



AUSTRALIAN INSTITUTE OF
EARLY CHILDHOOD STUDIES

STUDENT HANDBOOK

56 Commercial Drive,
Shailer Park Qld 4128
Ph: (07) 3801 3962
Fax: (07) 3801 5144
Email: college@qccs.com.au
<http://www.aiecs.com.au>



AUSTRALIAN INSTITUTE OF
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Welcome To Australian Institute of Early Childhood Studies

The Australian Institute of Early Childhood Studies team is proud to welcome you on board. We trust that you will find the time we share challenging, rewarding and fun.

Our aim is to equip you with the knowledge, skills and confidence you need to enter the workforce or further your studies.

During your time with us, you will be exposed to a variety of experiences and challenges. The courses we offer will provide a mix of theory and practical skills training. We will also offer you an opportunity to build your confidence and motivation with a view to prepare you for a competitive market.

Upon enrolling, you have rights and responsibilities, most of which are outlined in this handbook. You are welcome to ask us for further information if you have any questions which are not covered in this handbook.

The quality of your experience at the Australian Institute of Early Childhood Studies depends largely on your motivation and commitment. We have in place an ideal learning environment, Trainer/Assessor and Administrative support services to assist you throughout your studies.

BEST OF LUCK!

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QUALITY POLICY

The purpose of this policy is to confirm the Australian Institute of Early Childhood Studies commitment to meeting the quality standards expected by our customers in the delivery of the services that we supply to them.

Our quality system is based on the requirements of the 2007 Australian Quality Training Framework Standards for Registered Training Organisations, the Vocational Education, Training and Employment Act , and any other relevant Commonwealth, or State Legislation or regulatory requirements for the operation of a Registered Training Organisation. Other Acts that may impact on Australian Institute of Early Childhood Studies delivery of training are listed as follows:

- Child Care Act 2002
- Child Care (Child Care Centres) Regulations 2003
- Workplace Health and Safety Act 1995
- Freedom of Information Act 1992
- Privacy Act 2000
- Anti Discrimination Act 1991
- Equal Opportunity in Public Employment Act 1992

Our quality objectives are to:

- Provide quality training and assessment services
- Use the Quality Management System as a tool in achieving best practice outcomes across the organisation
- Ensure continuous improvement
- To comply with the relevant Federal and State Legislative and Regulatory requirements for the operation of a Registered Training Organisation

To implement this policy we shall focus on the needs of our business with particular reference to consistently meeting our customers' requirements and statutory obligations. Our quality management system will provide mechanisms for detecting system shortfalls and for stimulating continuous improvements.

CODE OF PRACTICE

National Recognition

As a Registered Training Organization, the Australian Institute of Early Childhood Studies has agreed to operate within the Principles and Standards of the Australian Quality Training Framework. This includes a commitment to National Recognition, which means that Australian Institute of Early Childhood Studies recognizes the training qualifications issued by other Registered Training Organizations.

Legislative Requirements

Australian Institute of Early Childhood Studies will meet all legislative requirements of State and Federal Government. In particular, Workplace Health and Safety, Workplace Relations and Vocational Placement Standards will be met at all times.

Access and Equity

All students will be recruited in an ethical and responsible manner, consistent with the requirements of the curriculum or National Training Package. Our Access and Equity Policy ensures that student selection decisions comply with equal opportunity legislation. Appropriately qualified staff will assess the extent to which the applicant is likely to achieve the stated competency standards and outcomes of the course, based on their qualifications and experience.

Quality Management Focus

Australian Institute of Early Childhood Studies has a commitment to providing a quality service and a focus on continuous improvement. We value feedback from students, staff and employers for incorporation into future programs.

Client Service

We have sound management practices to ensure effective client service. In particular we have client service standards to ensure timely issue of trainee assessment results, statements of attainment and/or qualifications. These will be appropriate to competence achieved and issued in accordance with national guidelines. Our quality focus includes a National Recognition Policy, Recognition of Prior Learning Policy, a fair and equitable Refund Policy, a Complaint and Appeal Policy, an Access and Equity Policy and student welfare and guidance services. Where necessary, arrangements will be made for those clients requiring literacy and/or numeracy support programs. We will take every opportunity to ensure that this information is disseminated, understood and valued by personnel and clients. Our student information will ensure that all fees and charges are known to student before enrolment, that course content and assessment procedures are explained and that vocational outcomes are outlined.

External Audit

Australian Institute of Early Childhood Studies has agreed to participate in monitoring and audit processes. This covers random compliance audits, audit following complaint and audit for the purposes of re-registration.

Management and Administration

Australian Institute of Early Childhood Studies has policies and management strategies, which ensure sound financial and administrative practices. Management guarantees the

organization's sound financial position and safeguards student fees until used for training/assessment. We have a Refund Policy, which is fair and equitable. Student records are managed securely and confidentially and are available for Student perusal on request. Australian Institute of Early Childhood Studies has adequate insurance policies.

Marketing and Advertising

Australian Institute of Early Childhood Studies markets our vocational education and training products with integrity, accuracy and professionalism, avoiding vague and ambiguous statements. In the provision of information, no false or misleading comparisons are drawn with any other training organization or training product.

Training and Assessment Standards

Australian Institute of Early Childhood Studies has personnel with appropriate qualifications and experience to deliver the training and facilitate the assessment relevant to the training products offered. Adequate facilities, equipment and training materials will be utilized to ensure the learning environment is conducive to the success of trainees.

International Students

Australian Institute of Early Childhood Studies will be bound to the Commonwealth Education Services for Overseas Students (Registration of Providers Financial Regulations) Act 2000.

Sanctions

Australian Institute of Early Childhood Studies will honor all guarantees outlined in this Code of Practice. We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our registration as a Registered Training Organization withdrawn.

COURSE INFORMATION & VOCATIONAL OUTCOMES

Course Information and Vocational Outcomes are provided in detail in the Student Information Pack for your reference. Please familiarize yourself with this information which can also be located on our website at: www.earlychildhoodcollege.com

COURSE ADMISSION:

All potential course participants are encouraged to check the competencies and/or learning outcomes of courses to ensure they understand the performance requirements prior to enrolment. If there is some doubt as to the requirements or outcomes of a course, the Australian Institute of Early Childhood Studies will provide assistance in clarifying the suitability of the course to the participants' skill.

On receipt of this student handbook, please read all the information thoroughly.

Once a decision has been made to proceed with the course, please remove and complete the **Student Enrolment Form**. Should you wish to apply for **Recognition of Prior Learning**, or **Credit Transfer** please request an "Application for RPL" form or "Credit Transfer" form upon enrolment and also ensure you indicate your intent to apply on your student enrolment form so the AIECS staff can appropriately direct you through this process.

Once enrolled and all AIECS policies and procedures are read and understood, students are required to sign and return the Student Acceptance form to the AIECS.

Australian Institute of Early Childhood Studies 56 Commercial Dr, Shailer Park Q 4128

The Australian Institute of Early Childhood Studies will forward the appropriate information upon receipt of your enrolment and payment to confirm your registration and:

- Inform you of the next "institute orientation" which is held the first Tuesday afternoon of every month between 4-5 pm at the Shailer Park campus.
- Or if you are unable to make it to the orientation and you have some further questions and clarification regarding the Student Information handbook or your enrolment, arrange a suitable time to discuss the content of the student handbook with you.
- Will arrange for a Trainer/Assessor to contact you within two weeks of your enrolment, who will arrange a future date with you in order to commence your on the job aspect of your training.

Flexible Learning:

Flexible Learning refers to a learning style that meets your needs. You can make choices in relation to:

- Where and when you study
- Methods and resources used for learning
- Negotiating the style of assessment undertaken
- The level of assistance and guidance you require

You may be able to select from any of the following or a combination of these:

- Self-paced external study packages
- Traineeships or Apprenticeships
- Online study packages
- Saturday workshops
- Recognition of Prior Learning (RPL)
- Credit Transfer

Assessment Guidelines:

These guidelines confirm and detail the principles of competency-based assessment to be applied within the assessment systems used by the Australian Institute of Early Childhood Studies. The application of these principles will result in the valid, reliable and fair assessment of persons enrolled in training programs.

All courses are competency based requiring the student to demonstrate competence on the job through practical demonstration and off the job through the completion of assessment tasks.

Forms of Assessment:

Different Students Learn in Different Ways

There are three most common learning styles – seeing or visualising, listening and doing or manipulating objects. Most students will have a particular preference in their learning style but will use all methods to some degree. If you can establish how best you learn, you can make choices on the way you organize your learning for success.

Visual students will use techniques such as:

- reading about a topic (in preference to listening to a lecture)
- taking good written notes
- feeling good about re-writing information
- forming pictures in their mind as information is presented
- watching videos on the topic to actually 'see' what is being discussed
- keeping lists, and
- following directions best after reading the instructions

Hearing or talking students will benefit from:

- discussion with others
- listening to tapes
- thinking information through out loud, preferably with the assistance of a study partner, and
- instructions being read or told to them

Students who prefer to **manipulate objects** and prefer **doing** something benefit from:

- practising tasks
- using actions within their learning
- making notes that are picture based eg. Flow charts, diagrams, mind maps
- visiting a place being learnt about
- watching demonstrations before attempting to follow instructions, and where possible using movement or even rhythm while learning

We encourage you to analyse the style that works best for you, and then choose study strategies that will ensure your learning is enjoyable and successful.

Assessment is all about judging the student's learning. To do this, students will need to gather evidence and present it to their Trainer/Assessor to prove that learning has taken place and reached the desired standards. This is how competencies are formally recognized.

There are many methods of assessing your competency. You may be required to complete any of the following:

Oral Assessment:

This form of assessment is particularly useful for those students who may be unable to show competence in written forms. Oral questions are usually used to ensure that the student is familiar with the information parted.

Test/Written Assignments:

The student works their way through a series of problems or examples in such a way as to show competency and is often used in theory-based units.

Projects/Case Studies:

These will include such things as posters, brochures and community visits or involvement in the wider community.

Demonstration:

This requires a student to model appropriate levels of competency to a Trainer/supervisor, usually in the workplace based situation.

Compilation of a Resource Folder:

This involves compiling a collection of equipment and material related to a particular topic or learning outcome.

Student Observation:

A student's Trainer/Assessor will observe the student's ability or competency in a given task. This may be carried out during 'practicum'.

Course materials will provide comprehensive information about individual assessment tasks however there may be an occasion where you feel a particular assessment item may not be appropriate in your circumstances. We encourage you to discuss individual requirements with your Trainer/Assessor to negotiate a more suitable choice.

You are in control of your learning – you may choose to undertake an assessment task as soon as you feel ready. Please remember that final completion dates may apply in some cases.

Access and Equity:

In circumstances where a student may have a need, reasonable adjustments may be made in the assessment process. For example if you have a disability, experience difficulties with language or numeracy, or if you are from a non-English speaking background, your Trainer/Assessor may be able to provide you with assistance or refer you to local agencies that can. Please inform us of your needs upon enrolment, we are only too happy to assist you.

Assessment Dates:

If you have chosen to undertake your course as a part of our “flexible learning” package, progression through units are self paced and therefore there are not set due dates for submission of assessments. AIECS Trainer/Assessors however are here to encourage you to keep to realistic timeframe completions. Each unit does follow a sequence and all assessment tasks for one unit must be completed before progressing to the next unit. AIECS Trainer/Assessors will work with you to develop an individualized “training plan” so that a guide is in place to assist you in your studies.

Re-Submission:

Students are able to submit their assessments for marking a total of three (3) times. If a student is deemed “Not Yet Competent” after their third submission a \$50 fee for re-assessment will be charged upon the fourth (4) submission.

If a student is requested to resubmit or redo assessment activities they will only be re-assessed on the components initially deemed as “Not Yet Competent”.

To ensure equity and fairness of assessment for all students, re-submission activities may vary in format from those originally set by the Trainer/Assessor.

Students will be able to demonstrate competence on the job for any specified unit **only once**. If the student is deemed “Not Yet Competent” an assessment fee of \$50 will be charged for further on the job assessment in that unit.

Course Extensions:

Course extensions may be granted for exceptional circumstances. Depending on your mode of study, reasons for extension may vary from health, personal or work reasons.

All requests for extensions should be:

- Negotiated in advance with your Trainer/Assessor
- Confirmed in writing and signed by yourself and your Trainer/Assessor

An assessment activity completed by the extended date still has a re-submission option.

If the extension cannot be arranged before the completion date lapsed:

- The student must make a reasonable attempt to give notification to their Trainer/Assessor or institute administration via telephone, fax, letter or email
- Significant evidence needs to support a request for an extension after the due date (for example: supported by a doctors certificate)
- The request must be in writing.

Re-evaluation Process:

A student who is not satisfied with the result provided on an assessment activity has the right to approach the appropriate Trainer/Assessor concerned for a re-evaluation no later than fourteen (14) days after the final date of result.

Appeal Procedure

A participant enrolled in a course who is seeking to appeal against an academic decision or other procedural matter should undertake the following steps:

1. In the first instance an informal approach is to be made to the course facilitator with any new evidence or clarification of existing evidence within 7 days from receipt of assessment.
2. The Assessment will be reviewed by the course facilitator and report issued in writing to the student, having due regard to the submission made by the participant within 5 days.
3. Where the student is still dissatisfied with the outcome, a request can be made to Australian Institute of Early Childhood Studies, in writing, for an opportunity to formally present their case and/or for a facilitator who has not been involved in the original decision to review the decision made. This request should be made within 7 days from receipt of the reassessment outcome. Following the formal presentation, the student will be notified of the review outcome in writing within 5 days.
4. If the participant is dissatisfied with the decision, a written notice of appeal can be lodged to Australian Institute of Early Childhood Studies within 5 days of receipt of the independent facilitator's review, requesting an independent review by an external appeals consultant or the Appeals and Complaints Committee (using a Student Assessment Appeal form).
5. Results of all appeals decisions and the reason for the decision will be communicated in writing to the participant within 7 days of request for an independent review unless awaiting a result from an independent consultant. Independent consultant decisions will be communicated to the student within 5 working days of a meeting between the student and the Appeals Committee.
6. All appeals received will be recorded in the Improvement Log for Management review at the next meeting. Results of all appeals decisions and the reason for the decision will be communicated in writing to the participant.

Presentation of Written Work:

Remember the presentation of your work is a reflection on your commitment to a professional standard of practice. Although you may not be specially marked on presentation, it is important to take pride in your work and view it as a valuable resource that may be used for future reference.

- All assignments, where possible, should be typed or written. Students who do not have access to a computer/typewriter may submit handwritten work providing it is neatly written and legible. Handwritten assignments must be written in blue or black biro.
- All work must be named, and AIECS encourages that each page of written work be named. All pages must be found or stapled securely.
- Assignments must be clearly labelled; for example: "CHCCN2C Care for Children- Assignment Task One".
- AIECS requests that students do not use individual plastic pockets for each page. The use of these sleeves makes it difficult and time consuming for the marker.
- AIECS requests that if students are going to staple their assignment together, that they use one staple in the top left corner of the paper. There is to be no sticky tape used.
- AIECS request that assignments are not presented on coloured paper. AIECS also requests student do not present their assignments on lined A4 paper with a plastic strip down the border.
- Proof read your work, or have someone proof read it for you. Grammatical errors and spelling mistakes detract from the content of your assessment.

STUDENTS ARE REQUIRED TO KEEP A COPY OF ALL ASSESSMENT MATERIAL TO ENSURE THAT IN THE EVENT THAT ASSESSMENT IS LOST IN THE MAIL, COPIES MAY BE SUBMITTED.

Standard of Work:

- Students will be provided with criteria for the completion of any assessment activity including assignments, projects, workplace activity, assessments or group activities.
- Students should complete their assessment activity in line with the set criteria. This may include such activities as word processing standards, referencing, layout and presentation methods or styles.
- Standards of work will be reflective of the content, assessment criteria or elements required of the competency/ies and/or in-line with relevant and current workplace practices.

Important to Remember:

- Mark off each task as you complete it. Some students submit work that is incomplete because they have neglected to read the assignment tasks thoroughly. Importantly, read the marking criteria to ensure that you have met all the requirements.
- Familiarise your self with the assignment tasks as soon as you receive the unit learning materials. This will ensure that you allow time for any tasks that may take a set amount

of time, such as a diary or log set over a one-month period.

- Students are encouraged to discuss their study with their workplace supervisor, mentor or other suitably qualified person. This process assists the student to place course content in a real life context and remain current with approved industry standards.

A word on PLAGIARISM:

Plagiarism is the practice of using another person's work or ideas without referencing the original author. This should not be confused with forming study groups with peers, as peer coaching is a recommended practice.

AIECS will result in a "Not Yet Competent – First Attempt" for the entire unit if a student is found to have plagiarised.

- Do not use another student's work.
- Do not allow another student to use your work.
- Provide appropriate references for any quote or passages from text that are not in your own words.

Students should be aware that they are responsible for the following:

- Retaining academic progress reports provided by AIECS
- Submission of assessment as per assessment guidelines and the collection of evidence required for RPL arrangements and credit transfer.
- Written notification of withdrawal or cancellation of enrolment.
- Notifying in writing any changes to work status, home address or other details relating to their enrolment.

Vocational Placement (Field Practicum)

Completion of on-the-job tasks in a Children's Services setting is a compulsory requirement of children's services qualifications. This means that students must have access to a licensed child care service on a regular basis.

The on-the-job experience gives students the practical 'hands on' skills required to achieve competency. Practicum can be completed at different times throughout a program or in a block (This allows students that do not work in child care to do their practicum during annual leave time).

Role of a Student

Vocational Placement should provide students with the opportunity to:

- ❖ Apply knowledge gained from all Units of Competency to Practicum situations;
- ❖ Ensure induction of safety procedures, especially emergency evacuations;
- ❖ Practise and demonstrate care-giving skills;
- ❖ Work effectively to assist the qualified Group Leader/Coordinator/Provider;
- ❖ Demonstrate the ability to work towards assuming some of the responsibilities of the Group Leader or equivalent;

- ❖ Help provide for the physical, emotional, social, cognitive and language needs of children;
- ❖ Participate in the delivery and administration of children's services;
- ❖ Co-operate with and assist members of staff;
- ❖ Observe the rules and conventions of the centre as detailed by the Director;
- ❖ Compile a Resource/Practicum Folder
- ❖ Discuss details of any planned activities by the student prior to the next Prac day
- ❖ Be prepared to do further field practicum work as a result of absence;
- ❖ Consult with the Director/Coordinator/Provider, the duration and nature of any make-up work that may be required after an absence;
- ❖ Maintain a high standard of professional conduct towards staff, parents and children;
- ❖ Keep all information confidential;
- ❖ Be concerned with the needs, wants and rights of the children in care;
- ❖ Use behavioural guidance measures, which conform to the instructions of the Director/Centre Policy;
- ❖ Be interested in the group as if it was your own;
- ❖ Respect the personal dignity and foster the self worth of the children in care;
- ❖ Attempt to deal with behavioural and learning problems from a professional standpoint, if required.

Students, who are **not in paid employment** in an early childhood setting, can be assigned a children's service by the institute to complete their Field Practicum. Students should discuss this with their Trainer/Assessor upon enrolment if they would like any placement assistance.

Every student will receive a **Student Practicum Handbook – Or otherwise known as Training Record Book**. Please familiarize yourself with the content of this assessment tool as it does contain comprehensive detail of your practical requirements and expectations. Please be advised that if your Training Record Book is lost through no fault of the institutes there is a small fee for reprinting of this document.

NATIONAL RECOGNITION /CREDIT TRANSFER POLICY

This policy is to confirm that National Recognition / Credit Transfer is available to any student enrolling with Australian Institute of Early Childhood Studies.

The Australian Institute of Early Childhood Studies will recognize the Australian Qualifications Framework qualifications and statements of attainment issued by any other RTO.

National recognition means the recognition and acceptance by a Registered Training Organisation (RTO), of Australian Qualifications Framework Qualifications and Statements of Attainment issued by other RTO's, enabling individuals to receive national recognition of their achievements.

Credit Transfer – means credit towards a qualification granted to students on the basis of outcomes gained by a student through participation in courses or training packages with another Registered Training Provider.

The institute awards credit for formal studies undertaken in a recognized tertiary institution in Australia. This includes universities, colleges, TAFE and other post-secondary education institutions. Overseas institutions will be recognized to the extent to which they are considered to be equivalent to particular types of Australian institutions.

Credit may also be granted for other studies previously undertaken by students.

All Qualifications presented for Credit Transfer/National Recognition by the Student must be certified by a J.P. prior to submission for credit by the student.

Staff will use a National Recognition/Credit Transfer form and/or appropriate Mapping Guides to assess the amount of credit to be granted.

Statements of Attainment or Qualifications presented must be verified with the issuing organisation by Australian Institute of Early Childhood Studies staff prior to granting credit towards a qualification. This verification should ensure the organisation was registered as an RTO or other tertiary education provider to issue the qualification and that the qualification was issued by the RTO to the student applying for National Recognition/Credit Transfer.

All relevant (identical units of competency) verified nationally recognised qualifications presented by students for credit transfer/national recognition must be accepted and credit granted toward the relevant unit/course.

The student will be informed in writing, sign their acceptance of the credits issued and then they're able to enrol in other units.

RECOGNITION OF PRIOR LEARNING (RPL):

This policy is to confirm that all participants, potential or actual, of the Australian Institute of Early Childhood Studies courses are provided with full recognition of their current skills and knowledge.

The Australian Institute of Early Childhood Studies promotes acknowledgment of 'non-traditional' forms of learning as valid pathways for recognition of competency achievement during the RPL assessment process.

The recognition of prior learning (RPL) process conducted by the Australian Institute of Early Childhood Studies is an assessment process, which provides acknowledgement of all skills and knowledge gained through the life experiences, work experience, previous training and formal education of applicants.

As a registered vocational education and training provider the Australian Institute of Early Childhood Studies conduct the RPL process within the framework of the key principles which includes:

- Adopting a focus on the competencies held rather than on how, when or where the learning occurred;
- A demonstrated commitment to recognising the prior learning of adults;
- Providing access to the RPL process for all potential participants of courses;
- Undertaking RPL processes which are fair to all those involved; and

- Providing adequate support for all potential RPL applicants.

The RPL assessment process includes the initial provision of information, support and counselling, formal application, assessment, post-assessment guidance and certification for course participants. The Australian Institute of Early Childhood Studies automatically check all enrolment details for indications that participants may qualify for RPL, however participants who consider they have the potential to qualify for RPL are expected to discuss the matter with us accordingly. The special needs of RPL applicants are recognised by the Australian Institute of Early Childhood Studies and we will make the necessary reasonable adjustments during the RPL assessment process where appropriate.

A variety of RPL assessment options will be available for potential applicants to identify whether they have achieved the necessary competencies/learning outcomes to the required standard in the relevant training course or program. All assessment mechanisms used are valid, reliable, flexible and fair and conducted in an ethical manner.

The key objectives of the Australian Institute of Early Childhood Studies RPL assessment process are to:

- Minimise duplication of learning, training or skill acquisition;
- Allow the completion of studies in the shortest possible time;
- Provide clear RPL outcomes and access to further learning/training and career development;
- Provide quality advice and support to potential and current applicants;
- Conduct the RPL process only in respect to courses for which the Australian Institute of Early Childhood Studies is registered to assess;
- Ensure that only fully qualified consultants are involved in the RPL process;
- Document the RPL process
- Recognise competencies and modules gained through an RPL process conducted at Another registered RPL training organisation;
- Ensure RPL processes are monitored, evaluated and updated where appropriate;
- Advise RPL applicants of their right of appeal through the formal process; and
- Ensure fees and charges are fair and competitive with the industry standard.

All RPL applications will be processed within 21 days of receipt of a completed RPL application form with sufficient supporting evidence attached to enable a decision to be made regarding the granting of RPL. All decisions will be supplied in writing to the student.

ONCE YOU HAVE COMPLETED YOUR QUALIFICATION:

On successful completion of a course or nationally recognised training package qualification, within 21 days of completion as required by the Vocational Education, Training and Employment Act 2000, participants will be awarded with the approved certificate outlined on the relevant course information. A list of all units of competency completed will be included on, or attached to the qualification.

Successful participants completing any recognised short course offered by the Australian Institute of Early Childhood Studies are awarded with a Statement of Attainment. Statement of Attainments are issued by the AIECS within 14 days of the student's withdrawal from their course of enrolment.

On completion of an individual unit of competency contained within a course or Nationally Recognised training package Qualification, within 21 days of completion, as required by the Vocational education, training and employment act 2000, participants will be issued with a statement of attainment. A statement of attainment is provided in recognition that a participant has successfully completed a part of a course, and in order for the participant to gain a credit transfer for the competencies with the Australian institute of early childhood studies, or another registered training provider either within the state of Queensland or interstate, should they wish to complete the course at a later time.

The Australian Institute of Early Childhood Studies will ensure there is enough information to reproduce the qualifications/statements of attainment, including the date of issue.

A student who is applying for a re-issue of a previously issued Qualification or Statement of Attainment must do so in writing. Their request should contain:

- Student Name
- Student Number
- Course Name and Course Code enrolled in
- Date started and date completed the course
- Mailing Address
- Contact telephone number
- Cheque, money order or credit card details to effect a payment of \$20. The student should allow for 21 days for processing.

STUDENT FEES:

Campus payments

Students may choose to pay their student fees in person at the Shailer Park campus by cash, eftpos, money order or cheque.

Postage payments

Students may choose to pay their student fees via post to the institute at 56 Commercial Drive, Shailer Park QLD 4128. This can be paid by either money order or cheque.

Telephone payments

Students may choose to pay their student fees via credit card over the telephone by contacting the institute administration on (07) 3801 3962.

Online payments

Students may choose to pay their student fees via credit card over the secure online student training centre at www.aiecs.com.au

Centre Payments

QCCS centre staff can choose to pay their student fees via the centre daily banking records this can be paid by eftpos, cash, cheque or money order:

Wage deductions

QCCS centre staff can choose to have their fees deducted at the rate of either 1/3, 50% of 100% of a unit payment per fortnightly pay period from their wages. A student can authorize this deduction by completing a REQUEST FOR PAYMENT OF UNITS THROUGH WAGE DEDUCTIONS form, indicating their payment amount, name, centre, date to commence and date of final deduction. A student can also choose to cancel this deduction at any time by providing written authorization to the Administration department of the Institute.

Fee Structure

The Fee Structure is provided in detail in the Student Information Pack for your reference. Please familiarize yourself with this information which can also be located on our website at: www.aiecs.com.au

Credit Policy

This policy is to confirm that the Australian Institute of Early Childhood Studies is committed to the provision of a fair and equitable policy for the terms of credit and refund of course enrolment fees. The scope of this policy includes the provision of all training programs provided by the Australian Institute of Early Childhood Studies

The terms of credit are at the discretion of the Australian Institute of Early Childhood Studies and subject to the provision of adequate client identification.

Enrolment fees will be invoiced no later than the start date of the course date unless alternate arrangements are made.

REFUNDS

Fee for Service Training

This policy is to ensure that a full refund of enrolment fees will be made if a course is cancelled by the Australian Institute of Early Childhood Studies for any reason.

An application for refund of course fees under any other circumstance must be made in writing to the Australian Institute of Early Childhood Studies. An eighty five percent (85%) refund is available up to ten working days prior to the commencement of the training program. Cancellation of enrolment under these circumstances will incur a fifteen percent (15%) administration fee.

No refund is available where cancellation is made less than ten (10) working days prior to the commencement of a course, or (10) working days after purchasing a course, or to participants who leave before finishing the course.

Refunds will be considered on a pro-rata basis for students who fall ill or are injured to the extent that they can no longer undertake the course providing a supporting Medical Certificate is supplied to the Australian Institute of Early Childhood Studies. However, should participants wish to finalise incomplete units of competency in a future course the original fee can be used as a credit towards that course within three months of initial payment.

In all other cases, refunds are at the discretion of the Directors of the Australian Institute of Early Childhood Studies and may be negotiated on an individual case-by-case basis.

Fees Paid in Advance:

Students who choose to pay fees up-front and leave before finalizing their course, should apply for refund before processes of assessment begin, in which case fees may be refunded on a pro-rata basis.

However, should participants wish to finalise incomplete units of competency in a future course the original fee can be used as a credit towards that course within three months of initial payment.

User Choice Funded Trainees and Apprentices

Australian Institute of Early Childhood Studies will provide refunds to User Choice funded trainees/apprentices for tuition and/or student support services fees in accordance with contractual requirements.

The Australian Institute of Early Childhood Studies will offer a full refund to the intended Trainee/Apprentice should they decide to cancel their Traineeship/Apprenticeship prior to being signed up by the Australian Institute of Early Childhood Studies representative.

The Australian Institute of Early Childhood Studies will grant FULL fee exemptions on the following basis:

- All School Based Trainees/Apprentices are granted FULL exemption from tuition costs associated with the course.

The Australian Institute of Early Childhood Studies will grant PARTIAL fee exemptions on the following basis:

- Trainee/Apprentices will be exempt from tuition fees for any unit of competency/modules which are granted as credit transfer through the AIECS credit transfer/mutual recognition policy. In such case, the AIECS will waive the cost associated with that unit of competency/module.
- Trainee/Apprentices who do not commence a unit of competency/module will be refunded the tuition fees collected for that particular unit of competency/module.
- Trainee/Apprentices who withdraw from a unit of competency/module after participating in learning activities will be reimbursed 50% of the total cost associated with that unit of competency/module.

40% of the total Trainee/Apprentice tuition fee will be charged to students in the following exemption categories:

- Trainees/Apprentices under the age of 17 and if the Trainee/Apprentice has not completed year 12.
- Trainees/Apprentices who hold a health care card or pensioner card or is the partner or a dependant of a person who holds a health care card or pensioner concession card and is named on the card.
- Trainees/Apprentices who can issue the AIECS with an official form under Commonwealth law confirming that the participant, his or her partner or dependant is entitled to concessions under a health care card or pensioner concession card.
- Trainees/Apprentices who are of either Aboriginal or Torres Strait Islander background.

STUDENT SUPPORT SERVICES

The Australian Institute of Early Childhood Studies does not charge a nominated fee for the following support services:

- Library Service
- Course Information
- Disability Support Services
- Telephone/Email Support Services
- Online Student Training Centre Facility

The Australian Institute of Early Childhood Studies has a commitment to providing equity for students and to eliminating discrimination against students in vocational education and training. People with Language, Literacy and Numeracy problems, a disability and people from a non-English speaking background are encouraged to pursue their vocational education and training goals through participation in the range of programs offered by the Australian Institute of Early Childhood Studies

The Australian Institute of Early Childhood Studies will access appropriate participant support services, and ensure the necessary support services are provided for participants as required.

Details of participant support services available for our courses are outlined in this Student Handbook, or can be obtained by contacting our office.

Students requiring counseling or support should discuss the matter with their Trainer. The Trainer will assist where possible, and in the event that further action is required, refer the student to the appropriate personnel or alternatively, the student may wish to contact the relevant organization themselves from the following list:

Adult English Language, Literacy and Numeracy:

**TAFE Queensland
Language & Literacy Services**
Phone: 3234 1666
Or contact your nearest TAFE Institute.

TAFE Literacy & Numeracy Support Centres:

Bremer Institute of TAFE	Telephone: 38173000
Inala Language Centre	Telephone: 33728046
Brisbane Institute of TAFE	Telephone: 32599065 (LL & N)
TAFE Queensland Language & Literacy Services	Telephone: 32341666
Logan Institute of TAFE	Telephone: 38267777 (LL&N)
Southbank Institute of TAFE	Telephone: 32445000

Learning Disability:	SPELD Phone: 3262 9844
	The Independent Living Centre Phone: 3397 1224
	Dyslexia Association of Brisbane Phone: 3846 1559
Deaf and Hearing Impaired:	Queensland Deaf Society. Phone: 3356 8255 or Sign On Phone: 3391 5677
Vision Impairment:	Queensland Blind Association Phone: 3848 8888
	Queensland Foundation for the Blind Phone: 3391 0277
	Vision Queensland Phone: 3391 3686
Physical Impairment:	The Independent Living Centre Phone: 3397 1224
	Headway; Queensland Spastic Welfare League – Equipment Technology Services Phone: 3865 4377
Intellectual Impairment:	The Independent Living Centre Phone: 3397 1224
Psychiatric Difficulty:	Mental Health Information and Support Phone: 3358 4988
	Queensland Health Mental Health Unit Phone: 3234 0680

Welfare and Guidance Issues:

Counselling

Australian Institute of Early Childhood Studies recommends students seeking counselling contact: **Lifeline's 24-Hour Telephone Counselling Service 13 11 14**. This service is available to anyone, at anytime, from anywhere in Australia, for the cost of a local call.

Lifeline volunteer counsellors are trained to deal with a wide range of counselling themes including:

- Relationship and family issues
- Mental health concerns (e.g. anxiety and depression etc.)
- Coping with loss, change and traumatic experiences
- Dealing with violence and abuse
- Addictive behaviours
- Disability and illness
- Suicide prevention and support
- ... and many more.

If you need to speak with someone, contact Lifeline on 13 11 14.

The Salvation Army

It has been said The Salvation Army offers caring support for every problem "from the cradle to the grave." Our services are as wide-ranging and diverse as the areas of need in the community, like an umbrella over Australia's social problems.

Salvo Care Line: 1300 36 36 22

Here is a snapshot of how the Salvos caring work is helping to change lives for the better and, in so doing, making this world a better place for us all

- | | | |
|------------------------------------|----------------------------|-------------------------------|
| • Aged Care | • Disabled Persons | • Outback Flying Service |
| • Chaplaincies | • Emergency Services | • Professional Counselling |
| • Children's Services | • Employment Services | • Recovery Services |
| • Community Care Ministries | • English Speaking Classes | • Red Shield Defence Services |
| • Community Services | • Family Tracing | • Suicide Support |
| • Court & Prison Services | • Financial Counselling | • Telephone Counselling |
| • Crisis & Supported Accommodation | | • Youth Support |

Pregnancy Counseling

Pregnancy Counseling Link (PCL) provides confidential, non-judgmental counseling and support for women, their partners and families with all concerns related to pregnancy. Our face to face, telephone and email counseling services are free of charge.

PCL provides counseling services for the following:

- Teenage pregnancy
- Unplanned pregnancy options
- General pregnancy support
- Pregnancy loss
- After an abortion
- Relationship issues

How to contact counsellors:

By telephone:

1800 777 690

Monday Friday 8am to 9pm

Weekends 8am to 1pm

By email:

Send to: counsel@pcl.org.au

For face to face counselling

Appointments essential

1800 777 690

Monday to Friday 9:00am to 4:00pm

This list of organisations is a selection only; please discuss the matter with Australian Institute of Early Childhood Studies if you have any special needs or questions.

Additional Student Support Services available

Additional student support services are available to all students of the Australian Institute of Early Childhood Studies for the following nominated fee:

- For students who wish to access photocopying services will be charged at a rate of 10 cents per page.
- Students ID's are available for students at a cost of \$10.00 per ID card from Administration. For more information and the application form please refer to your Trainee/Apprentice enrolment guide.
- A replacement cost of \$20.00 for Trainee/Apprentice Training Records Books will be charged to the student should they require a new book.
- Re-issue of student qualifications can be obtained from the Administration of the Australian Institute of Early Childhood Studies at a cost of \$20.00 per qualification.

Student Complaint Procedure

A participant enrolled in a course who has a complaint, on any matter, other than an academic decision, should undertake the following steps

1. In the first instance, an informal approach is to be made to the person with whom the participant has the complaint, in order to see if the matter can be resolved in a mutually satisfactory way.
2. Where the participant is still dissatisfied with the decision a request is to be made to Australian Institute of Early Childhood Studies, in writing, for an opportunity to formally present their case and/or for a facilitator who has not been involved in the original decision, to review the decision.
3. If the matter is not resolved to the satisfaction of both parties, a request must be made to Australian Institute of Early Childhood Studies, in writing, for an opportunity to formally present their case and/or for a facilitator who has not been involved in the complaint, to review the complaint and have the matter resolved.
4. If the participant is still unsatisfied, a written notice of appeal may be lodged with Australian Institute of Early Childhood Studies, requesting an independent review by an external consultant or the Appeals and Complaints Committee.
5. A complaint, if not resolved informally, must be lodged in writing no later than (14) days from the date of the incident considered to have caused the complaint.
6. Results of all complaints are communicated in writing to the participant within 21 days of receipt unless awaiting a result from an independent consultant. Independent consultant decisions will be communicated to the student within 7 days of the decision being received from the consultant.
7. All complaints received will be written into the Improvement Log and recorded for Management Review follow up at the next meeting. Results of all complaints are communicated in writing to the participant.

Complaints

Any complaint received by Australian Institute of Early Childhood Studies will be recorded onto an Improvement Request. The person receiving the complaint should try to rectify the problem as quickly as possible. If the problem is beyond their authority, the matter should be referred to the Business Manager immediately. Results of all complaints are to be communicated in writing to the participant.

RECORDS MANAGEMENT

Record Maintenance

The Australian Institute of Early Childhood Studies is committed to keeping accurate and confidential records in relation to our clients and the activities conducted on their behalf. All records are maintained through a combination of manual and computer based systems designed to ensure we could provide detailed and timely information to our clients.

Only authorised personnel of the 'Australian Institute of Early Childhood Studies' can access client records.

Personal Details

During the enrolment process personal details of students are recorded (i.e. name and address) on an internal database. All personal details are kept confidential.

No details provided to 'Australian Institute of Early Childhood Studies' are sold or otherwise released to a mailing list or other organisations without the express permission of the individual concerned, in writing

Assessment Records

Assessment records are a permanent account of achievement of performance and all records relating to courses/programs conducted by the Australian Institute of Early Childhood Studies are maintained in accordance with the Australian Quality Training Framework requirements.

The Australian Institute of Early Childhood Studies use simple and user-friendly systems for recording evidence. Trainer/Assessors complete all required program assessment documents on students as they are completed throughout their study program. These records are updated as soon as practical after completion of assessment to ensure up to date information is available to participants and authorised clients on request.

Assessment results are retained by the Australian Institute of Early Childhood Studies for 30 years. Individual assessment records are always retained until the period for appeal against assessment has lapsed, and under normal circumstances for a minimum of twelve months after the completion of the relevant course/program. Participant results will only be released for legal, educational or individual participant, or their authorised client, requirements as necessary.

Access to Student Records

Students may access their own personal records by submitting a written request to the Australian Institute of Early Childhood Studies. Within 14 days of receipt, and after verification that the records are for the individual submitting the written request, records will be made available to the student.

Only authorised personnel within the Australian Institute of Early Childhood Studies may access student records. Trainers and Assessors only have access to records for students for whom

they are responsible for either training or conducting assessments. They cannot access any other student records.

Administration staff access student records to ensure records are maintained and up to date as required (e.g. when entering computer data, and preparing or entering information into files for a student, to issue qualifications or in response to a written request by the student for information).

The Business Manager, and Auditors have access to student records in relation to conducting audits and ensuring records are maintained and stored as required by the Australian Institute of Early Childhood Studies policies and procedures. All authorised personnel are required to ensure information is kept confidential and is only accessed in the course of their duties. No information is released to any other person without the express written permission of the student.

Change of Personal Details

It is the student's responsibility to notify the Australian Institute of Early Childhood Studies if you change your name or address after enrolment. This is critical to receive important information from Australian Institute of Early Childhood Studies (e.g. Results of Assessments). There is a 'Student Change of Address Notification' included in the Student Handbook for this purpose.

Advertising

The Australian Institute of Early Childhood Studies is committed to only using ethical marketing practices in the advertising and marketing of our products and or services.

When advertising:

- We will ensure it is clear, accurate and not misleading.
- We will ensure that Nationally Recognised Qualifications are identified separately to other courses.
- We will make sure that the names/titles of qualifications or accredited courses are advertised accurately.
- We will ensure that the nationally recognised training logo is used only with nationally recognised qualifications/courses that the Australian Institute of Early Childhood Studies is registered to deliver.

When photographs or statements are to be used in any advertising by the Australian Institute of Early Childhood Studies, written permission will be obtained from the person in the photograph or issuing the statement prior to use. This written permission must be retained in the 'Advertising Permission File' for external audit purposes. Students will be asked to complete a "Student Advertising Consent Form".

Students Not Working in the Child Care Industry – Volunteers
APPLYING FOR A WORKING WITH CHILDREN CHECK – “BLUE CARD”

The Commission for Children and Young People and Child Guardian is an independent statutory authority which promotes and protects the rights, interests and wellbeing of children and young people in Queensland.

Under the *Commission for Children and Young People and Child Guardian Act (2000)*, people who work with children under 18 years of age in particular businesses or categories of paid or voluntary employment, must undergo screening - the Working with Children Check. A person whose application to work with children and young people is approved is issued with a positive notice letter and a blue card.

A student must submit a certified copy of a Positive Notice Blue Card before being accepted for vocational placement. Please allow up to two months to for an application process. Blue Card Volunteer Application forms can be found at:

<http://www.ccypcg.qld.gov.au/employment/bluecard/applications.html>

AIECS TRAINERS & ASSESSORS:

The Australian Institute of Early Childhood Studies is committed to the provision of quality training and education services using highly qualified personnel who have been individually selected to deliver our courses to meet the needs of our clients.

All our Trainer/Assessors are experienced professionals with content related knowledge in their relevant industry and understand current and emerging industry trends, needs, and expected outcomes, appropriate to the level of the training package, course, or competency standard being facilitated/assessed. They hold national Trainer and Assessor Qualifications and continue to display the associated training and assessment competencies.

Only personnel holding a current licence will be used if a licence to practice is required for any course/training package being delivered by the Australian Institute of Early Childhood Studies

Our training personnel meet all requirements as specified in the relevant training package, course, or competency standard, and for all other courses delivered or, where the training package does not state instructional requirements, as required in the Minimum Human Resource Framework as endorsed by the Department of Employment and Training.

All AIECS Trainer/Assessors are vibrant and dynamic teachers who are extremely motivated and committed to the training of students in the early childhood profession. Every student is allocated one Trainer however students may come in contact with all of the institutes Trainer/Assessors throughout the duration of the course.

AIECS PHYSICAL RESOURCES:

The Australian Institute of Early Childhood Studies is committed to the provision of a training environment that is conducive to learning and meets all State and Commonwealth statutory requirements.

The physical resources prescribed in the training package are provided as necessary, to ensure participants can fulfil the requirements of courses with adequate facilities and equipment.

AIECS has innovative and spacious training rooms at our Shailer Park campus where students are seated at students desks and adult chairs. The entire institute facility is air-conditioned for all year round comfort. The institute has a fully functional kitchen including microwave, refrigerator and food preparation and eating facilities. There is ample on site car parking available and easy accessibility to public transport from major shopping centres. The institute facility has multiple bathrooms which have been designed to accommodate students with additional needs.

College Equipment and Learning Resources:

AIECS Trainer/Assessors use a vast array of teaching resources including:

- Liquid Crystal Display (LCD) Projector
- Computer Media Network – including innovative PowerPoint presentations and web access
- Whiteboard
- Lectern and Microphone
- Reference and Resource Library
- TV/Video, Video and Digital Cameras

Students will also have access to a variety of institute resources such as the equipment listed above to assist in learning and assessment presentations. Other facilities include:

- Hands on children's resources to promote realism and genuine opportunities to create and practice learning content in real life practical situations – including experiences for the indoors and outdoors.
- A Reference and Resource Centre especially designed for students of the college is also available and is updated regularly with latest "child care" information (please refer to Academic Support).
- Learning materials including study and assessment guides, handouts, online resource lists, reference lists, and Training Record Book for practical assessment purposes.
- Access to photocopiers

GRADUATION CEREMONY:

AIECS holds a graduation ceremony yearly at our Shailer Park campus to celebrate the success of students who have completed their Qualification. Invitations are forwarded to students upon completion of their course. The outline of the ceremony is as follows:

Guests: Please feel free to invite as many guests as you please as there is no maximum number of attendants.

Food and Beverage: A selection of hot and cold finger foods and refreshments are available

for graduates and their guests

Photographer: Graduates may have professional photos taken by the onsite photographer. Package details are included in the graduation invitation.

Cost: A small fee per Guest and Graduate applies which includes a hot and cold finger food selection and refreshments *Children under 6 years are free. Prices are subject to change and are forwarded to students closer to their Graduation date.

Academic Gowns: Academic dress is available for hire from the college at a fee which includes the gown, stoll and mortar board.

Dress: Smart Casual.

ACCESS & EQUITY POLICY

This policy is to ensure that equity principles for all people are implemented through the fair allocation of resources and the right to equality of opportunity without discrimination.

We will increase opportunities for people to participate in the vocational education and training (VET) system, and in associated decisions that affect their lives. Appropriate student support services will be provided to maximize the chances of under-represented students achieving positive learning outcomes and placement/employment in their chosen career. To achieve these aims Australian Institute of Early Childhood Studies will:

- Ensure the establishment of non-discriminatory student selection procedures which encourage fair access for members of under-represented groups;
- Ensure the requirements of individual learners are accounted for in the strategic and operational planning processes;
- Provide learners with the opportunity to be involved in the planning and decision making processes on matters that affect them;
- Provide training programs and services that are accessible to all people in an environment that is free from harassment;
- Seek to provide access to a broad range of high quality support services that account for the diversity of clients and the needs of people under-represented in VET;
-

- Seek to provide opportunities for all people to achieve outcomes that meet their personal goals;
- Provide access to staff development to assist facilitators who deliver courses to under represented groups.

The Australian Institute of Early Childhood Studies recognises that equity and diversity considerations and initiatives go beyond extending a helping hand to the 'disadvantaged' and responding to legislative imperatives. Fair and equitable access to Vocational Education and Training (VET) can assist all Queenslanders to gain meaningful employment and participate in the economic and social life in their community. This policy is a mechanism to demonstrate Australian Institute of Early Childhood Studies commitment to State and National equity legislation and policy requirements including:

- Disability Discrimination Act (1992) Commonwealth
- Sex Discrimination Act (1984) Commonwealth
- Racial Discrimination Act (1975) Commonwealth
- National Strategy for the Education of Aboriginal & Torres Strait Islander People 1996- 2002
- Anti Discrimination Act (1991) Queensland
- Multicultural Queensland Policy (1998)

Equity

Equity essentially means 'fairness'. In the VET context it means that people are provided with the opportunity to access, participate and successfully achieve outcomes. Underpinning the principles of equity is the recognition by Australian Institute of Early Childhood Studies:

- that it is common for people to identify with more than one equity group;
- of the differences within and between equity groups;
- that each equity group does not experience the same type of disadvantage; and
- there remain many common systemic barriers for equity groups

Diversity

Diversity recognises that many factors influence the ability of people to participate and succeed in vocational education, training and employment, including:

- prior educational experience;
- cultural diversity;
- language and / or learning styles;
- goals and expectations;
- motivation;
- work and social experiences;
- gender;
- values and beliefs;
- religion;
- income;
- age;

- geographic location.

This policy aims to address the requirements of all potential and actual learners, seeking to participate in training with Australian Institute of Early Childhood Studies including specific equity groups such as:

- women;
- Indigenous Australian peoples;
- people with a disability;
- people from non-English speaking backgrounds;
- people with English literacy and numeracy needs;
- residents of rural and remote communities.

Beyond these groups, and in recognition of diversity, Australian Institute of Early Childhood Studies aims to respond to the needs of the local community for example:

- young and mature age people;
- people in transition from institutions;
- people who are socioeconomically disadvantaged; and
- people with family responsibilities.

Implementation of this policy requires equity and diversity considerations to be embedded into all aspects of Australian Institute of Early Childhood Studies' planning and operations.

This may be demonstrated by the development and implementation of strategies for specific equity groups as required by National and State agendas. And where strategies do not exist, the diversity of client/learner needs may be addressed through planning areas such as:

- resource allocation;
- support personnel;
- staff training;
- product development and delivery;
- marketing and promotion; and
- research.

All staff employed by Australian Institute of Early Childhood Studies are responsible for, and will adhere with access and equity requirements and Australian Institute of Early Childhood Studies will monitor and review its equity performance in order to:

- comply with national and state legislation and policies;
- meet national and state reporting requirements; and
- modify and improve performance to better achieve access, equity and diversity objectives

ANTI-DISCRIMINATION and SEXUAL HARASSMENT

Anti-Discrimination

This policy is to confirm that it is the policy of the Organisation to ensure that the Anti-Discrimination Acts of the State Government and Discrimination Acts of the Federal Government are adhered to. These acts include, but are not limited to, the Federal Government Racial Discrimination, Human Rights and Equal Employment Opportunity (EEO) and Sex Discrimination Acts. Also included is the Queensland Government Anti-Discrimination Act, which deals with all the foregoing Federal Acts.

The Australian Institute of Early Childhood Studies is an equal opportunity employer. All appointments are made on their merits, without regard to race, age, sex, marital status or any other factor not applicable to the position. Employees are valued according to how well they perform their duties, their ability and enthusiasm to maintain Organisational standards or service.

The Organisation does not tolerate any form of discrimination. All persons on site (including visitors) have the right to an environment free of discrimination and harassment.

Sexual Harassment

The policy of the Australian Institute of Early Childhood Studies is that sexual harassment is an unacceptable form of behaviour, which will not be tolerated under any circumstances. The organisation believes that all persons on site (including visitors) have the right to an environment free of intimidation and sexual harassment.

Sexual harassment may cause the loss of trained and talented employees and damage staff morale and productivity. Under the Queensland Anti-Discrimination Act and the Federal Sex Discrimination Act, sexual harassment is against the law.

The Directors and Supervisors must ensure that all persons on site (including visitors) are treated equitably and are not subject to sexual harassment. They must also ensure that people, who make complaints, or witnesses, are not victimised in any way.

WHAT IS DISCRIMINATION?

Discrimination occurs when someone is treated unfavorably because of one of his or her personal characteristics. Discrimination may involve:

- Offensive "jokes" or comments about another worker's racial or ethnic background, sex, sexual preference, age, disability or physical appearance;
- Display of pictures or posters which are offensive or derogatory;
- Expressive negative stereotypes of particular groups, e.g. "married women shouldn't be working".
- Judging someone on their political or religious beliefs rather than their work performance.
- Using stereotypes or assumptions to guide decision – making about a person's career;

- Undermining a person's authority or work performance due to dislikes of one or more of their personal characteristics.

What is sexual harassment?

Sexual harassment is any form of sexual attention that is unwelcome. It may be unwelcome touching or other physical contact, remarks with sexual connotations, smutty jokes, requests for sexual favours, leering or the display of offensive material.

Sexual harassment has nothing to do with mutual attractions. Such friendships are a private matter.

Sexual harassment can be a single incident, it depends on the circumstances. Obviously some actions, or remarks are so offensive that they constitute sexual harassment in themselves, even if they are not repeated.

Other single incidents, such as an unwanted invitation out or compliment, may not constitute harassment if they are not repeated.

There is no onus on the person being harassed to say he/she finds the conduct objectionable. Many people find it difficult to speak up. All students are responsible for their own behaviour. If you think the behaviour may offend, then don't do it.

If another person's behaviour towards you is sexual in nature and makes you feel frightened, offended, angry or humiliated, then you are being harassed. Sexual harassment can happen to anyone, regardless of his or her sex or age.

Remember: Sexual harassment does not apply to normal friendships or relationships based on mutual attraction. The attention must be unwarranted for it to be harassment.

The Australian Institute of Early Childhood Studies will not tolerate discrimination or harassment. The Australian Institute of Early Childhood Studies will seriously and confidentially investigate each complaint of discrimination or harassment received. Any person who is proven to have discriminated or harassed another student of the Australian Institute of Early Childhood Studies may face disciplinary measures. Likewise, disciplinary action may be taken against any person who victimizes a person involved in making a complaint.

What to do if you are discriminated against or sexually harassed?

You have the right to feel safe and to have full opportunity to achieve your potential in your study. Don't let harassment interfere with your life. If you are being harassed seek help immediately.

There are several options. Choose the course of action you feel most comfortable with. Do not ignore discrimination or sexual harassment, thinking it will go away – often discrimination just gets worse and silence may give the impression that discrimination or sexual harassment is acceptable.

You may:

- Tell the person they are making you uncomfortable and ask them to stop.
- Make a complaint to one of the staff from Australian Institute of Early Childhood Studies.
Or
- Make a complaint under Anti-Discrimination Legislation to the

Queensland Anti-Discrimination Commission and Human Rights and Equal Opportunity
Commission:
P.O. Box 5363
West End Qld. 4101
Telephone: (07) 3864 4123 or (free call) 1800 177822

WORKPLACE HEALTH & SAFETY

It is the policy of Australian Institute of Early Childhood Studies to maintain a safe working environment through strict adherence to Workplace Health and Safety Legislation and adherence to safe working practices. The AIECS aims to conduct its services in such a way as to maintain, as far as practicable, a high standard of Occupational Health and Safety for all employees, students, customers, contractors and visitors. The AIECS accepts its responsibility to provide the resources, direction and support necessary to achieve this commitment to safety, in order to protect the health, safety and welfare of all people within the workplaces.

All employees and / or contractors are expected to perform their work tasks in a safe manner and to observe the rules, procedures and established work practices made known to them. This includes rules and procedures of our clients and suppliers when working at their premises or in areas defined as being under their jurisdiction.

Health and safety at the workplace is an essential part of everyone's job. It is responsibility of trainers/assessors, in collaboration with workplace trainers/supervisors, to ensure that the apprentices/students study and work in environments that fulfil WH&S legislation, and have suitable opportunities to learn all that they need to know and do to work and study safely.

It is the responsibility of AIECS management to be aware of and enforce the provisions of all relevant Acts, Regulations, Policies and Procedures, and local rules within its areas of responsibility.

The AIECS acknowledges its duty of care in respect to its employees, students, contractors and visitors. In order to support this policy, the AIECS is committed to providing the following:

- A safe place of work.
- Safe tools and equipment.
- Adequate training in safe methods of work.
- Safe, positive supervision of staff at all levels.
- Periodic maintenance and inspection tools, equipment, buildings and surroundings.
- Compliance with all relevant training and state requirements, codes of practice and industry standards.
- Consultation with employees on health and safety matters, methods to reduce workplace hazards and improve control systems.
- Maintain effective accident analysis and hazard reporting systems.

Trainers and Assessors must ensure they:

- Organise the classroom / training workshops to ensure WH&S legislative requirements are fulfilled, including
- Implementing and monitoring WH&S policies and procedures in the classroom / workshops;
- Identifying hazards and assessing the WH&S risks in the classroom/workshops;
- Eliminating hazards and controlling WH&S risks in the classroom / workshops;

- Ensuring that they possess the skills and knowledge sufficient to teach/assess the WH&S component of the Training Package concerned;
- Ensure that all students are instructed and assessed in accordance with the WH&S requirements of the relevant Training Package and WH&S legislation.

Australian Institute of Early Childhood Studies requires all employees, customers, students, contractors and visitors under their duty of care to:

- Act responsibly.
- Comply with all relevant legislation, statutory requirements, working procedures, code of practices and industry standards.
- Where appropriate, wear personal protective equipment.
- Report, and where practical, rectify hazards and participate in the analysis of accidents.
- Accept responsibility for protection of themselves and others.

A hazard is an unplanned condition in work system or work place with the potential to cause injury, loss or damage. Potential hazards can result from:

- The worker through inappropriate behavior or misuse of equipment.
- The workplace through not providing safe work equipment or environment.
- The work methods through not wearing the prescribed Personnel Protective Equipment, i.e. Working at a computer without adjusting the chair appropriately.

In the instance that such an incident should occur, a staff member should be contacted as soon as possible and the appropriate Incident Report form completed. The Business Manager will investigate the incident and appropriate measures will be taken. Compliance is required with Workplace Health & Safety Act, Regulations and Advisory standards.

WH&S Onsite – CHILDCARE PRACTICUM PLACEMENT INFECTIOUS CONTROL (From Work Cover Child Care Information, 1994)

The following information is adapted from the QCOSS Child Care Management Training & Support Unit, published by Department of Family and Community Services. Jones (1996) categorises actual and potential hazards as follows:

- Physical - noise, lighting, heat, cold, dust, fire, working space
- Chemical - gases, fumes, dusts, vapors, liquids
- Ergonomic - tool design, equipment design, job and task design, workstation design, manual handling
- Radiation - exposure to sun, microwaves
- Psychological - shift work, workload, dealing with the public, harassment, discrimination, threat or danger, low level constant noise, stress
- Biological - infections, bacteria and viruses

The number of potential hazards in a children's service is considerable. Caring for children requires you to be exposed to handling body fluids on a daily basis, which is a biological hazard with considerable risks. This is managed through universal precautions and infection

control measures. Women who may be pregnant must be particularly vigilant about the risk of infectious diseases as many common childhood illnesses can cause foetal abnormalities or miscarriages. Rubella, cytomegalovirus, toxoplasmosis, parvovirus and chickenpox are diseases that are dangerous to unborn children. If you are exposed to these illnesses and you are pregnant you must seek medical advice immediately.

The most common means of spreading infection in children's services is by:

- Airborne droplets - e.g. coughing and sneezing
- Throat and nose discharge - e.g. body fluid on hands, toys, clothes, tables
- Faecal-oral - e.g. hands, toilet flush handles, taps, table tops, toys
- Skin contact - e.g. contaminated surfaces
- Urine
- Blood/body fluids

In children's services the best way to protect yourself and prevent the spread of infection is by adopting careful hand washing procedures, diligent cleaning and disinfection procedures and through the use of personal protective equipment such as gloves.

CHEMICALS

All workers in children's services need to be familiar with the chemicals that are used in their centre. Material Safety Data Sheets (MSDS) provide staff with all they need to know about the chemicals used in the service. Please ask for these sheets in the children's service where you attend.

FOOTWEAR

It is a requirement of Workplace Health and Safety that your shoes are fully closed to protect your feet from injury. Please do not wear open toed shoes or sandals in the workplace.

SUNPROTECTION

To protect yourself from sun damage you must wear a hat at all times when you are outdoors. You must also apply sunscreen before going outdoors. You must ensure that all children also wear hats and sunscreen when outdoors.

Refer to the policies and procedures within your children's service to be sure you understand and follow their safety requirements.

MANUAL HANDLING

Manual handling is 'any activity requiring the use of force exerted by a person to lift, lower, push, pull, carry or otherwise move, hold or restrain any animate or inanimate object'. In relation to manual handling activities in the workplace, employers must:

- Make sure that plant, equipment and containers are designed, constructed and maintained so as to be workable, safe and without risk to health and safety when manually handled
 - Make sure that the work practices involving manual handling and the working environment are designed to be consistent with safe manual handling activities
 - Identify, assess and control all risks associated with manual handling in the workplace
- (Adapted from Work Cover Childcare Information, 1994)

The following manual handling techniques and guidelines should be followed at all times:

- Where possible, kneel rather than bend down
- Carry children only when necessary -one arm under the child's buttocks and the other arm supporting the child's back, with the child facing you and as close to your body as possible - don't carry the child on your hip
- When lifting awkward loads lift with a balanced and comfortable posture
- Use a step ladder when reaching above shoulder level
- Avoid extended reaching forwards
- When lifting babies out of cots, lean close to the cot and raise the child as close to your body as possible
- Ask for help when sliding, pulling or pushing equipment, if it is not easy to move
- Never twist when lifting
- Avoiding storing objects at a level between an individual's knuckles and the floor (when standing)
- Use mechanical aids such as ladders and trolleys where possible to avoid lifting
- Use safe lifting techniques
- Use team lifts when necessary
- Keep fit

RESPONSIBILITIES:

Students have an obligation under Section 36 of the Workplace Health and Safety (WH&S) Act 1995.

- Students MUST NOT act in a manner, which endangers the health and safety of themselves or any other person while at a course being run by the Australian Institute of Early Childhood Studies.
- Students MUST carry out safety directions given by members of the Australian Institute of Early Childhood Studies;
- Students MUST NOT wilfully or recklessly interfere with anything provided in the interests of health and safety at the Australian Institute of Early Childhood Studies.

NOTE: Students who do not comply with these legal requirements are in breach of the WH&S Act and can be fined under its legislative requirements. Such persons are also in breach of the Student Rules and can face disciplinary action.

In the instance that such an incident should occur, a staff member should be contacted ASAP and the appropriate Incident Report form completed. Staff will investigate the incident and appropriate measures will be taken. This is the responsibility of the Business Manager and the Managing Director.

Incidents that need to be reported are those that occur on our premises, incidents involving staff or students on industry placements etc.

OCCUPATION VACCINE PREVENTABLE DISEASES IN CHILD CARE

1. Workplace health and safety obligation

Australian Institute of Early Childhood Studies has an obligation under the *Workplace Health and Safety Act 1995* to ensure workers and others are not exposed to risks to their health and safety arising from exposure to vaccine-preventable diseases'.

As a part of course requirements you will be required to complete "practicum" in various child care settings more than likely at many different locations. All students must be informed and aware of immunization requirements.

2. Occupational immunization requirements for childcare workers

The policy identifies the current occupational immunization requirements for childcare workers.

- **Hepatitis A.** Childcare workers who have not previously been infected with or immunised against hepatitis A require 2 doses of hepatitis A vaccine.
- **Measles, mumps and rubella (MMR).** Workers who have never been vaccinated against MMR require two doses of MMR vaccine. Workers **born during or since 1966** may only have received one dose of a measles-containing vaccine and require a second dose of MMR vaccine unless they have evidence of having had 2 doses.
- **Varicella** (chickenpox). Childcare workers who have never been infected with chickenpox require 2 doses of varicella vaccine.
- **Pertussis** (whooping cough). Childcare workers require an adult booster dose or pertussis vaccine.

(Childcare workers will normally be at minimal risk of acquiring hepatitis B, however, hepatitis B vaccination may be recommended in specific circumstance, such as when providing child care to populations who have a higher prevalence of hepatitis B. A combined hepatitis A/hepatitis B vaccine exists and should be considered when implanting an immunization program. Employers should seek further advice about hepatitis B vaccination of childcare workers from a medical practitioner or the Public Health Unit).

Refer to the current edition of the *Australian Immunisation Handbook* (www.nhmrc.gov.au) for more information on vaccination requirements for childcare workers or contact the Public Health Unit.

3. Requirements for staff immunization

Our policy requires students of the Institute to complete an immunization record to record their immunity to each of the relevant vaccine-preventable diseases. These forms will be kept in the individual student records to ensure confidentiality.

4. Where workers are unsure of their immunity

If students are unsure of their vaccination history, the student is required to seek this information from a medical practitioner; this may include a blood test to confirm immunity. Students who refuse to confirm their immunity should be regarded as non-immune and will be excluded from work in that environment in the event of an outbreak of a vaccine-preventable disease to protect them and prevent further spread of infection. It is the responsibility of the

student to confirm with the workplace Director of any outbreak of a vaccine-preventable disease (or an outbreak in general which may risk a student's health).

5. Identification of non-immune workers

The Administration Officer will be responsible for reviewing student immunization records to identify non-immune or incompletely immunised workers, and for updating immunization records following vaccination. We require evidence that they have been vaccinated as requested/required (e.g. doctor's letter) when updating immunization records.

6. Vaccination of non-immune workers

Vaccinations are not mandatory, but *highly* recommended.

7. Information about vaccine-preventable diseases.

Information about each of the relevant vaccine-preventable diseases are included in the employment packages with an infectious diseases fact sheet from the Queensland Health website (www.health.qld.gov.au).

8. Vaccine refusal and medical contraindication to vaccination

If a student has trained at a centre unaware of an outbreak the following procedures apply. This policy states how the risks associated with vaccine refusal, medical contraindication to vaccination and the period during which immunity if developing following vaccination will be managed.

Control options include:

- For vaccine refusal, require the student to consult with a medical practitioner to ensure that they are fully informed about the medical risks. Consider developing a standard doctor's letter to verify that this has occurred and file the letter in the student's file.
- Instruct the student in the relevant infection control policies and practices to protect against exposure. This should be based on how each infectious disease is spread, ie contact, droplet or airborne transmission.
- Advise the student that they may be excluded from practicum at that location in the event of an outbreak of a vaccine-preventable disease.
- In the event of an outbreak of a vaccine-preventable disease we would:
 - Immediately contact the Public Health Unit.
 - Exclude the student on the advice of the Public Health Unit to prevent further spread of infection.
 - Seek prompt advice from the Public Health Unit about whether post-exposure prophylaxis (PEP) is indication. PEP is a medication given to a non-immune person following an exposure to an infectious disease to prevent infection or reduce the severity of the disease. It usually requires to be given soon after exposure to be effective. PEP is currently available for some (but not all) of the relevant vaccine-preventable diseases in childcare setting including Hepatitis A: PEP or normal human immunoglobulin within 2 weeks of exposure. Measles: PEP or MMR vaccine within 72 hours of exposure or normal human immunoglobulin within 7 days of exposure. Varicella-zoster: PEP of varicella-zoster immunoglobulin within 96 hours of exposure

for high-risk persons (eg non-immune pregnant workers). Pertussis: PEP of a 7 day course of antibiotics.

9. Risks to others

This policy applies to students, trainees and volunteers.

OCCUPATIONAL INFECTION RISKS AND PREGNANCY IN CHILD CARE

1. Workplace health and safety obligation

Australian Institute of Early Childhood Studies has an obligation under the *Workplace Health and Safety Act 1995* to ensure that pregnant workers and others are not exposed to risks to their health and safety arising from infectious diseases.

As a part of course requirements you will be required to complete "practicum" in various child care settings more than likely at many different locations. All students must be informed and aware of infection risks and pregnancy

2. Infection risks and pregnancy

This policy identifies the infectious diseases that pose a risk to pregnant childcare workers. These include

- 2.1. Rubella
- 2.2. Varicella (chickenpox)
- 2.3. Cytomegalovirus (CMV)
- 2.4. Parvovirus B19 (Slapped cheek syndrome).

3. Information about infection risks and pregnancy

Australian Institute of Early Childhood Studies provides students who are pregnant or who are planning pregnancy with an information package using infectious disease fact sheets from the Queensland Health website (www.health.qld.gov.au).

4. Risk control

The policy will state how the risks associated with each of these infectious diseases will be controlled. This will be based on how each infectious disease is spread, ie contact, droplet or airborne transmission. **Under the Workplace Health and Safety rules, pregnant students will be excluded from working with children under the age of 3 years.**

If a student is required to be trained/assessed in a child care centre, in a room where the age group is under the age of three years, the student must approach their Trainer/Assessor to organize alternate assessment arrangements.

4.1 Rubella

Rubella is vaccine-preventable and therefore the risk is managed as per the staff immunization policy. In addition, students are advised to discuss rubella risks with their medical practitioner prior to becoming pregnant, and seek a blood test to confirm their immunity. The institute will exclude non-immune pregnant students from centre based work during an outbreak or rubella and ensure prompt medical referral.

4.2 Chickenpox

Chickenpox (varicella) is vaccine-preventable and therefore the risk is managed as per the staff immunization policy. The Institute will exclude non-immune pregnant students from

centre based work during an outbreak of chickenpox and ensure prompt medical referral for assessment of post-exposure prophylaxis (PEP of varicella zoster immunoglobulin within 96 hours of exposure).

4.3 Cytomegalovirus

Control measures for CMV include:

- Students who are pregnant or planning pregnancy to discuss CMV risks with their medical practitioner.
- We encourage/require pregnant students to seek a blood test from their medical practitioner to determine if the worker has previously been infected with CMV. Previous infection will not protect against re-activation of infection during pregnancy or re-infection with a different strain, however the risk to the unborn baby is significantly lower than with a primary infection during pregnancy. Consider developing a standard doctor's letter requesting that the doctor discusses CMV risks with the pregnant students and conducts a CMV blood test.
- We instruct students in safe work practices to protect against infection. This includes instructing workers on protecting themselves against contact with urine and saliva, including hand washing and hygiene, covering cuts, not kissing children on the mouth, wearing disposable gloves where contact with urine and saliva is likely (eg changing nappies, cleaning potties, feeding babes), and regular cleaning of toys, equipment and the work environment.
- We relocate pregnant students to work with the over-two years olds because contact with urine and saliva will be reduced. If this is not practical, seek advice from a medical practitioner about whether the student should have occupational contact with the under two year olds during her pregnancy.

4.4 Parvovirus B19

Control measures for parvovirus B19 include:

- We instruct students in safe work practices to protect against infection. This includes instructing students on protecting themselves against contact with respiratory secretions, including hand washing and hygiene, teaching children cough etiquette and respiratory hygiene and hygienic handling and disposal of soiled tissues.
- Children who are infected with parvovirus B19 are not considered infectious once the rash appears. However, during an outbreak there may be other children at the facility who are infectious but who have not yet developed a rash.
- In the event of an outbreak, require pregnant students to consult with a medical practitioner to assess immunity via blood test. Previous infection will protect against further infection. If a pregnant student is non-immune, seek advice from the medical practitioner about whether the student should have child contact during an outbreak.

5. Risks to others

This policy also applies to students, trainees and volunteers.

For further information please visit www.health.qld.gov.au or contact:

Occupational Health Unit
Workplace Health and Safety Queensland
Tel: (07) 3247 9400
Email: tricia.coward@dir.qld.gov.au

RELEVANT LEGISLATION TO ASSIST WITH YOUR STUDIES:

Acts that may impact on your studies with the Australian Institute of Early Childhood Studies may include:

- Child Care Act 2002
- Child Care (Child Care Centres) Regulations 2003
- Child Protection Regulations 2000
- National Childcare Accreditation Council Standards
- Child Protection Act 1999
- Workplace Health and Safety Act 1995
- Freedom of Information Act 1992
- Privacy Act 2000
- www.foodstandards.gov.au

- Anti Discrimination Act 1991 (racial vilification and disability discrimination)
- Equal Opportunity in Public Employment Act 1992
- Vocational Education, Training and Employment Act 2000:
www.detir.qld.gov.au/vetinfo
- Copyright Act: www.copyright.org.au

QUEENSLAND:

- Child Care Act 2002
- Child Care (Child Care Centres) Regulations 2003

- Child Protection Regulations 2000
- Commission for Children and Young People and Child Guardian Act
- Legislative and regulatory requirements QLD: www.training.qld.gov.au

NEW SOUTH WALES:

- Children and young person's (care and protection) Act 1998
- Legislative and regulatory requirements NSW: www.det.nsw.edu.au

SOUTH AUSTRALIA:

- Children's Services Act 1996
- Children's Protection Act 1999
- Legislative and regulatory requirements South Australia: www.dfeest.sa.gov.au

VICTORIA:

- Children's and Young Persons (general) regulations 2001
- Children's Services Act 1996
- Children's Services Regulations 1998
- Legislative and regulatory requirements Victoria: www.otte.vic.gov.au

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RULES

The Australian Institute of Early Childhood Studies aims to provide students with the opportunity to study learn and develop skills in a safe and supportive educational and social environment. As a student you will have rights and responsibilities.

WHEN YOU SIGN YOUR STUDENT ENROLMENT FORM, AND FURTHERMORE THE STUDENT INFORMATION ACCEPTANCE FORM, YOU AGREE TO FOLLOW AUSTRALIAN INSTITUTE OF EARLY CHILDHOOD STUDIES STUDENT RULES.

Privacy and personal information protection in the Australian Institute of Early Childhood Studies

When you enrol at the Australian Institute of Early Childhood Studies you may be assured that the personal information you provide is protected under the Privacy and Personal Information Protection Act. This Act imposes obligations on the Australian Institute of Early Childhood Studies in their collection, storage, use and disclosure of your personal information.

We are obliged to tell you the purpose of collecting personal information, who receives this information and where it is held. We must also provide for your ongoing rights to access this information about yourself and make corrections.

We are also obliged to protect your personal and private information and not disclose it without your knowledge and approval. Information we ask you to provide will only be necessary for the purposes of your course enrolment, learning, assessment, and study records.

Access to Records

Students may access their own personal records by submitting a written request to the Australian Institute of Early Childhood Studies. Within 14 days of receipt, and after verification that the records are for the individual submitting the written request, records will be made available to the student.

Only authorised personnel within the Australian Institute of Early Childhood Studies may access student records. Trainers and Assessors only have access to records for students for whom they are responsible for either training or conducting assessments. They cannot access any other student records. Administration staff access student records to ensure records are maintained and up to date as required (eg when entering computer data, and preparing or entering information into files for a student, to issue qualifications or in response to a written request by the student for information). The Business Manager, and Auditors have access to student records in relation to conducting audits and ensuring records are maintained and stored as required by the Australian Institute of Early Childhood Studies policies and procedures. All authorised personnel are required to ensure information is kept confidential

and is only accessed in the course of their duties. No information is released to any other person without the express written permission of the student.

Change of Personal Details

It is your responsibility to notify the Australian Institute of Early Childhood Studies if you change your name or address after enrolment. This is critical to receive important information from Australian Institute of Early Childhood Studies (e.g. Results of Assessments). There is a 'Student Change of Address Notification' included in the Student Handbook for this purpose.

Mobile Phones and Pagers

The Australian Institute of Early Childhood Studies also make provision for all students to have equal access to learning opportunities and prohibits behaviour that disrupts the learning of others, prevents staff from performing their duties or interferes with the conduct of classroom operations. Mobile Phones and Pagers should be turned off before entry into classrooms or any training/assessment environment unless prior arrangements have been made with the Trainer or person in charge.

Only in emergencies will permission be given for mobile phones or pagers to be left on in classrooms or any training/assessment environment. Should permission be granted, student must leave the room to answer calls.

Copyright

All textual material printed and issued by the Australian Institute of Early Childhood Studies is copyright. Written permission from the Australian Institute of Early Childhood Studies must be obtained prior to photocopying materials.

Drugs, Alcohol and Articles Considered Dangerous

The Australian Institute of Early Childhood Studies prohibits the use of illegal drugs, the consumption of alcohol, and the possession of prohibited or dangerous articles at any course being run by the Australian Institute of Early Childhood Studies. The penalties for serious misconduct range from exclusion from the Australian Institute of Early Childhood Studies for a period of time to 'Removal of Academic Privilege'.

Examinations / Course Assessments and Results

You are entitled to sit for your examination/assessment in conditions, which are free of disruption from supervisors and other students, except where the supervisor is conveying information relevant to the conduct of the assessment. If you engage in disorderly, offensive or aggressive conduct towards the supervisor or other students, you can be told to leave the assessment room/area, and may be deemed 'not competent' in the assessment by the Australian Institute of Early Childhood Studies.

Malpractice is where any action taken by a person gives that person, or another person, an unfair advantage, or disadvantages another person in any assessment situation, including an examination.

If you engage in malpractice, such as copying, using unauthorised notes or aids, or exposing your worked papers so that another student may copy them, you will be liable to disciplinary action. The penalties for malpractice in an assessment range from 'not competent' in the subject being assessed to exclusion from Australian Institute of Early Childhood Studies for a specific period of time.

Cheating

A student shall not cheat or attempt to cheat in any assessment.

A person whether a student or not, shall not do anything intended to assist any other person sitting an assessment to cheat or otherwise defeat the purpose of the assessment. Where a supervisor believes that a student is cheating, the student will be instantly informed of such but allowed to finish the assessment. The assessment supervisor is to prepare a written report on the alleged cheating and attach the report to the student's assessment paper. The matter should then be referred to the Business Manager for appropriate action as outlined in disciplinary action.

MISCONDUCT

Misconduct of a Student is any behaviour which:

- Disrupts the learning of others
- Prevents staff members from performing their duties
- Endangers the health and safety of staff or student
- Interferes with the conduct of Australian Institute of Early Childhood Studies operations

The following examples of behaviour would constitute misconduct if a student participated in the following:

Vandalism / Theft

Defaced equipment, furniture or fixtures on premises under the control of the Australian Institute of Early Childhood Studies
Was caught stealing

Safety / Hygiene:

Did not wear appropriate safety clothing or used safety equipment inappropriately
Refused to follow safety or hygiene regulations

Failure to Comply With Directions:

Refused to obey emergency procedures
Smoked a cigarette in a non-smoking designated building
Refused to obey teacher/supervisor direction when given for safety of class
Disrupted others learning

Cheating / Plagiarism:

Was caught cheating in an assessment/examination
Plagiarised another person's work

Verbal Abuse:

- Shouted at a member of staff, student or other person
- Used inappropriate or offensive language, signs or body gestures
- Used language to threaten a member of staff

Physical abuse:

- Became involved in a physical argument
- Became involved in a behaviour not appropriate to surroundings
- Used physical threatening actions to intimidate or assault another student or a staff member

Alcohol / Drugs:

- Drinking an alcoholic drink on premises under the control of the Australian Institute of Early Childhood Studies
- Intoxicated and disorderly on premises under the control of the Australian Institute of Early Childhood Studies
- Engaging in the taking or selling of drugs

Weapons:

- Carried a weapon on their person onto the premises under the control of the Australian Institute of Early Childhood Studies
- Used an object as a weapon to threaten or intimidate another person on premises under the control of the Australian Institute of Early Childhood Studies

Exposure / Decency:

- Acted in a lewd way
- Engaged in sexual behaviour

Misconduct is a disciplinary offence and includes but is not limited to:

1. Wilfully obstructing or disrupting any Australian Institute of Early Childhood Studies meeting, activity, class or assessment
2. Wilfully carrying out behaviour that may be detrimental to the health and safety of other student or staff
3. Any form of harassment, whether based on gender, race, age, sexual preference or religious belief
4. Wilfully damaging or wrongfully dealing with any Australian Institute of Early Childhood Studies property, or the property within premises under the control of the Australian Institute of Early Childhood Studies of any person
5. Assaulting or attempting to assault any person within the Australian Institute of Early Childhood Studies
6. Drunken and disorderly behaviour on premises under the control of Australian Institute of Early Childhood Studies
7. Cheating and plagiarism
8. Making a false representation as to a matter affecting student status
9. Breach any rules relating to conduct of assessment

10. Any indictable offence which impinges on Australian Institute of Early Childhood Studies operations
11. Possession of prohibited or dangerous articles
12. Breaching Workplace Health & Safety responsibilities

DISCIPLINARY ACTION

Disciplinary action will be taken and you may be penalised if you act in a way contrary to the student rules of Australian Institute of Early Childhood Studies.

You can appeal against certain penalties. (Refer to Grievance Procedure and/or Appeal Procedure) Your penalty might then be reduced, removed, or increased

Consequences of Misconduct:

If the student is a trainee, any disciplinary action or recommendations MUST be made with due regard to the provisions of the Vocational Education, Training and Employment Act 2000.

The following conditions apply to students who are not trainees.

If the student has acted in, or engaged in any misconduct other than 'Serious Misconduct' the following steps shall be taken.

In the 1st instance (a first offence) a verbal warning shall be issued and counselling shall be provided to the student advising of the repercussions of their actions should they continue. A record of this verbal warning and counselling shall be documented, dated and signed by the person issuing the warning/counselling and also the student receiving the disciplinary action and this record shall be placed in the student file.

2nd Offence – A Formal written warning will be issued to the student advising them of impending removal of academic privilege if the behaviour continues and there is a need to discipline a 3rd time. A record of this written warning shall be documented, dated and signed by the Business Manager, the person issuing the warning/counselling and also the student receiving the disciplinary action and this record shall be placed in the student file.

3rd Offence will result in the removal of academic privilege by the Australian Institute of Early Childhood Studies.

The student will be advised of a time to attend a meeting with the Business Manager and the person issuing the disciplinary action. The student will be provided with the reason for this disciplinary action in writing, and any comments the student makes in relation to the misconduct should be documented. A copy of this record shall be dated and signed by the Business Manager, the person issuing the disciplinary action and also the student receiving the disciplinary action and this record shall be placed in the student file.

If the student has acted in, or engaged in any '**Serious Misconduct**' the following steps shall be taken:

1. The student shall be immediately suspended for 24 hours from attendance at class.
2. The supervisor/Trainer shall advise the Business Manager immediately and provide a written statement, which details the circumstance of the student suspension.
3. The student will be advised of a time to attend a meeting with the person issuing the disciplinary action and the Business Manager.
4. The student will be provided with the reason for this disciplinary action in writing, and any comments the student makes in relation to the misconduct, along with the disciplinary action taken as a result should be documented. A copy of this record shall be dated and signed by the Business Manager, the person issuing the disciplinary action and also the student receiving the disciplinary action and this record shall be placed in the student file.
5. The student shall also be advised in relation to their right of appeal against certain penalties.
6. The Business Manager shall give the student a reasonable opportunity to be heard in relation to the misconduct and may then either:
 - Modify or dismiss the charge
 - Reprimand and warn the student against repetition of the breach of discipline
 - Suspend the student for a period not exceeding 14 days, which shall include any period of suspension.
 - Remove Academic Privilege

CODE OF ETHICS

A Code of Ethics is a set of statements about appropriate and expected behaviour of members of a professional group and, as such, reflects its values. The Code that follows was developed by a National Working Party of the Australian Early Childhood Association, with considerable input from the field, and therefore, is a Code that is owned by the field and not imposed upon it.

The Code has been developed to inform and guide the decisions and behaviour of all personnel involved, both directly and indirectly, in the provision of early childhood services for children, and daily contact with children and their families. The Code is also intended as a guide for those who work in other capacities, for example as tertiary educators, administrators, policy makers and advisory staff. Their work impacts significantly on the ethical behaviour of early childhood personnel in the field.

Young children are especially vulnerable. They have little power over their lives and few skills with which to protect themselves. This places early childhood personnel in a relationship of special trust, one that is powerful, important and easily violated. The vulnerability and powerlessness of young children and the recognition of the multi-faceted dimensions of the role of early childhood personnel serves to highlight the special importance of a Code of Ethics. As early childhood personnel carry out their work with and on behalf of young children and their families, they often face situations that involve a conflict of their responsibilities and professional values. A Code of Ethics is not intended to, and could not possibly, provide easy answers, formulae or prescriptive solutions for the complex professional dilemmas they face in their work. *It does provide a basis for critical reflection, a guide for professional behaviour, and some assistance with the resolution of ethical dilemmas.

Adherence to this Code necessarily involves a commitment to:

- Viewing the well-being of the individual child as having fundamental importance;
- Acknowledging the uniqueness of each person;
- Considering the needs of the child in the context of the family and culture, as the family has a major influence on the young child;
- Taking into account the critical impact of self-esteem on an individual's development;
- Basing practice on sound knowledge, research, theories, while at the same time recognising the limitations and uncertainties of these;
- Working to fulfil the right of all children and their families to services of high quality.

I. In relation to CHILDREN, I will:

1. Acknowledge the uniqueness and potential of each child.
2. Recognise early childhood as a unique and valuable stage of life and accept that each phase within early childhood is important in its own right.
3. Honour the child's right to play, in acknowledgement of the major contribution play makes to development.
4. Enhance each child's strengths, competence and self-esteem.
5. Ensure that my work with children is based on their interests and needs and lets them know they have a contribution to make.

6. Recognise that young children are vulnerable and use my influence and power in their best interests.
7. Create and maintain safe healthy settings that enhance children's autonomy, initiative, self worth, respect and dignity.
8. Help children learn to interact effectively, and in doing so, learn to balance their own rights, needs and feelings with those of others.
9. Base my work with children on the best theoretical and practical knowledge about early childhood as well as on particular knowledge of each child's development.
10. Respect the special relationship between children and their families and incorporate this perspective in all my interactions with children.
11. Work to ensure that young children are not discriminated against on the basis of gender, age, race, religion, language, ability, culture or national origin.
12. Acknowledge the worth of the cultural and linguistic diversity that children bring to the environment.
13. Engage only in practices that are respectful of and provide security of children and in no way degrade, endanger, exploit, intimidate, or harm them psychologically or physically.
14. Ensure that my practices reflect consideration of the child's perspective.

II. In relation to FAMILIES, I will:

1. Encourage families to share their knowledge of their child with me and share my general knowledge of children with them so that there is mutual growth and understanding in ways that benefit the child.
2. Strive to develop positive relationships with families that are based on mutual trust and open communication.
3. Engage in shared decision making with families.
4. Acknowledge families' existing strengths and competence as a basis for supporting them in their task of nurturing their child.
5. Acknowledge the uniqueness of each family and the significance of its culture, customs, language and beliefs.
6. Maintain confidentiality.
7. Respect the right of the family to privacy.
8. Consider situations from each family's perspective, especially if differences or tensions arise.
9. Assist each family to develop a sense of belonging to the services, which their child participates.
10. Acknowledge that each family is affected by the community context in which it operates.

III. In relation to COLLEAGUES, I will:

1. Support and assist colleagues in their professional development.
2. Work with my colleagues to maintain and improve the standard of service provided in my work place.
3. Promote policies and working conditions that are non-discriminatory and that foster competence, well-being and positive self-esteem.

4. Acknowledge and support the use of the personnel and professional strengths, which my colleagues bring to the work place.
5. Work to build an atmosphere Of trust, respect and candour by:
 - a. Encouraging openness and tolerance between colleagues.
 - b. Accepting their right to hold different point of views.
 - c. Using constructive methods of conflict resolution, and
 - d. Maintaining appropriate confidentiality.
6. Acknowledge the worth of the cultural and linguistic diversity, which my colleagues bring to' the work place.
7. Encourage my colleagues to accept and adhere to this code.

IV. In relation to the COMMUNITY AND SOCIETY, I will:

1. Provide programmes, which are responsive to community needs.
2. Support the development and implementation of laws and policies that promote the well-being of children and families and that are responsive to community needs.
3. Be familiar with and abide by laws and policies that relate to my work.
4. Work to change laws and policies that interfere with the well-being of children.
5. Promote co-operation among all agencies and Professions working in the best interests of Young children and families.
6. Promote children's best interests through community education and advocacy.

V. In relation to MYSELF AS A PROFESSIONAL, I will:

1. Update and improve my expertise and practice in the early childhood field continually through formal and informal Professional development.
2. Engage in critical self-reflection and seek input from colleagues.
3. Communicate with and consider the views of my colleagues in the early childhood profession and other professions.
4. Support and research to strengthen and expand the knowledge base of early childhood and where possible initiate, contribute to and facilitate such research.
5. Work within the limits of my professional role and avoid the misrepresentation of my professional competence and qualifications.
6. Work to complement and support the child rearing function of the family.
7. Be an advocate for young children, early childhood services and my profession.
8. Recognise the particular importance of formal qualifications in early childhood studies, along with personal characteristics and experience, for those who work in the early childhood profession.
9. Act in the community in ways that enhance the standing of the profession.

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The AECA Code of Ethics was developed by a National Working Party consisting of Anne Stonehouse (Convenor), Margaret Clyde, Barbara Creaser, Lyn Fasoli, Barbara Piscitelli and Christine Woodrow.