in self-paced study for each unit.</p>				
Delivery and Assessment Schedule	<p>Learning is undertaken via a range of means, such as reading written learning materials, participating in classroom activities and online learning tools such as discussion groups (forums), through contact with the Trainer/Assessor. This flexible approach allows learning to occur through a variety of means, thereby catering to a variety of learning styles.</p> <p>The table below shows the delivery sequence as well as the training delivery and assessment hours. Hours relate only to face-to-face delivery and hours for each individual unit may vary due to holistic delivery and assessment.</p>				
Mode of Delivery	<p>This course is delivered as a combination of classroom workshops, mock exam, individual consultations and/or online training consisting of a minimum of 20 hours per week.</p> <p>SIIT is using MOODLE online learning platform for its online learning components. Satisfactory course progress must be maintained throughout the entire course.</p>				
Trainers and Assessors	<p>TACIS employs qualified trainers/assessors with relevant vocational qualifications and experience for the delivery and assessment of the qualification. Specifically, all trainers and assessors for this qualification must</p> <ul style="list-style-type: none"> • have the necessary training and assessment qualification: TAE40116 Certificate IV in Training and Assessment (1.14) • have vocational competencies at least to the level being delivered and assessed and have current industry skills directly relevant to the training and assessment being provided (Standard 1.13) • have relevant and current vocational experience 				

	<ul style="list-style-type: none"> • have at least 2 years in an Interpreting/Translating environment related job role.
Learning Resources	<p>The resources provided to students for this qualification include the following:</p> <ul style="list-style-type: none"> • TACIS Handbook & Qualification Brochure • Unit Learner Guide • Unit Assessment Booklet • Online Learning Activities • Additional resources as required

Delivery sequence		
Unit of Competency (Code and Name)	Core/Elective	Nominal Hours
BSBPMG610 Enable program execution	Core	60
BSBPMG621 Facilitate stakeholder engagement	Core	60
BSBPMG622 Implement program governance	Core	80
Term Break		
BSBPMG623 Manage benefits	Core	60
AHCBUS607 Implement a monitoring, evaluation and reporting program	Elective	60
BSBINN601 Lead and manage organisational change	Elective	80
Term Break		
BSBMGT520 Plan and manage the flexible workforce	Elective	60
BSBPMG616 Manage program risk	Elective	60
BSBPMG617 Provide leadership for the program	Elective	80
Term Break		
BSBPMG624 Engage in collaborative alliances	Elective	60
ICTICT602 Develop contracts and manage contracted performance	Elective	60
BSBWOR502 Lead and manage team effectiveness	Elective	80
Course Completion		

Assessment arrangements	<p>A range of assessment and evidence gathering methods and techniques are used, including 2 – 4 or more methods for each unit of competency. For this course, methods include:</p> <ul style="list-style-type: none"> • Assessment Task 1. Written Activity • Assessment Task 2. Case Study • Assessment Task 3. Observation/Demonstration • Assessment Task 4. Practical Activity • Assessment Task 5. Portfolio • Assessment Task 6. Third Party Report
Unit Code and Title	
BSBPMG610 Enable program execution	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>

BSBPMG621 Facilitate stakeholder engagement	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
BSBPMG622 Implement program governance	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
BSBPMG623 Manage benefits	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
AHCBUS607 Implement a monitoring, evaluation and reporting program	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
BSBINN601 Lead and manage organisational change	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
BSBMGT520 Plan and manage the flexible workforce	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>

BSBPMG616 Manage program risk	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
BSBPMG617 Provide leadership for the program	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
BSBPMG624 Engage in collaborative alliances	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
ICTICT602 Develop contracts and manage contracted performance	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
BSBWOR502 Lead and manage team effectiveness	<p>Assessment Task 1. Written Activity</p> <p>Assessment Task 2. Case Study</p> <p>Assessment Task 3. Practical Activity</p> <p>Assessment Task 4. Portfolio</p> <p>Assessment Task 5. Third Party Report</p>
<p>RPL/RCC and Credit Transfer</p>	<p>TACIS has a Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC) policy and procedure and will grant credit transfer to participants achieving one or more units of competency through RPL or holding nationally recognised qualifications from other RTO's.</p> <p>Recognition of Prior Learning is defined as an assessment process that involves assessment of individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit (Australian Qualifications Framework 2nd Edition).</p>

	<p>Credit transfer is a process that provides Learners with agreed and consistent credit outcomes for components of a qualification based on identified equivalence of content and learning outcomes between matched qualifications. (Australian Qualifications Framework 2nd Edition).</p> <p>Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.</p> <p>Credit transfer is awarded on producing an original or certified copy of a testamur or Statement of Attainment containing exactly the same code as shown in the qualification the Learner plans to undertake. These will have to be verified with the issuing RTO and confirmed as being authentic in order to be credited.</p> <p>Each Learner requesting RPL will be interviewed and they should provide a portfolio of evidence to support their application and may be assessed on the job.</p>
<p>Assessment Validation Process</p>	<p>Validation of assessment is carried out through:</p> <ul style="list-style-type: none"> • assessors' meetings or other specific validation sessions; • The meeting will focus on reviewing assessment tools and decisions making in line with training package requirements; • Trainers/assessors will provide feedback, collect and administer Learner's surveys on an ongoing basis; • Validation meetings are being held to conduct review and/or validation of assessment tools by trainers and assessors following development and/or review; • Moderation meetings are held regularly to review industry and trainer feedback to check that the performance standards achieved in the assessments are consistent and meet industry practice; • Business managers are consulted and feedback sought on an ongoing basis; • Assessments selected for moderation will constitute a 15% sample of those conducted for that period. • Assessment methods and tools will be reviewed as required as the result of moderation and/or validation procedures. • Statistics on success rate of Learners.

<p>Learner Educational and Support Services</p>	<p>All Learners are required to attend an induction session prior to commencement. All policies and procedures are explained in full. Learners are also provided with a “Student Handbook” and information about the course and assessments.</p> <p>Learners are invited to contact their trainer for details and support. Where the application form indicates that Learners may have special needs or a problem with English, a language, literacy and numeracy test will be conducted during the orientation session to identify any Learners who may require additional support.</p> <p>A range of support services are available free of charge to Learners and are confidential. This will include, as appropriate:</p> <ul style="list-style-type: none"> • Counselling – general or personal, support and referrals • Study assistance as required • Language, literacy and numeracy support • Accommodating work and study • A variety of learning styles • Socio-economic factors • Cultural and ethnic backgrounds • Any identified support needs will be recorded on the Individual Training Plan.
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Certificate III in Early Childhood Education and Care (CHC30113)

Code and Title of Qualification	CHC30113 Certificate III in Early Childhood Education and Care		
CRICOS Course Code	091296C		
Link to Training Package	https://training.gov.au/Training/Details/CHC		
Link to Companion Volumes	https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53		
Vocational Outcomes	<p>This qualification, the CHC30113 Certificate III in Early Childhood Education and Care which has been designed by industry professionals, is the legal minimum requirement for every childcare worker in Australia. This is an industry sector currently experiencing a skills shortage, especially in NSW and Queensland, with nearly 70% of child care centres finding it hard to find qualified staff. The course covers a range of core unit competencies such as developing cultural competence, caring for babies, toddlers and children, ensuring the health and safety of children, promoting and providing healthy food and drinks, developing positive and respectful relationships with children, using an approved learning framework to guide practice and using information about children to inform practice. In addition to these, Learners also gain their First Aid Certificate during their studies.</p> <p>Successful completion of the CHC30113 Cert III in Early Childhood Education and Care can lead to a range of potential career opportunities including Early Childhood Educator, Childhood Educator Assistant, Outside School Hours Aide and Preschool Assistant.</p>		
Description of the Qualification	<p>This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development. Depending on the setting, educators may work under direct supervision or autonomously. UNDER THE EDUCATION AND CARE SERVICES NATIONAL LAW (2011) THE AUSTRALIAN CHILDREN’S EDUCATION AND CARE QUALITY AUTHORITY (ACECQA) PUBLISHES LISTS OF APPROVED EARLY CHILDHOOD EDUCATION AND CARE QUALIFICATIONS AND INFORMATION REGARDING REGULATORY REQUIREMENTS HERE: www.acecqa.gov.au</p>		
Qualification Packaging Rules	<p>Based on the information available from www.training.gov.au, the following packaging rules apply for completion of this qualification.</p> <p>A total number of 18 units must be selected for this qualification including:</p> <ul style="list-style-type: none"> 15 core units 3 elective units <p>Any combination of electives that meets the packaging rules can be selected for the award of the CHC30113 Certificate III in Early Childhood Education and Care.</p> <p>All electives have been chosen to be relevant to the work outcome, local industry requirements and</p> <p>Consistent with the qualification packaging rules, the units listed below have been selected to be delivered for this qualification. The Code and Title of each unit is provided as well as an indication of core (C), elective (E), pre-requisite (Pre) and licensing requirements (Lic), if required</p>		
Units of Competency	Weeks	Core/elective	Prerequisite

CHCECE004 Promote and provide healthy food and drinks	1	Core	N/A
CHCECE001 Develop cultural competence	2	Core	N/A
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	1	Core	N/A
CHCDIV001 Work with diverse people	1	Elective	N/A
CHCECE006 Support behaviour of children and young people	2	Elective	N/A
CHCECE009 Use an approved learning framework to guide practice	2	Core	N/A
CHCLEG001 Work legally and ethically	2	Core	N/A
CHCECE002 Ensure the health and safety of children	2	Core	N/A
CHCPR001 Identify and respond to children and young people at risk	1	Core	N/A
HLTAID004 Provide an emergency first aid response in an education and care setting	1	Core	N/A
CHCECE005 Provide care for babies and toddlers	2	Core	N/A
CHCECE003 Provide care for children	1	Core	N/A
CHCECE007 Develop positive and respectful relationships with children	1	Core	N/A
HLTWHS001 Participate in work health and safety	2	Core	N/A
CHCECE011 Provide experiences to support children's play and learning	1	Core	N/A
CHCECE013 Use information about children to inform practice	2	Core	N/A
CHCECE010 Support the holistic development of children in early childhood	3	Core	N/A
CHCECE012 Support children to connect with their world	2	Elective	N/A

This qualification requires a minimum of 120 hours of work placement scattered throughout the duration of the qualifications. The following three units require relevant work placement requirements:

CHCECE003* Provide care for children

CHCECE005* Provide care for babies and toddlers

CHCECE007* Develop positive and respectful relationships with children

Course Duration	9 months nominal term / 38 weeks includes 3 terms of 10 weeks each and 8 weeks holidays.
Delivery Method	This course is delivered as a combination of 14 hours classroom workshops and a minimum of 6 hours online training per week at TACIS premises. Attendance is monitored every week and satisfactory course progress must be maintained throughout the entire course.
Entry Requirements	There are no specific entry requirements for this qualification outlined in the qualification description. However, students must: <ul style="list-style-type: none"> • Be 18 years old or above • have satisfactorily completed Year 12 of secondary education or its equivalent, or have appropriate and relevant experience, and; • be competent in English (a minimum of IELTS 5.5 or equivalent) or demonstrate vocational proficiency through an entry examination. Students must achieve at least 50 percent in the entry examinations before being accepted into the program); • and complete a screening interview with the Academic Manager of his representative to assess suitability and capability in completing this qualification; • If it is determined that the student need to complete a Language, Literacy and Numeracy (LLN) test, the student will be required to complete a LLN test to determine whether the student might be suitable for this qualification or any supporting services might be required during the student's enrolment at TACIS.
Pathways	Pathways into the qualification:

	<p>Preferred pathways for students entering this qualification include: Completion of year 10 or higher</p> <p>Pathways from the qualification: On successful completion of this qualification students are encouraged to undertake studies in the following qualifications: CHC40213 Certificate IV in Education Support, or CHC40113 Certificate IV in School Age Education and Care, or CHC50113 Diploma of Early Childhood Education and Care, or CHC50213 Diploma of School Age Education and Care, or any other Diplomas in the Community Services Training Package for various specialisations. Students should establish relevant qualifications and any credit arrangements that may apply in order to make appropriate elective choices in this qualification.</p>
Delivery Arrangements	<p><i>Learners are required to complete 18 units of competency.</i> <i>On successful completion of these units, Learners will be issued with the CHC30113 Certificate III in Early Childhood Education and Care.</i> <i>Individual units, clusters and skill sets may be delivered to suit specific business, staff or Learner's needs. On successful completion of these units, clusters or skill sets, Learners will be issued with the relevant Statement of Attainment.</i></p>
Delivery timeframes	<p><i>Approximate nominal hours required to complete the CHC30113 Certificate III in Early Childhood Education and Care are 1200-1800 hours.</i> <i>Students enrolled in this qualification are expected to complete their studies over a period of 38 weeks including 3 x 10 weeks terms and 8 weeks holiday breaks. The breakdown will be as follows:</i></p> <ul style="list-style-type: none"> <i>• Face-to-face and online tuition hours in total: 600 hours/30 weeksTerm</i> <i>• Holiday breaks in total: 8 weeks</i> <p><i>Total course duration: 38 weeks (including breaks)</i></p>
Delivery modes	<p><i>Delivery of this course will be via face-to-face classroom workshops for 2 days/week at TACIS premises and independent online studies for a minimum of 6 hours/week.</i></p> <p><i>Attendance is monitored every week and satisfactory course progress must be maintained throughout the duration of the course.</i></p>
Attendance and Academic Progress	<p><i>Attendance is monitored every week and satisfactory course progress must be maintained throughout the duration of the course.</i></p> <p>When a Learner is not progressing according to the training plan, the trainer/assessor will allow time to discuss alternate support for learning and make adjustments on a case by case basis. The trainer/assessor will also discuss the Learner's progress with the RTO Manager <i>and other relevant RTO staff, as required.</i></p>
Workplace Placement	<p><i>In preparation for the Learners work placement, the trainer/assessor will induct the Learner and the supervisor into requirements for completion of the work placement, such as practice and completion of project items, and conduct site visits approximately every 8-10 weeks or as agreed with all parties and stated on the training plan to ensure enough evidence is collected to meet qualifications requirements. Additional Learner support and monitoring will occur through phone calls and email as required as well as through student services and administration support.</i></p> <p>When a Learner is not progressing according to the training plan, the trainer/assessor will allow time to discuss alternate support for learning and make adjustments on a case by case basis. The trainer/assessor will also discuss the Learner's progress with the Program Manager <i>and other relevant RTO staff, as required.</i></p>

Delivery and Assessment Schedule	The CHC30113 Certificate III in Early Childhood Education and Care units have been sequenced to follow the logical framework according to the vocational outcomes and job roles.			
Terms	Units of Competency	Weeks	Core/Elective	Prerequisite
	CHCECE004 Promote and provide healthy food and drinks	1	Core	N/A
	CHCECE001 Develop cultural competence	2	Core	N/A
	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	1	Core	N/A
	CHCDIV001 Work with diverse people	1	Elective	N/A
	CHCECE006 Support behaviour of children and young people	2	Elective	N/A
	CHCECE009 Use an approved learning framework to guide practice	2	Core	N/A
Break 1	One week			
Term 2 (10 weeks)	CHCLEG001 Work legally and ethically	2	Core	N/A
	CHCECE002 Ensure the health and safety of children	2	Core	N/A
	CHCPRT001 Identify and respond to children and young people at risk	1	Core	N/A
	HLTAID004 Provide an emergency first aid response in an education and care setting	1	Core	N/A
	CHCECE005 Provide care for babies and toddlers	2	Core	N/A
	CHCECE003 Provide care for children	1	Core	N/A
	CHCECE007 Develop positive and respectful relationships with children	1	Core	N/A
Break 2	One week			
Term 3 (10 weeks)	HLTWHS001 Participate in work health and safety	2	Core	N/A
	CHCECE011 Provide experiences to support children's play and learning	1	Core	N/A
	CHCECE013 Use information about children to inform practice	2	Core	N/A
	CHCECE010 Support the holistic development of children in early childhood	3	Core	N/A
	CHCECE012 Support children to connect with their world	2	Elective	N/A
Break 3	7 weeks (completion of work placement)			
Assessment Arrangement	<p>A range of assessment and evidence gathering methods and techniques are used including 2 – 4 or more methods for each unit of competency. For this course, methods include:</p> <ul style="list-style-type: none"> Written questions and tests Practical demonstrations Direct Observation Case studies, journal keeping Projects, assignments and research tasks Roleplays, simulations and presentations Logbook and Third-Party Reports <p>Learners may apply for Recognition of Prior Learning (RPL) for units of competence where they may have demonstrated competency.</p>			

	1	2	3	4	5	6	7
CHCECE002 Ensure the health and safety of children		x	x			x	
CHCECE004 Promote and provide healthy food and drinks		x	x			x	
CHCECE009 Use an approved learning framework to guide practice	x	x	x		x	x	
CHCLEG001 Work legally and ethically	x	x		x		x	x
CHCPRT001 Identify and respond to children and young people at risk	x	x				x	
HLTAID004 Provide an emergency first aid response in an education and care setting	x	x		x			x
CHCECE012 Support children to connect with the world	x	x		x		x	x
CHCECE003 Provide care for children	x	x		x		x	
CHCECE005 Provide care for babies and toddlers	x	x	x			x	
CHCECE007 Develop positive and respectful relationships with children	x	x				x	
CHCDIV002 Promote aboriginal and or Torres Strait Islander cultural safety		x				x	
CHCECE001 Develop cultural competence	x	x	x			x	
CHCDIV001 Work with diverse people		x	x		x	x	
CHCECE006 Support behaviour of children and young people	x	x					x
CHCECE010 Support the holistic development of children in early childhood	x	x	x			x	
CHCECE011 Provide experiences to support children’s play and learning		x	x			x	
CHCECE013 Use information about children to inform practice	x	x				x	
HLTWHS001 Participate in workplace health and safety		x	x			x	

* Note: This qualification requires a minimum of 120 hours work placement. The Logbook must be kept up to date at all times/A Third Party Report must be provided by the supervisor preferably at the end of each term to ensure effective monitoring of the Learner’s progress in the workplace.

Workplace Supervisor Requirements	<p>During work placement at an approved Early Childhood Education and Care centre, the Learner will be supervised and guided by an assigned Workplace Supervisor/s who will have to be an individual currently employed in delivering early childhood education and care duties with relevant workplace experience and/or hold the Diploma of Early Childhood Education and Care qualification or higher. A Certificate III in Early Childhood Education and Care may be accepted in cases where and when the Learner will be “buddied-up” with a peer.</p> <p>The Trainer/Assessor will meet with the Supervisor and the Learner prior to the work placement to start to discuss requirements of the work placement and to ensure that all required resources are available in the workplace.</p>
Work Placement Requirements	<p>All learners enrolled in this course must undertake a minimum of 120 hours work placement in an accredited early childhood education and care service. Work placement must be successfully completed in order to gain this qualification.</p> <p>All learners must satisfy the Working with Children Check (WWCC) requirements prior to starting their work placement.</p> <p>It has been our experience that most learners will secure their work placement themselves typically close to home. Work placement can only be undertaken in an accredited early childhood education and care service.</p> <p>During the work placement, learners will be supervised and assessed by CHC’s qualified trainers and assessors. The TACIS trainer/assessor will visit each student on a minimum of 2 occasions although more frequent visits will be conducted if necessary. Satisfactory</p>

	<p>completion of this work placement is a mandatory part of the requirements for successful completion of this course.</p> <p><u>Work Placement Requirements</u></p> <p>National Criminal Record Check Prior to commencing work placement, learners will be required to undertake a Criminal Record Check (CRC) to obtain a National Police Certificate. Learners will need to meet the cost of this.</p> <p>Working with Children Check</p> <p>First Aid Certificate It is not a requirement to have a current first aid certificate to volunteer in the child care industry. Workplaces however do have the right to request that a student holds the HLTAID004 Provide First Aid certificate.</p>
<p>Trainers/Assessors</p>	<p>TACIS has qualified trainers/assessors with relevant vocational qualifications and experience. Existing trainers/assessors are required to have the current Certificate IV in Training and Assessment and relevant competencies for the areas in which they are delivering or assessing.</p> <p>All trainers and assessors will continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/ assessor competence (1.6-1.13), to support continuous improvement in the delivery and assessment of the competencies.</p> <p>In addition to satisfying the Standards for RTOs 2015/AQTF mandatory competency requirements for assessors, some units of competency may have additional requirements for Assessors.</p>

Diploma of Early Childhood Education and Care

Code and Title of Qualification	CHC50113 Diploma of Early Childhood Education and Care
CRICOS Course Code:	091297B
Link to Training Package	https://training.gov.au/Training/Details/CHC
Link to Companion Volumes	https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=5e0c25cc-3d9d-4b43-80d3-bd22cc4f1e53
Vocational Outcomes	<p>This qualification, the CHC50113 Diploma of Early Childhood Education and Care is a nationally recognised and accredited child care qualification. It is suitable for experienced childcare workers who want to build on a career within the early childhood education and care environment AND if they are developing and formalising their child care abilities to take on more challenges or roles in the child care industry anywhere in Australia.</p> <p><i>This is an industry sector currently experiencing a skills shortage, especially in NSW and Queensland, with nearly 70% of child care centres finding it hard to find qualified staff. The course covers a range of core unit competencies such as developing cultural competence, caring for babies, toddlers and children, ensuring the health and safety of children, promoting and providing healthy food and drinks, developing positive and respectful relationships with children, nurturing creativity in children, using an approved learning framework to guide practice and using information about children to inform practice, facilitating compliance in an education and care services, implementing strategies for the inclusion of all children as well as working in partnership with families. In addition to these, Learners also gain their First Aid Certificate during their studies. Successful completion of the CHC50113 Diploma of Early Childhood Education and Care can lead to a range of potential career opportunities including Group Leader in a childcare centre, child development worker, Children’s Services Manager, Centre Coordinator/Supervisor, Centre Director/Manager.</i></p>
Description of the Qualification	<p>This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services. In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard.</p> <p>They may have responsibility for supervision of volunteers or other staff.</p> <p>UNDER THE EDUCATION AND CARE SERVICES NATIONAL LAW (2011) THE AUSTRALIAN CHILDREN’S EDUCATION AND CARE QUALITY AUTHORITY (ACECQA) PUBLISHES LISTS OF APPROVED EARLY CHILDHOOD EDUCATION AND CARE QUALIFICATIONS AND INFORMATION REGARDING REGULATORY REQUIREMENTS HERE: www.acecqa.gov.au.</p>
Qualification Packaging Rules	<p>Based on the information available from www.training.gov.au, the following packaging rules apply for completion of this qualification.</p> <p>A total number of 28 units must be selected for this qualification including: 23 core units 5 elective units</p> <p>Any combination of electives that meets the packaging rules can be selected for the award of the CHC50113 Diploma of Early Childhood Education and Care.</p> <p>Consistent with the qualification packaging rules, the units listed below have been selected to be delivered for this qualification. The Code and Title of each unit is provided as well as an indication of core (C), elective (E), pre-requisite (Pre) and licensing requirements (Lic), if required.</p>

Units of Competency	Weeks	Core/elective	Prerequisite
CHCECE004 Promote and provide healthy food and drinks	1	Core	N/A
CHCECE001 Develop cultural competence	2	Core	N/A
CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	1	Core	N/A
CHCDIV001 Work with diverse people	1	Elective	N/A
CHCECE006 Support behaviour of children and young people	2	Elective	N/A
CHCECE009 Use an approved learning framework to guide practice	2	Core	N/A
CHCLEG001 Work legally and ethically	2	Core	N/A
CHCECE002 Ensure the health and safety of children	2	Core	N/A
CHCPRT001 Identify and respond to children and young people at risk	1	Core	N/A
HLTAID004 Provide an emergency first aid response in an education and care setting	1	Core	N/A
CHCECE005 Provide care for babies and toddlers	2	Core	N/A
CHCECE003 Provide care for children	1	Core	N/A
CHCECE007 Develop positive and respectful relationships with children	1	Core	N/A
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	2	Core	N/A
CHCECE018 Nurture creativity in children	2	Core	N/A
BSBINN502 Build and sustain an innovative work environment	1	Elective	N/A
CHCECE022 Promote children's agency	2	Core	N/A
CHCECE024 Design and implement the curriculum to foster children's learning and development	2	Core	N/A
TACISAC005 Foster the holistic development and wellbeing of the child in school aged care	1	Elective	N/A
CHCECE026 Working in partnership with families to provide appropriate education and care for children	3	Core	N/A
CHCECE023 Analyse information to inform learning	2	Core	N/A
CHCECE019 Facilitate compliance in an education and care service	3	Core	N/A
CHCPOL002 Develop and implement policy	1	Elective	N/A
CHCECE021 Implement strategies for the inclusion of all children	1	Core	N/A
CHCECE016 Establish and maintain a safe and healthy environment for children	2	Core	N/A
CHCECE020 Establish and implement plans for developing cooperative behaviors	3	Core	N/A
CHCECE025 Embed sustainable practices in service operations	3	Core	N/A
HLTWHS003 Maintain work health and safety	2	Core	N/A
Course Duration	66 weeks, including 5 terms x 10 weeks of tuition and 16 weeks of break in between terms.		
Delivery Method	This course is delivered as a combination of 14 hours classroom workshops and a minimum of 6 hours online training per week at CHC Services premises. Attendance is monitored every week and satisfactory course progress must be maintained throughout the entire course.		
Entry Requirements	There are no specific entry requirements for this qualification outlined in the qualification description. However, students must: <ul style="list-style-type: none"> 1. Be 18 years old or above 2. have satisfactorily completed Year 12 of secondary education or its equivalent, or have appropriate and relevant experience, and; 		

	<p>3. be competent in English (a minimum of IELTS 5.5 or equivalent) or</p> <p>4. demonstrate vocational proficiency through an entry examination. Students must achieve at least 50 percent in the entry examinations before being accepted into the program); and</p> <p>5. complete a screening interview with the Academic Manager or his representative to assess suitability and capability in completing this qualification;</p> <p>6. If it is determined that the student need to complete a Language, Literacy and Numeracy (LLN) test, the student will be required to complete a LLN test to determine whether the student might be suitable for this qualification or any supporting services might be required during the student’s enrolment at TACIS.</p>		
Delivery Arrangements	<p><i>Learners are required to complete 28 units of competency.</i></p> <p><i>On successful completion of these units, Learners will be issued with the CHC50113 Diploma of Early Childhood Education and Care.</i></p> <p><i>Individual units, clusters and skill sets may be delivered to suit specific business, staff or Learner’s needs. On successful completion of these units, clusters or skill sets, Learners will be issued with the relevant Statement of Attainment</i></p>		
Delivery timeframes	<p><i>Approximate nominal hours required to complete the CHC50113 Diploma of Early Childhood Education and Care are 1800-2400 hours.</i></p> <p><i>Students enrolled in this qualification are expected to complete their studies over a period of 74 weeks including 6 x 10 weeks terms and 14 weeks holiday breaks. The breakdown will be as follows:</i></p> <p><i>Face-to-face and online tuition hours in total: 1200 hours/60 weeks</i></p> <p><i>Self-paced learning, research and completion of projects: approximate 15 hours/unit=420 hours</i></p> <p><i>Preparation for assessments: 10-15 hours/unit x 28 units = 280-420hrs</i></p> <p><i>Term and Holiday breaks in total: 14 weeks</i></p> <p><i>Total course duration: 74 weeks (including breaks)</i></p>		
Delivery modes	<p><i>Delivery of this course will be via face-to-face classroom workshops for 2 days/week at CHC Services premises and independent online studies for a minimum of 6 hours/week.</i></p>		
Attendance and Academic Progress	<p><i>Attendance is monitored every week and satisfactory course progress must be maintained throughout the duration of the course.</i></p> <p><i>When a Learner is not progressing according to the training plan, the trainer/assessor will allow time to discuss alternate support for learning and make adjustments on a case by case basis. The trainer/assessor will also discuss the Learner’s progress with the RTO Manager and other relevant RTO staff, as required.</i></p>		
Delivery and Assessment Schedule	<p>The CHC50113 Diploma of Early Childhood Education and Care units have been sequenced to follow the logical framework according to the vocational outcomes and job roles.</p>		
Terms	Units of Competency	Weeks	Core/elective
Term 1	CHCECE004 Promote and provide healthy food and drinks	1	Core
	CHCECE001 Develop cultural competence	2	Core
	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	1	Core
	CHCDIV001 Work with diverse people	1	Elective
	CHCECE006 Support behaviour of children and young people	2	Elective
	CHCECE009 Use an approved learning framework to guide practice	2	Core
Break 1	1 Week		

Term 2	CHCLEG001 Work legally and ethically	2	Core				
	CHCECE002 Ensure the health and safety of children	2	Core				
	CHCPRT001 Identify and respond to children and young people at risk	1	Core				
	HLTAID004 Provide an emergency first aid response in an education and care setting	1	Core				
	CHCECE005 Provide care for babies and toddlers	2	Core				
	CHCECE003 Provide care for children	1	Core				
	CHCECE007 Develop positive and respectful relationships with children	1	Core				
Break 2	1 Week						
Term 3	CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	2	Core				
	CHCECE018 Nurture creativity in children	2	Core				
	BSBINN502 Build and sustain an innovative work environment	1	Elective				
	CHCECE022 Promote children's agency	2	Core				
	CHCECE024 Design and implement the curriculum to foster children's learning and development	2	Core				
	TACISAC005 Foster the holistic development and wellbeing of the child in school aged care	1	Elective				
Break 3	1 Week						
Term 4	CHCECE026 Working in partnership with families to provide appropriate education and care for children	3	Core				
	CHCECE023 Analyse information to inform learning	2	Core				
	CHCECE019 Facilitate compliance in an education and care service	3	Core				
	CHCPOL002 Develop and implement policy	1	Elective				
	CHCECE021 Implement strategies for the inclusion of all children	1	Core				
Break 4	1 Week						
Term 5	CHCECE016 Establish and maintain a safe and healthy environment for children	2	Core				
	CHCECE020 Establish and implement plans for developing cooperative behaviors	3	Core				
	CHCECE025 Embed sustainable practices in service operations	3	Core				
	HLTWH5003 Maintain work health and safety	2	Core				
Break 6	10 weeks (Completion of workplace requirement)						
Assessment arrangements	A range of assessment and evidence gathering methods and techniques are used including 2 – 4 or more methods for each unit of competency. For this course, methods include: Written questions and tests Practical demonstrations Direct Observation Case studies, Journal keeping Projects, assignments and research tasks Roleplays, simulations and presentations Logbook and Third-Party Reports Learners may apply for Recognition of Prior Learning (RPL) for units of competence where they may have demonstrated competency.						
Units of Competency	1	2	3	4	5	6	7
CHCECE002 Ensure the health and safety of children		x	x			x	
CHCECE004 Promote and provide healthy food and drinks		x	x			x	

CHCECE009 Use an approved learning framework to guide practice	x	x	x		x	x	
CHCLEG001 Work legally and ethically	x	x		x		x	x
CHCPRT001 Identify and respond to children and young people at risk	x	x				x	
HLTAID004 Provide an emergency first aid response in an education and care setting	x	x		x			x
CHCECE005 Provide care for babies and toddlers	x	x		x		x	x
CHCECE003 Provide care for children	x	x		x		x	
CHCECE007 Develop positive and respectful relationships with children	x	x				x	
CHCDIV002 Promote aboriginal and or Torres Strait Islander cultural safety		x				x	x
CHCECE001 Develop cultural competence		x				x	x
CHCDIV001 work diverse people		x				x	x
CHCECE006 support behaviour of children and young people	x	x				x	
CHCECE016 Establish and maintain a safe and healthy environment for children	x	x	x			x	
CHCECE019 Facilitate compliance in and education and care services		x				x	x
CHCEC022 Promote children's agency	x	x	x		x	x	
CHCECE017 Foster the holistic development and wellbeing of the child in early childhood		x				x	x
CHCECE018 Nurture creativity in children	x	x				x	x
CHCECE024 Design and implement the curriculum to foster children's learning and development	x	x	x		x	x	
CHCPOL002 Develop and implement policy	x	x	x			x	
HLTWHS003 Maintain work health and safety		x	x		x	x	
CHCECE021 Implement strategies for the inclusion of all children	x	x					x
CHCECE020 Establish and implement plans for developing cooperative behaviour	x	x	x			x	
CHCECE025 Embed sustainable practices in service operations		x				x	x
BSBINN502 Build and sustain an innovative work environment		x				x	
CHCECE023 Analyse information to inform learning	x	x				x	x
CHCECE026 Work in partnerships with families to provide appropriate education and care for children		x			x	x	
TACISAC005 Foster the holistic development and wellbeing of the child in a school aged care		x				x	
<p>Note: All assessors should consult each one of the units selected to ascertain linkages and any pre-requisites in planning the assessment program. Skills must have been demonstrated in the workplace or in a simulated environment that reflects workplace conditions. Where simulation is used, it must reflect real working conditions by modelling industry operating conditions and contingencies, as well as, using suitable facilities, equipment and resources.</p> <p>*Note: This unit requires a minimum of 240 hours work placement.</p> <p>**Note: This unit requires a minimum of 240 hours work placement.</p> <p>The Logbook must be kept up to date at all times/A Third Party Report must be provided by the supervisor preferably at the end of each term to ensure effective monitoring of the Learner's progress in the workplace.</p>							
RPL/RCC and Credit Transfer	<p>TACIS has a Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC) policy and procedures and will grant credit transfer to participants achieving one or more units of competency through RPL or holding nationally recognised qualifications from other RTO's.</p> <p>Recognition of Prior Learning is defined as an assessment process that involves assessment of individual's relevant prior learning (including formal, informal and non-formal learning) to determine the credit outcomes of an individual application for credit (Australian Qualifications Framework 2nd Edition).</p>						

	<p>Credit transfer is a process that provides Learners with agreed and consistent credit outcomes for components of a qualification based on identified equivalence of content and learning outcomes between matched qualifications. (Australian Qualifications Framework 2nd Edition).</p> <p>Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing.</p> <p>Credit transfer is awarded on producing an original or certified copy of a testamur or Statement of Attainment containing exactly the same code as shown in the qualification the Learner plans to undertake. These will have to be <u>verified with the issuing RTO</u> and confirmed as being authentic in order to be credited.</p> <p>TACIS will offer assistance to all Learners in order to determine eligibility. Each Learner requesting RPL will be interviewed and they should provide a portfolio of evidence to support their application and may be assessed on the job.</p>
Trainers/Assessors	<p>TACIS has qualified trainers/assessors with relevant vocational qualifications and experience. Existing trainers/assessors are required to have the current Certificate IV in Training and Assessment and relevant competencies for the areas in which they are delivering or assessing.</p> <p>All trainers and assessors will continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/ assessor competence (1.6-1.13), to support continuous improvement in the delivery and assessment of the competencies.</p> <p>In addition to satisfying the Standards for RTOs 2015/AQTF mandatory competency requirements for assessors, some units of competency may have additional requirements for Assessors.</p>
Workplace Supervisor Requirements	<p>During work placement at an approved Early Childhood Education and Care center, the Learner will be supervised and guided by an assigned Workplace Supervisor/s who will have to be an individual currently employed in delivering early childhood education and care duties with relevant workplace experience and/or hold the Diploma of Early Childhood Education and Care qualification or higher.</p> <p>A Certificate III in Early Childhood Education and Care may be accepted in cases where and when the Learner will be “buddied-up” with a peer.</p> <p>The Trainer/Assessor will meet with the Supervisor and the Learner prior to the work placement to start to discuss requirements of the work placement and to ensure that all required resources are available in the workplace.</p>
Work Placement Requirements	<p>Placement Requirements</p> <p>All learners enrolled in this course must undertake a minimum of 360 hours work placement in an accredited early childhood education and care service. Work placement must be successfully completed in order to gain this qualification.</p> <p>All learners must satisfy the Working with Children Check (WWCC) requirements prior to starting their work placement.</p> <p>It has been our experience that most learners will secure their work placement themselves typically close to home. Work placement can only be undertaken in an accredited early childhood education and care service.</p> <p>During the work placement, learners will be supervised and assessed by CHC Services’ qualified trainers and assessors. The CHC Services trainer/assessor will visit each student on a minimum of 4 occasions although more frequent visits will be conducted if necessary. Satisfactory completion of this work placement is a mandatory part of the requirements for successful completion of this course.</p> <p><u>Work Placement Requirements</u> National Criminal Record Check</p>

	<p>Prior to commencing work placement, learners will be required to undertake a Criminal Record Check (CRC) to obtain a National Police Certificate. Learners will need to meet the cost of this.</p> <p>Working with Children Check</p> <p>First Aid Certificate</p> <p>It is not a requirement to have a current first aid certificate to volunteer in the child care industry. Workplaces however do have the right to request that a student holds the HLTAID004 Provide First Aid certificate.</p>
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Package Offer - Early Childhood Education and Care

Qualification/Course Name	Certificate III in Early Childhood Education and Care - CHC30113
CRICOS Course Code:	091296C
VET National Code:	CHC30113
Qualification/Course Name	Diploma of Early Childhood Education and Care – CHC50113
CRICOS Course Code:	091297B
VET National Code:	CHC50113
Course Duration	<p>The duration of the combined course is 76 weeks including 60 tuition weeks and 16 weeks of break in between terms.</p> <p>Student might have an option to exit at the completion of all required units for the Certificate III in Early Childhood Education and Care according to the packaging rules.</p> <p>Students must complete the Certificate III in Early Childhood Education and Care to be eligible to continue with the Diploma of Early Childhood Education and Care according to the packaging rules.</p> <p><i>Please note that 13 units within the Certificate III in Early Childhood Education and Care are core units of the Diploma of Early Childhood Education and Care</i></p>

Delivery and Assessment Schedule	<i>The Package units have been sequenced to follow the logical framework according to the vocational outcomes and job roles.</i>		
Terms	Units of Competency	Weeks	Core/elective
Term 1	CHCECE004 Promote and provide healthy food and drinks	1	Core
	CHCECE001 Develop cultural competence	2	Core
	CHCDIV002 Promote Aboriginal and/or Torres Strait Islander cultural safety	1	Core
	CHCDIV001 Work with diverse people	1	Elective
	CHCECE006 Support behaviour of children and young people	2	Elective
	CHCECE009 Use an approved learning framework to guide practice	2	Core
Break 1	1 week		
Term 2	CHCLEG001 Work legally and ethically	2	Core
	CHCECE002 Ensure the health and safety of children	2	Core
	CHCPRT001 Identify and respond to children and young people at risk	1	Core
	HLTAID004 Provide an emergency first aid response in an education and care setting	1	Core
	CHCECE005 Provide care for babies and toddlers	2	Core
	CHCECE003 Provide care for children	1	Core
	CHCECE007 Develop positive and respectful relationships with children	1	Core
Break 2	1 week		
Term 3	HLTWHS001 Participate in work health and safety	2	Core
	CHCECE011 Provide experiences to support children's play and learning	1	Core
	CHCECE013 Use information about children to inform practice	2	Core
	CHCECE010 Support the holistic development of children in early childhood	3	Core
	CHCECE012 Support children to connect with their world	2	Elective
Note: Students may request to exit with Certificate III in Early Childhood Education and Care - CHC30113 if they have been marked competent for all the units and work placement assessments as required of the training package.			

<i>Break 3</i>	1 week		
<i>Term 4</i>	CHCECE017 Foster the holistic development and wellbeing of the child in early childhood	2	Core
	CHCECE018 Nurture creativity in children	2	Core
	BSBINN502 Build and sustain an innovative work environment	1	Elective
	CHCECE022 Promote children's agency	2	Core
	CHCECE024 Design and implement the curriculum to foster children's learning and development	2	Core
	TACISAC005 Foster the holistic development and wellbeing of the child in school aged care	1	Elective
<i>Break 4</i>	1 week		
<i>Term 5</i>	CHCECE026 Working in partnership with families to provide appropriate education and care for children	3	Core
	CHCECE023 Analyse information to inform learning	2	Core
	CHCECE019 Facilitate compliance in an education and care service	3	Core
	CHCPOL002 Develop and implement policy	1	Elective
	CHCECE021 Implement strategies for the inclusion of all children	1	Core
<i>Break 5</i>	1 week		
<i>Term 6</i>	CHCECE016 Establish and maintain a safe and healthy environment for children	2	Core
	CHCECE020 Establish and implement plans for developing cooperative behaviors	3	Core
	CHCECE025 Embed sustainable practices in service operations	3	Core
	HLTWHS003 Maintain work health and safety	2	Core
<i>Break 6</i>	<i>Ten weeks</i> Note: Students may request to exit with Diploma of Early Childhood Education and Care – CHC50113 if they have been marked competent for all the units and work placement assessments as required of the training package.		

Fees & Charges

TACIS is entitled to charge fees for services provided to student s undertaking training and assessment that leads to a nationally recognised outcome. These charges are generally for items such as course materials, text books, student services and training and assessment services.

Fees payable

Fees are payable when a student has received a confirmation of enrolment. The initial fee payment must be made prior to commencing training or within 10 days of receiving an invoice from TACIS. TACIS may discontinue training if fees are not paid in accordance with the agreed fee schedule. The current fees and charges are published within the current schedule of fees and charges.

Schedule of Fees and Charges

The CEO is responsible for approving TACIS Schedule of Fees and Charges. The schedule of fees and charges is to include the following information:

- the total amount of all fees including course fees, administration fees, material fees and any other charges for enrolling in a training program;
- payment terms, including the timing and amount of fees to be paid and any non-refundable deposit/administration fee;
- the nature of the guarantee given by TACIS to honour its commitment to deliver services and complete the training and/or assessment once the student has commenced study;
- any discounts, fee reductions or exemptions available for multiple enrolments, concession card holders, continuing student s, group bookings etc;
- the fees and charges for additional services, including such items as issuance of a replacement qualification parchment or statement of results and the options available to student s who are deemed not yet competent on completion of training and assessment; and

Fees and Charges

Qualification (s)	Total Fees
CHC30113 - Certificate III in Early Childhood Education and Care	\$8,000 (includes administration fees, material fees and tuition fees)
CHC50113 - Diploma of Early Childhood Education and Care	\$17,600 (includes administration fees, material fees and tuition fees)
BSB51415 - Diploma of Project Management	\$12,800 (includes administration fees, material fees and tuition fees)
BSB61218 - Advanced Diploma of Program Management	\$12,800 (includes administration fees, material fees and tuition fees)

Administration Fees (includes Enrolment)	\$300 (non-refundable)
Materials Fee (includes Textbooks, Student Guides...)	\$500 (non-refundable)
Other Fees and Charges (as required)	
Re-assessment if the student is deemed "Not Yet Competent" after 2 attempts	\$200/unit to be re-assessed (non-refundable)
Late Assessment Submission Fee	\$200/unit (non-refundable)
Recognition of Prior Learning (RPL) processing	\$250/unit (non-refundable)
Credit Transfer (per application - no limit of units)	\$200/application (non-refundable)
Re-issue of qualification/certificate	\$60 (non-refundable)
Re-issue of academic transcript or attendance letter	\$20 (non-refundable)
Re-issue of lost student card	\$20 (non-refundable)
Building access card	\$50 (refundable when card returned)
Overseas Student s Health Cover (for international student s only) – The cost of OSHC varies depending on the type of cover required and is in addition to the course and tuition fees. TACIS has an agreement with Allianz to ensure all student s benefit of the right cover. The average cost of minimum cover is as follows:	
- Singles	\$437/12 months
- Couples	\$1222/12 months
- Single parents	\$1744/12 months
- Family	\$2022/12 months

Protect prepaid fees by Students

TACIS acknowledges that it has a responsibility under the Standards for Registered Training Organisations to limit the fees paid by student s in advance of their training and assessment services being delivered. To meet our responsibilities TACIS may accept payment of no more than \$1,500 from each student prior to the commencement of the course. This requirement applies regardless of the payment for the fees are being made directly or through a third party.

Following the course commencement, TACIS may require payment of additional fees in scheduled payments in advance from the student as shown above.

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Refund Policy and Procedure

Refund Policy – Student 's Default

Any student who wishes to request a refund for whatever reason must complete an Application for Refund Form and addressed to the CEO, clearly stating the reason for the refund and/or cancellation.

Table below indicates a list of refund items:

Description of items	Refund status
Administration fee	Non-refundable
Course material fee	Non-refundable
Visa refused prior to course commencement	Full refund less enrolment and course material fees
Withdrawal of course less than 10 weeks prior to course commencement	80% refund less enrolment and course material fees
Withdrawal of course between 4 to 10 weeks prior to course commencement	50% refund less enrolment and course material fees
Withdrawal of course less than 4 weeks prior to course commencement	30% refund less enrolment and course materials fees
Withdrawal of course after course commencement	No refund
Visa rejection due to students' actions including providing forged or fraudulent documents etc.	No refund
Visa cancellation due to student s actions	No refund
Enrolment cancelled due to actions of the student and results in serious breaches of CHC's policies and procedures	No refund
Compulsory Health Insurance (Student Visa only)	Refer to the OSHC provider
If TACIS withdraws its offer to deliver the course before or after the course commencement date	Full refund including enrolment and course material fee

If the student fails to commence with or without notifying the College, no refund will be available, except in special circumstances.

“Special circumstances” under which a full refund will be considered and which are beyond the student 's control:

- In the case of serious illness – verified by a medical certificate
- Family or personal tragedy
- Acts of God
- Acts of Government authorities, for example where the student is prevented from commencing studies in the agreed course of study.
- Where a Student 's Visa has not been granted

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If required / or if TACIS agrees to refund monies paid, it will do so within 4 weeks of receiving written application for refund. The refund will include all course fees paid (less the registration fee, student kit, fees paid to education agents). If a student withdraws from a course of study after commencing, for any reason outside those specified under "Special Circumstances", no refund will be given, and the student will be held liable for any unpaid fees as a result of the withdrawal.

TACIS agrees to refund all monies paid, where the course of study has been cancelled prior to commencement in accordance with the scheduled commencement date. In such cases, full payment will be made within 2 weeks (14 days). All monies paid shall be refunded in full.

TACIS will provide the student with a written statement detailing how the amount of the refund has been calculated. All refunds will be paid to the person (the Student) who enters into the contract with TACIS unless they provide written direction to the provider to pay the refund to someone else. Under no circumstance will the refund be paid to an education agent or a family member. All refunds will be paid in Australian Dollars.

Note: This agreement, and the availability of complaints and appeals processes, does not remove the right to take action under Australia's consumer protection laws. TACIS' dispute resolution processes do not circumscribe the student's rights to pursue other legal remedies.

Refund – Provider Default

In the unlikely event that TACIS is unable to deliver the course in full, the student will be offered a refund of all the course fees they have paid to date. The refund will be paid to the student within 2 weeks of the day on which the course ceased being offered/provided.

Alternatively, the student may be offered enrolment in another course/qualification by TACIS at no extra cost to the student.

The student has the right to choose whether they would prefer a refund of unused portion of the tuition fee (calculated according to the percentage of training and assessment already completed against the total duration of the qualification), or to accept a place in another course.

If the student chooses placement in another course, TACIS will ask the student to sign a document to indicate that they accept the placement.

For international students, if TACIS is unable to provide a refund or place the student in an alternative course, TACIS' Tuition Assurance Scheme (TAS) will place the student in a suitable alternative course at no extra cost to the student.

If the ESOS Assurance Fund Manager cannot place the student in a suitable alternative course, the student will be eligible for a refund as calculated by the Fund Manager.

Refund Procedure

The Student will fill in the Refund Request Form with supporting documents and provide a copy of the same to the Student Services Officer in person or via email at info@tacis.edu.au.

The Student Services Officer will forward this application to the CEO/RTO Manager who will in coordination with the Finance Manager start processing the application.

The CEO/RTO Manager will have a meeting with the CEO who will (based on the evidence provided), approve or reject the refund request. This decision will be conveyed to the Student Services Officer.

The Student Services Officer will then provide a written outcome to the earner regarding refund application within 28 days from date of receipt of the refund application.

Complaint and Appeal Policy and Procedure

TACIS ensures that all student s will have access to a fair and equitable process for dealing with complaints/concerns and will provide an avenue for student s to appeal against such decisions, which affect the student 's progress. There is no charge for the student to access the internal complaints and appeal process.

Every effort will be made by TACIS to resolve the student 's complaints or concern. To this end, the CEO is the person to refer formal complaints/concerns. At the time of enrolment, the complaints, relevant procedure and appeals policy will be outlined to the student s.

Where complaint/concern cannot be resolved internally, TACIS will refer the student to an external agency (please refer below for more information regarding external agency). There will be no cost to the student for this referral.

Directive

- All prospective student s will be provided with a copy of the Complaints and Appeals Policy and Procedure document (Student Handbook).
- All complaints, concerns, or appeals will be handled professionally and confidentially in order to achieve a satisfactory resolution.
- All parties will have a clear understanding of the steps involved in the complaints/concerns and appeals procedure.
- Current students are provided with details of external authorities they can approach if they are not satisfied with college's decision.

- All complaints/concerns and appeals will be managed fairly and equitably and as efficiently as possible.
- All complaints/concerns and appeals and outcomes will be documented in writing.
- TACIS will attempt to resolve any complaints, concerns and appeals fairly and equitably within 10 working days from the lodgement of Complaint or Appeal form
- Any parties may be accompanied and assisted by a support person at relevant meetings.
- If an international student chooses to access TACIS complaints and appeals processes, that TACIS will maintain the student's enrolment whilst the complaints and appeals process is ongoing.
- If the internal or external complaint handling or appeal process results in a decision that supports the student, TACIS will immediately implement any decision and/or corrective and preventative action required.
- Where an international student has chosen not to access the complaints and appeals processes within the 20-working day period, withdraws from the process, or the process is completed and results in a decision supporting CHC Services, that they will notify the Secretary of DEEWR through PRISMS of the student not achieving satisfactory course progress or not meeting attendance requirements as soon as practicable.

Procedures

Students have a right to raise any matters of concern relating to training delivery and assessment, the quality of the learning, course amenities, discrimination, sexual harassment and other issues that may arise during their course of study.

This policy provides an avenue for most complaints, concerns and appeals to be addressed. However, in some cases alternative measures may need to be explored. It is advisable for the student to contact the CEO or his representative before lodging a formal complaint, to discuss other avenues available to them.

Steps for Students

- The student should firstly discuss the matter with their trainer/assessor. If they are still not satisfied, the student may then have the matter referred to the CEO or his representative for consideration.
- The student must complete the Complaint and Appeal form ensuring that they provide sufficient details about themselves and the course, and the circumstances surrounding the concern, complaint or appeal, who was involved, any appropriate evidence and witnesses etc.
- The CEO or his representative will contact the student within 24 hours to confirm receipt of this form and to schedule a formal face-to-face meeting with the student. This meeting will take place within 5 working days or earlier from the date of receipt of the complaint or appeal application.

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- The student will also be given an option to be accompanied or assisted by a support person during this or any other meetings relating to the matter(s). Meeting minutes and appropriate notes will be taken during all meetings. (CRICOS Standard 8.1)
- The CEO or his representative will discuss the circumstances with the trainer/assessor or any other staff member and make an informed decision.
- The student will be contacted with the result within 10 working days from the lodgement of Complaint or Appeal form, the student has further 5 working days to respond to a formal decision.
- A written statement of the appeal outcome, including reasons for the decision will also be documented and provided to student via email or face-to-face.
- A record of this written statement will also be filed in the student admin folder. Furthermore, if internal appeal process results in an outcome that supports the student, the RTO will take appropriate steps and will keep student informed about the course of action in this regard.
- Where a complaint, concern, or appeal cannot be resolved through discussion and conciliation, or if student is dissatisfied with college decision, they may access external appeals at no cost to them for this referral' (refer to external agency section for more details regarding this in page 52). (CRICOS Standards 8.2 and 8.3)
- If external appeal process results in an outcome that supports the student, the TACIS will take appropriate steps and will keep student informed about the course of action in this regard. (CRICOS Standard 8.5)
- TACIS will maintain the student 's enrolment whilst the complaints and appeals process are ongoing. (CRICOS Standard 8.4)

Assessment related matters

If the student has been advised that they are Not Competent, but they believe that:

- they genuinely do have the required degree of competency; and
- that they have provided reasonable proof of this to CHC Services.
- The process is quite simple and is allowed by the RTO to ensure that all students are fully satisfied with the fairness and accuracy of our assessment processes.
- The student should firstly discuss the matter with their appointed assessor. If they are still not satisfied, the student may then, have the matter referred to the CEO and/or RTO Manager for consideration.
- The student must complete the Complaint and Appeal form and ensure that they provide sufficient details about themselves and the course, and the circumstances surrounding the concern, complaint or appeal, who was involved, any appropriate evidence and witnesses etc.

- The CEO and/or RTO Manager will contact the student within 24 hours to confirm receipt of this form and to schedule a formal face-to-face meeting with the student. This meeting will take place within 5 working days or earlier from the date of receipt of the complaint or appeal application.
- The student will also be given an option to be accompanied or assisted by a support person during this or any other meetings relating to the matter(s).
- The CEO and/or the RTO Manager will discuss the circumstances with the trainer/assessor or any other staff member and make an informed decision.
- The student will be contacted with the result within 10 working days from the lodgement of Complaint or Appeal form, the student has further 5 working days to respond to a formal decision.
- A written statement of the appeal outcome, including reasons for the decision will also be documented and provided to student via email or face-to-face.
- A record of this written statement will also be filed in the student admin folder. Furthermore, if internal appeal process results in an outcome that supports the student, TACIS will take appropriate steps and will keep student informed about the course of action in this regard.
- Where a complaint, concern, or appeal cannot be resolved through discussion and conciliation, TACIS acknowledges the need for a student to go for external appeal process (refer to external agency section for more details regarding this).
- If external appeal process results in an outcome that supports the student, TACIS will take appropriate steps and will keep student informed about the course of action in this regard.
- TACIS will maintain the student 's enrolment whilst the complaints and appeals process is ongoing.

Note: TACIS will accept an appeal against an assessment decision for a period of no longer than 2 months after the assessment decision date.

External Complaint and Appeal

If a student is not happy with internal appeal outcome the college will refer them to the Overseas Students Ombudsman (OSO). OSO helps international/overseas student s to OSO investigates complaints about problems that overseas students or intending overseas students may have with private education and training in Australia.

The table below provides more information about Ombudsman and its variety of service:

Description	Web link
About Overseas Students Ombudsman (OSO)	http://www.oso.gov.au/about-us/
Making a complaint	http://www.oso.gov.au/making-a-complaint/
More information regarding Overseas Students	http://www.oso.gov.au/overseas-student s/

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More information regarding Private Education Providers	http://www.oso.gov.au/private-education-providers/
Frequently asked questions	http://www.oso.gov.au/frequently-asked-questions/
Description	Web link
Ombudsman contact us email	Email: ombudsman@ombudsman.gov.au
Phone	1300 362 072* within Australia Outside Australia call +61 2 6276 0111
Fax	02 6276 0123 within Australia Outside Australia +61 2 6276 0123
Postal	GPO Box 442 Canberra ACT 2601
Student enquiry time	9:00am to 5:00pm Monday to Friday, Australian Eastern Standard Time (Australian Eastern Daylight Time when daylight savings is in effect)
Ombudsman online complaint form	https://forms.business.gov.au/aba/ombudsman/overseas-students-ombudsman-complaint-form

Furthermore, external contacts provided below are a list of contacts that students may approach if they feel that TACIS has not handled or dealt with their complaint as per their expectations:

Description	Web link
NSW - Fair Trading	http://www.fairtrading.nsw.gov.au/
ACT – Office of Regulatory Services	http://www.ors.act.gov.au/
NT – Consumers Affairs	http://www.consumeraffairs.nt.gov.au/Pages/default.aspx
QLD – Office of Fair Trading	http://www.fairtrading.qld.gov.au/
SA – Consumer and Business Services	http://www.cbs.sa.gov.au/wcm/
TAS – Consumer Affairs and Fair Trading	http://www.consumer.tas.gov.au/
VIC – Consumer Affairs	http://www.consumer.vic.gov.au/
WA – Department of Commerce	http://www.commerce.wa.gov.au/consumerprotection/

Note:

1. If student s want to make a complaint in their language, they can call the Translating and Interpreting Service (TIS) on 131 450 or visit the following link <http://www.oso.gov.au/publications-and-media/brochures/>
2. There will be no cost to the student for this referral.
3. TACIS will maintain student’s enrolment till internal or external appeal process is ongoing. Students are strongly advised that they do come to class during this process and thereby maintain their attendance and course progress requirements.
4. ***The availability of this complaints and appeals process, does not remove the right of the student to take action under Australia's consumer protection laws.***

Disclaimer

Disclaimer

According to Clause 4.1 of **STANDARDS FOR RTOS 2015**, TACIS **does not guarantee** that:

a student will successfully complete a training product on its scope of registration, or

a training product can be completed in a manner which does not meet the requirements of Clause 1.1 and 1.2 of the Standards for RTOs 2015 or

a student will obtain a particular employment outcome where this is outside the control of CHC Services.

For an electronic copy of the Standards for RTOs 2015, please visit ASQA website: www.asqa.gov.au

Under the **National Code 2018**, TACIS, as **a registered provider, must not:**

- claim to commit to secure for, or on the student or intending student's behalf, a migration outcome from undertaking any course offered by the registered provider
- guarantee a successful education assessment outcome for the student or intending student.

To access the latest version of the National Code 2018, please follow this link: <https://internationaleducation.gov.au/Regulatory-Information/Pages/National-Code-2018-Factsheets-.aspx>

***Note:** The Qualification Brochure is accurate and correct at time of publication.

TACIS endeavours to ensure that this brochure is updated in time of change. For accurate information, please always speak to one of our TACIS staff.

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Student Handbook Acknowledgement Form

(This form must be signed and returned to TACIS before course commencement)

I, _____, have read and understood **TACIS Qualifications Brochure**.

I acknowledge that this information is made available to me through TACIS website at www.tacis.edu.au and/or by email request.

Declaration:

I hereby declare that I have read and understood all pages of the **TACIS Qualifications Brochure**.

(Version 1.1 October 2020).

I acknowledge that have been provided and explained in full the content of Brochure during the Orientation Day Program.

I declare that during my studies with TACIS, I will follow and abide by the rules, policies and procedures outlined in this Brochure.

Name (print) _____

Signature: _____