Suzan Johnston
TRAINING ORGANIZATION

2026
STUDENT HANDBOOK
VICTORIA

CHC50125 Diploma of Early Childhood Education and Care

Course Duration:
Self-Paced Online: 9 – 18 Months

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ABOUT THE SUZAN JOHNSTON TRAINING ORGANIZATION

Welcome to the Suzan Johnston Training Organization (Suzan Johnston Australia) and to the **CHC50125 Diploma of Early Childhood Education and Care.**

Suzan Johnston Australia prides itself on a long history of delivering training services that enhance self-esteem, while inspiring and empowering graduates to achieve greater personal and business goals in their future.

Our **Client Service Charter** outlines our commitment to you.

OUR CLIENT SERVICE CHARTER

Our aim

To deliver high quality, relevant and effective training services in a safe and supportive environment that encourages students to achieve their potential, supported by qualified trainers with extensive industry skills and current experience.

Our values

In providing our training services, we value:

- Meeting the diverse needs of our student community
- The professionalism of our staff
- Communication – both ways
- Feedback - both positive and constructive
- Our supportive environment and approachability
- Mutual respect for staff and clients

Our service standards

We will at all times:

- Treat all parties with courtesy and respect
- Be fair and reasonable
- Strive for excellence in our services
- Take responsibility for our actions
- Provide clear, accurate, timely and relevant information
- Be sensitive to issues of diversity

Our product standards

We will deliver:

- Exemplary training from industry experienced professionals
- Nationally recognised training and qualifications
- Job-ready training
- Value-adding non-accredited training programs
- Learning support and assistance
- Practical placement and job placement assistance

CHC50125 DIPLOMA OF EARLY CHILDHOOD EDUCATION AND CARE

The CHC50125 Diploma of Early Childhood Education and Care includes (15) units of competency. These units have been designed to equip students with the necessary skills, qualifications and confidence to gain employment in a wide variety of positions, including:

- Child care educator in a child care centre
- Child care educator in a kindergarten/pre-school
- Centre manager/director
- Authorised supervisor
- Group/team coordinator/leader
- Program leader
- Owner – child care centre or family day care
- Manager – before/after school hours care program
- Professional nanny within Australia or overseas
- Play group supervisor

Suzan Johnston Australia offers a professional employment service to employers and our childcare students. Many employers contact our college every year requesting one of our students to fill a vacancy within their firm.

Naturally, we cannot guarantee employment. It is essential that students remain proactive in employment endeavors by regularly monitoring relevant employment websites and contacting prospective employers promptly.

OUR ACCREDITATION

NATIONALLY RECOGNISED TRAINING

Suzan Johnston Australia is a Registered Training Organization (RTO No. 170) and is approved to deliver the nationally recognised CHC50125 Diploma of Early Childhood Education and Care of the Australian Qualifications Framework. All registered training providers across Australia will automatically recognise these qualifications issued by Suzan Johnston Australia through the process of national recognition.

CERTIFICATION

Upon successful completion of the all the required training and assessment activities, students are eligible for a Nationally Recognised **Certificate of Qualification (CHC50125 Diploma of Early Childhood Education and Care)**. Please note, for the Certificate of Qualification to be issued, student files need to be deemed 'complete' by our Office Manager. Once this occurs a certificate will be issued within **thirty (30) days.**

Upon partial completion of the required training and assessment activities, students will be eligible for a **Statement of Attainment**. This document will confirm what parts of the course were successfully completed. This statement can be used at a later date to claim credit should students wish to return to studies.

If required a copy of the following qualifications can be issued/re-issued in the future:

- Statement of Attainment
- Certificate of Qualification
- *Transcript of Results.

Re-issuance of any qualification will incur a $25.00 administration fee.

* Transcripts of results for nationally recognised training are also available through the Australian Government's USI (Unique Student Identifier) portal. Students can log in to their USI account at https://www.usi.gov.au to view and download an official record of their completed qualifications and statements of attainment for any training completed after 2015.

COURSE FEES & PAYMENT PLANS

COURSE OPTIONS	COURSE FEE & PAYMENT PLAN
FEE FOR SERVICE	**FULL COURSE FEE:** **$4,800.00** **PAYMENT PLAN:** • **$880.00 00.00 deposit upon enrolment** (this includes a booking fee plus payment for your first unit) • **$280.00 per unit** for each of the remaining 14 units (payable when you commence each new unit)

PLEASE NOTE:

Course fees are not dependent on participation in training and assessment activities; they are due and payable for each unit in which the student is enrolled. Fees must be paid on a unit-by-unit basis. Failure to meet these payment requirements will result in postponement of access to further training and assessment (including placement sign-off) for the relevant unit(s) until fees are paid.

Should you have any queries regarding your fees, please contact CEO - Donna Leigh.

OTHER COURSE REQUIREMENTS

Working with Children Check

During the course students will participate in industry placement/work experience. Government Legislation requires students to have completed a **Working with Children Check** prior to the commencement in this placement.

To apply for a Working with Children Check, please visit:
https://www.workingwithchildren.vic.gov.au/individuals/applicants/how-to-apply

COVID Vaccination

While no longer mandated, individual services have the choice to require their staff (including placement students) to be vaccinated. This is a decision that is made at a local level based on the requirements of each service.

Source: https://www.coronavirus.vic.gov.au/covidsafe-settings-guidance-ecec

'Foundations of Child Safety' Training Requirement – Prior to Practical Placement (no charge)

Before commencing placement, all students must complete the mandatory National Child Safety (Geccko)Training hosted on the Australian Government's Geccko online learning platform https://learning.education.gov.au/. The training is fully online, self-paced and accessed via an individual Geccko account linked to a personal email address. We offer optional support sessions to assist students with registering for Geccko. Evidence of completion must be provided to us prior to placement.

EQUIPMENT REQUIREMENTS

- Home computer/laptop with a camera
- Access to the Internet
- Telephone/mobile

UNIQUE STUDENT IDENTIFIER

Students undertaking nationally recognised VET courses need to apply for a **Unique Student Identifier (USI)** which must be provided to Suzan Johnston Australia management upon commencement. Under legislation, Suzan Johnston Australia cannot issue a Statement of Attainment or a Certificate of Qualification to a student without a verified USI.

What is a USI? https://www.usi.gov.au/about-us
For VET students, the USI gives you access to an online record of your nationally recognised training in the form of a VET transcript. This can be used when:

- applying for a job
- seeking a credit transfer
- demonstrating pre-requisites when undertaking further training.

The USI consists of 10 alpha-numeric characters (For example: 3AW88YH9U5).

- To create a USI, please visit: https://www.usi.gov.au/students/how-do-i-create-usi.

If students are unable to create a USI, they can authorise Suzan Johnston Australia to apply for one on their behalf (consent from a parent or legal guardian is not required).

Personal details will be protected from misuse or unauthorised access by the Privacy Act 1988 (Cth) and the Student Identifiers Act 2014. Suzan Johnston Australia will not use or disclose these details to a third party except where required by law.

For further information about Unique Student Identifiers, including access, correction and complaints, go to Australian Government USI website.

VICTORIAN STUDENT NUMBER (FOR STUDENTS AGED 24 YEARS AND UNDER)

Upon commencement, the Department of Jobs, Skills, Industry and Regions will issue Suzan Johnston Australia with a copy of a student's **Victorian Student Number (VSN).**

The VSN is a centrally allocated nine-digit number, used by the Government to track educational history (where/when/what was studied). The VSN number will be used for education purposes only and will not be shared with external parties.

The Victorian Student Number (VSN) will be made available upon request.

CANCELLATION OF ENROLMENT

To be eligible for a refund of deposit monies, a student must formally (i.e., in writing) cancel their booking a minimum of four (4) weeks before the commencement of the nominated course. In this instance, the college will retain a booking fee of $150.00 (to cover administrative costs) and will refund the balance of deposit fees within seven (7) days.

WITHDRAWAL ONCE THE COURSE HAS COMMENCED AND REFUNDS (FEE FOR SERVICE STUDENTS)

Students contemplating withdrawal and discontinuation of enrolment are encouraged to discuss their decision with their trainer/assessor.

If a student wishes to withdraw from the course after commencement, notification MUST be provided in writing by completing and signing the **Application for Withdrawal** form and **Application for Refund** (if applicable). Documents must be submitted to Suzan Johnston Australia management within **seven (7) days** of the withdrawal.

The required payment plan upon withdrawal is as follows:

- Pay any outstanding fees for training services already delivered up to the date of withdrawal.

A Statement of Attainment will be issued for any Units of Competency that have been successfully completed before the withdrawal.

Once withdrawn from the course, the student file (i.e., attendance records, fee card, Training Plan Schedule, letter of withdrawal, completed assessment tasks etc.) will be placed on the Suzan Johnston Australia **hold file**.

Once placed on hold, the student can recommence their studies at a future date. In this instance any monies already paid (as detailed above) will be deducted from the cost of the new course.

Please note that the maximum period that a course/studies can be placed on hold is **twelve (12) months**. After this period of time the enrolment will be cancelled, and the student will need to resubmit a new enrolment form for the new course and will be required to pay the full course price for the new enrolment.

WITHDRAWAL ONCE THE COURSE HAS COMMENCED AND REFUNDS (GOVERNMENT FUNDED PRE 2026)

If a student wishes to withdraw from the course after commencement, written notification is required by completing the **Application for Withdrawal** form. This document must be submitted to Suzan Johnston management immediately upon the withdrawal.

Important: Once the course has been commenced, the Tuition Fee remains fully payable, and the student is **not eligible for a refund.**

Upon withdrawal the student will be required to pay any residual/outstanding Tuition Fee.

A Statement of Attainment will be issued for any Units of Competency that have been successfully completed before the withdrawal.

Should a student wish to recommence their studies at a future date, they will need to resubmit a new Enrolment Form and pay the full Tuition Fee for the course.

IMPORTANT: SUBMISSION OF ASSESSMENT MATERIALS

Accordingly, upon withdrawal from the course, it is a requirement that **ALL ASSESSMENT DOCUMENTATION** (complete or incomplete) be immediately returned to Suzan Johnston Australia.

TRANSFERRING TO OTHER COURSES (FEE FOR SERVICE AND GOVERNMENT FUNDED STUDENTS)

Students are able to transfer their enrolment to an alternate course and/or commencement date. Transferring to another intake may require a new Training Plan Schedule.

PRE-TRAINING REVIEW

Suzan Johnston Australia is committed to ensuring, as much as possible, that students enrolled in Suzan Johnston training courses are given the opportunity to learn, based on their current language, literacy and numeracy skills and have access to the support services they may need while studying.

Prior to formal enrolment into an accredited course, all potential students are required to participate in a formal Pre-Training Review.

The Pre-Training Review aims to collect relevant information on the student's:

- Interests/Aspirations – to determine if the course meets their future employment or study opportunities
- Experiences – work and study
- Prior qualifications – to identify any exemptions for a unit of competency
- Technology access – to ensure they have the required equipment for the course
- Digital Awareness & Capability
- Communication skills
- Support requirements

The Pre-Training Review encourages students to indicate if they have ever encountered any barriers or difficulties in learning or if they are aware of any LLN or digital limitations that may inhibit their ability to complete their course successfully.

The student's completion of the Pre-Training Review enables Suzan Johnston Australia to develop a student profile that will assist management and trainers/assessors to better understand each student's capabilities and to ensure that the qualification and mode of delivery they seek to undertake is suitable and appropriate for their individual needs.

Refer to the section Recognition of Existing Skills and Knowledge for further details on RPL and Credit Transfers.

This Pre-Training Review includes an online language, literacy and numeracy (LLN) assessment and also encourages students to indicate if they have ever encountered any learning barriers, LLN limitations and/or if they are aware of any other issues that may inhibit their ability to successfully complete their course (e.g., illness, physical injuries, a planned break from studies, a language barrier etc.)

ASSESSMENT OF LANGUAGE, LITERACY AND NUMERACY (LLN)

As part of the Pre-Training Review, each student's Language, Literacy & Numeracy (LLN) capacity is established via an online LLN Assessment. The online LLN Assessment establishes a student's capacity across the following five (5) core skills:

- Learning
- Reading
- Writing
- Oral Communication
- Numeracy.

The training course includes the necessary language, literacy and numeracy tasks, which require the ability to:

- Read documents relevant to the subject matter of the course of study
- Interpret graphs and charts that relate to course content
- Perform simple but related calculations and measurement in course related contexts
- Write sufficiently to undertake a career within the industry/profession being studied.

The Suzan Johnston CHC50125 Diploma of Early Childhood Education and Care provides materials, resources, assessment tools and tasks that do not require our students to have language, literacy and numeracy skills of more complexity than those used in the workplace and for the competencies being delivered and assessed.

ENTRY REQUIREMENTS

The **minimum entry LLN requirements** for the CHC50125 Diploma of Early Childhood Education and Care are as follows:

Core Skills	Learning	Reading	Writing	Oral Communication	Numeracy
Minimum entry requirement	2	3	2	2	2

INABILITY TO MEET MINIMUM ENTRY REQUIREMENTS

If the minimum entry requirements are not met, we will endeavour to refer prospective students to external providers that can assist in the development of the required core skills, improving the student's ability to meet our entry requirements in the future.

Please note: External training to develop the required core skills will incur fees as determined by the individual institution/s and/or may affect the students' access to further funding eligibility.

Should it be identified that a student has LLN needs **that we can reasonably and professionally support**, a **Student Support Profile** will be generated.
The respective trainers/assessors will review the Student Support Profile and discuss support strategies with the student.
As each student advances through their studies in the course, trainers/assessors will continue to monitor their progress - ensuring that the support services that are being provided remain suitable and/or adequate.

If necessary, the student may also be required to undertake a follow-up LLN test to determine the effectiveness of the learning support and the progress made.

STUDENT SUPPORT AND ENGAGEMENT

STUDENT SUPPORT

Suzan Johnston Australia provides ongoing support and assistance to students as required to ensure their success. Students are provided with direct access to trainers/assessors for guidance and support throughout their course. This includes:

- Via email and/or telephone
- Via zoom during pre-arranged appointments
- Scheduled weekly group support sessions (attendance optional). This is an allocated time allocated this time exclusively to support students with the unit's training information, learning activities, assessment tasks and/or practical

placement queries. Alternatively, trainers/assessors can arrange specific student support sessions for individual students at a conveniently mutual time.

Students are advised if they need to speak to a trainer/assessor urgently, they are to contact the Suzan Johnston Australia office during business hours.

Additionally, Suzan Johnston Australia offers opportunities for students to seek support and flexibility in their learning by offering the following:

- Additional training, support and assistance
- Scheduling of additional Student Support Sessions
- Flexibility for students to repeat units and/or assessments
- Special Consideration and/or reasonable adjustments to assessments
- Time extensions for work requirements and/or assessments
- Special arrangements with Practical Placement hosts
- Access to recordings of Zoom classes
- Teaming students with a learning buddy/study group
- Adjustment to the course schedule and duration i.e., slowing delivery so course is delivered over a longer period
- Referral to an appropriate support service for students requiring counselling or welfare support services

STUDENT WELFARE/SUPPORT

Suzan Johnston Australia does not offer a student counselling service; however, it can assist by directing the student to an appropriately qualified professional.

Should students have problems or concerns concerning their training/learning, they are encouraged to consult their trainers/assessors. Alternatively, an appointment can be made with the CEO - Donna Leigh.

MONITORING OF STUDENT PROGRESS

Throughout the course, students are monitored to ensure they are achieving the required skills, knowledge, and competency levels. The trainer/assessor monitors each student, observing their acquisition of skills and knowledge as demonstrated in their ability to participate in discussions, completion of learning activities and submission of assessments. If the trainer/assessor feels that the student is not acquiring the required competency, changes will be made to course schedule and/or additional support provided to ensure the student completes the course with the necessary skills and knowledge to be industry ready.

STUDENT ENGAGEMENT

The following engagement approaches and strategies are in place to ensure our students are supported during their studies:

- Students have clear information about how to access student support

- Learning materials cover all aspects of a unit of competency and all necessary information to enable competency to be achieved
- Learning materials are adaptable to a wide variety of students
- Students are engaged in learning and monitored to ensure they continually progress through their program
- Students are assessed against the unit of competency, and practical skills are assessed via virtual technology (this is dependent on the assessment requirements of the unit)

ORIENTATION

Before commencing the course, students participate in an orientation session. The orientation session includes a brief review of information contained in this Handbook – it is important that you have read this Handbook and are ready with any questions to clarify any areas of concern.

Other information provided will include:

- Expectations of the Early Childhood Education and Care qualification
- Training Plan – Student information, Training Plan Agreement, Unit Submission Policy and RPL & CT forms
- Course Schedule – includes assessment due dates for student guides
- Assessment requirements
- Practical Placement
- Submission and resubmission of assessments
- How to access eBooks
- How to navigate the online Learning Management System (LMS)
- We Transfer
- Zoom overview

LEARNING ACTIVITIES

Students are provided with learning activities to help develop and practice skills which students can work through at their own pace.

Students must complete all learning activities before commencing the assessments. If the student hasn't completed the required learning activities by the due date, they can extend the due dates for the assessments.

All learning activities must be submitted via the LMS and include:

- Student's full name as registered under the USI
- The name of the trainer/assessor

The date the activity is completed (date expressed as day/month/year)

SELF PACED COURSE

For each unit, students are required to:

- Complete the required reading from the learning resource
- Watch pre-recorded Zoom sessions:
    - Learning Content – this includes an introduction to the unit, discussing key skills and knowledge and explaining learning activities
    - Assessment Requirements – this includes explaining the assessment requirements for the Theory and Practical Placement Guides
- Complete and submit **learning activities** before commencing assessments. All learning activities must be submitted via the LMS **before** commencing assessments and must include:
    - Student's full name as registered under the USI
    - The name of the trainer/assessor
    - The date the activity is completed (date expressed as day/month/year)
- Complete theory assessments
- Attend Practical Placement and complete Practical Placement assessments.

DELIVERY SEQUENCE OF UNITS

For details on the delivery sequence and proposed commencement and completion dates for each of the course units, please review the following documentation:

- Training Plan Schedule
- Course Schedule (supplied with the Training Plan Agreement)

Please note: Information on the dates and sequence of units are **subject to amendment.**

ASSESSMENT PROCEDURES

To obtain the CHC50125 Diploma of Early Childhood Education and Care qualification, a student must:

1. Complete all set work within designated time frames.
2. Meet the minimum attendance requirements.
3. Be assessed as competent in all units.
4. Participate in practical placement.
5. Meet the criteria of an assessment within two submissions.
6. Pay all required fees (as outlined in this handbook).

Note: Attendance, completion of learning activities, punctuality, teamwork, attitude and personal organisation skills are very important in addition to achieving the competency level for each unit.

Assessments will take place using several different methods such as:

- Written Assessments
- Written Short Answer
- Practical demonstrations*
- Direct Observation*
- Role-play*

*Methods are observed and assessed by the trainer/assessor and, depending on the assessment conditions, either observed virtually or onsite at the Services workplace.

Students are provided with two attempts to achieve a Satisfactory outcome for each assessment. To be assessed as Satisfactory in the assessment/s, students must:

- Answer all questions correctly
- Satisfy the trainer/assessor that the work submitted is their original work
- Complete the required practical demonstration/role-play

UNIT CODES/TITLES AND ASSESSMENT METHODS

Unit of Competency	Assessment (Observed by the trainer/assessor)	Assessment (Outside of Class/Regulated Children's Education And Care Service in Australia)
BSBTWK502 Manage team effectiveness		▪ Theory Guide ▪ Practical Placement
CHCDIV003 Manage and promote diversity		▪ Theory Guide ▪ Practical Placement
CHCECE041 Maintain a safe and healthy environment for children		▪ Theory Guide ▪ Practical Placement
CHCECE042 Foster holistic early childhood learning, development and wellbeing	Practical Placement: ▪ Planning & Documenting Individual Experiences Child x1 ▪ Task 2: Trainer/Assessor Observation	▪ Theory Guide ▪ Practical Placement
CHCECE043 Nurture creativity in children	Practical Placement: ▪ Creative Opportunities ▪ Task 2: Trainer/Assessor Observation	▪ Theory Guide ▪ Practical Placement
CHCECE044 Facilitate compliance in a children's education and care service		▪ Theory Guide ▪ Practical Placement
CHCECE045 Foster positive and respectful interactions and behaviour in children		▪ Theory Guide ▪ Practical Placement
CHCECE046 Implement strategies for the inclusion of all children		▪ Theory Guide ▪ Practical Placement

Unit of Competency	Assessment (Observed by the trainer/assessor)	Assessment (Outside of Class/Regulated Children's Education And Care Service in Australia)
CHCECE047 Analyses information to inform children's learning		▪ Theory Guide ▪ Practical Placement
CHCECE048 Plan and implement children's education and care curriculum	Practical Placement: ▪ Task 2, Part C: Trainer/Assessor Observation	▪ Theory Guide ▪ Practical Placement
CHCECE049 Embed environmental responsibility in service operations		▪ Theory Guide ▪ Practical Placement
CHCECE050 Work in partnership with children's families		▪ Theory Guide ▪ Practical Placement
CHCECE053 Respond to grievances and complaints about the service		▪ Theory Guide ▪ Practical Placement
CHCMGT003 Lead the work team	Practical Placement: ▪ Part 2: Trainer/Assessor Observation ▪ Part 3: Trainer/Assessor Observation ▪ Part 4: Trainer/Assessor Observation	▪ Theory Guide ▪ Practical Placement ▪ Practical Placement – Simulated Activities
CHCPRP003 Reflect on and improve own professional practice		▪ Theory Guide ▪ Practical Placement

GLOSSARY OF INSTRUCTIONAL TASK WORDS

Your assessment tasks use a range of instructional words – such as 'compare' and 'list'. These words will guide you in the level of detail you must provide in your answers. Some questions will also tell you how many answers you need to give – for example, 'describe **three** strategies...'. Use the glossary below to guide you on interpreting the words in the tasks:

Analyse - This means you should break an issue down into its component parts, discuss them and show how they relate. You should discuss the issue in detail and methodically.

Compare - Identify the characteristics or qualities two or more things have in common (and you could point out their differences as well).

Describe - This means you should outline the most noticeable qualities or features of an idea, topic or the focus of the question.

Discuss - Point out the important issues or features, key points, possible interpretations, and debate through argument. You should provide reasons for and against.

Explain - This means you need to make something clear or show your understanding by describing it or providing information about it. You will need to make clear how or why something happened or is the way it is.

Examine - This means you must look at, or consider, the item or subject carefully and in detail to discover something about it. You will need to provide a detailed response with key points and features. You should provide a response with as much detail as possible, but a minimum of one or two paragraphs in length. Examine is similar to analyse.

Identify - You must recognise something and indicate who or what the required information is. The length of the answer should be guided by what you are being asked to identify.

List - You must record short pieces of information in a list form – with one or two words, or sentences on each line.

Outline - You must give a brief description of the main facts or sequence of events about something. The length of the response should be guided by what you are required to outline. As long as you include the main facts or points, then that's enough.

Summarise - You must express the most important facts or points about something in short and concise form

ASSESSMENT DUE DATES

Assessment due dates are specified on the course schedule.

EXTENSION OF DUE DATES

A student **MUST** request an extension to the due date of an assessment with the respective trainer/assessor at least 48 hours before the date stipulated on the course schedule. All extension requests must be emailed to the trainer/assessor.

FILE NAMING FOR ASSESSMENTS

Student files are to be named as following:

- First Submission: Unit Code, Assessment Name, v1

  E.g., CHCPRP003 Theory Guide v1

- Second Submission: Unit Code, Assessment Name, v2

  E.g., CHCPRP003 Theory Guide v2

SUBMISSION OF ASSESSMENTS

Assessments are to be saved as a PDF version and submitted via the Suzan Johnston Learning Management System for the following units:

- BSBTWK502 Manage team effectiveness
- CHCDIV003 Manage and promote diversity
- CHCECE041 Maintain a safe and healthy environment for children

- CHCECE042 Foster holistic early childhood learning, development and wellbeing
- CHCECE043 Nurture creativity in children
- CHCECE044 Facilitate compliance in a children's education and care service
- CHCECE045 Foster positive and respectful interactions and behaviour in children
- CHCECE046 Implement strategies for the inclusion of all children
- CHCECE047 Analyses information to inform children's learning
- CHCECE048 Plan and implement children's education and care curriculum
- CHCECE049 Embed environmental responsibility in service operations
- CHCECE050 Work in partnership with children's families
- CHCMGT003 Lead the work team
- CHCPRP003 Reflect on and improve own professional practice

Assessments are to be saved as a PDF version and emailed to the trainer/assessor for the following unit:

- CHCECE053 Respond to grievances and complaints about the service

If students need to provide supporting evidence such as videos/photos that are too big to send via email, they must transfer the files to the trainer/assessor using WeTransfer. Note: We Transfer provides a free account however there is a limit of 2 GB per Transfer.

Submissions must be typed and presented in a clear, professional format. Handwritten submissions will only be considered in exceptional circumstances and require prior written approval from your trainer. Students seeking an exemption to the typed submission requirement must consult with their trainer in advance to discuss and obtain specific permission.

Before submitting the Assessment, on the front page of the Assessment student's must:

- Include:
    - their full name as registered under the USI
    - the name of the trainer/assessor
    - the date the Assessment is submitted (date expressed as day/month/year)

If students are submitting an assessment for a second time, the date on the front page of the assessment must be updated to reflect the date of the second submission.

RESUBMISSION OF ASSESSMENTS

If an assessment has been deemed Unsatisfactory, the trainer/assessor will provide you with appropriate feedback to ensure you understand what is required for a Satisfactory result. You can only submit Assessments two times during the course. Any further resubmissions will be at the discretion of your assessor and may be subject to review by our Curriculum Manager who will determine the final acceptance decision.

If you are unsatisfied with the final decision, we encourage you to refer to our Student Complaints and Appeals Policy as outlined in the Student Handbook.

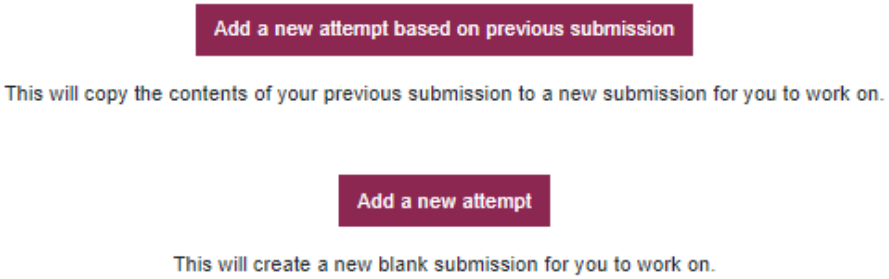
Refer to the section Student Appeals for further details.

RESUBMISSION PROCESS:

You will have ten (10) days to resubmit the Assessment to the trainer/assessor.

1. Open the original version of your assessment
2. The first answer is not to be deleted; the new answer is to be added below in a different colour.

For a unit that is submitted via the LMS, when submitting for the second time select "**Add a new attempt**"



IMPORTANT INFORMATION FOR GOVERNMENT SUBSIDISED STUDENTS:

CONTINUED FAILURE TO SUBMIT ASSESSMENTS BY DUE DATES

As a Government Subsidised student, it is a requirement that students keep up to date with course work and submit set assessment tasks by the due dates as stipulated on the course schedule.

Should a student fail to submit **three (3) consecutive assessment tasks** by the agreed due dates; the delivery of future units will be PLACED ON HOLD. This will provide the student with the opportunity to catch up on outstanding work. During this period, students will be provided with support from the trainer/assessor.

Once outstanding assessment tasks have been submitted, students will continue to study and be issued with an updated training plan and course schedule.

REASONABLE ADJUSTMENTS

Reasonable adjustments are modifications or changes provided to ensure that students with disability have the same opportunities to demonstrate their competence as other students. We can provide:

- Note-taking support
- Course material in alternate formats—hard copy

- Extra time or extensions for assessments
- Use of assistive technology

All adjustments will be made in consultation with you and will not compromise the integrity of the assessment requirements. Please note, reasonable adjustments are only available to students with a disability as defined under the Disability Discrimination Act 1992 (Cth).

We recognise the need to be flexible; If a student has any individual needs or special consideration, they are encouraged to discuss this directly with the trainer/assessor to determine the most appropriate support.

PRACTICAL PLACEMENT

It is a course requirement that students participate in 280 hours of practical placement throughout the course. As per the CHC50125 Diploma of Early Childhood Education and Care qualification, the following units have 280 placement hours (hours of work):

- CHCECE042 Foster holistic early childhood learning, development and wellbeing
- CHCECE048 Plan and implement children's education and care curriculum

The trainer/assessor will assist the student with organising the practical placement. When selecting practical placement hosts, suitability is more important than availability. It is important that we only engage host employers who are screened and can provide suitable training in a safe environment under adequate supervision.

Prior to commencing practical placement, trainers/assessors will use their discretion in determining when each individual student is ready to commence practical placement. Factors that are taken into consideration include:

- Student's job readiness to commence practical placement
- Industry expectations and student's readiness to meet these requirements
- Student's understanding of WHS and other regulatory requirements
- Student's support needs

To ensure that students can fully develop the required skills and knowledge to attain the CHC50125 Diploma in Early Childhood Education and Care, Suzan Johnston Australia recommends that students complete approximately 8 -16 hours of practical placement per week. Please note that a student may need to complete more placement hours if they haven't achieved each unit's required skills and knowledge.

DURING PRACTICAL PLACEMENT

During practical placement, it is expected that students will have the ability to either develop or observe the following skills:

- Working within the service's policies, procedures and philosophy
- Identify health and safety risks and develop appropriate risk management plans

- Conducting observations of children and using the information to contribute to program planning
- Implement the learning framework
- Implementing experiences that encourage children to respect and celebrate diversity
- Promote Aboriginal and/or Torres Strait Islander cultural awareness
- Interacting in culturally appropriate ways with children, families and communities
- Evaluating curriculum and learning experiences following guidelines
- Developing and adapting curriculum to meet additional needs of children
- Develop and implement plans for developing cooperative behaviour
- Assess and respond appropriately to behaviours of concern
- Engaging in one-to-one interactions with children
- Communicating positively and respectfully with children
- Creating and implementing experiences that support the development of different areas of children's development, interests and abilities
- Conduct a self-assessment and develop a quality improvement plan
- Design, implement and review a program to enhance environmental sustainability
- Work collaboratively with families and share information
- Acknowledge and address grievances and complaints
- Contribute to and promote effective work practices
- Implement work practices that support the protection of children and young people

We have relationships with Services in various locations to provide practical placement places on an ongoing basis.

STUDENTS CURRENTLY EMPLOYED AT A CENTRE

For students who are employed at a child care centre, they can use their work hours as placement hours. Students must provide formal, written notification from their centre confirming the following details:

- Full name (as it appears on the employment contract)
- Date on which the employment commenced
- Clear specification of whether the employment is full-time, part-time or on a casual basis
- Hours worked per week

Students who are currently employed and using their employment hours to satisfy practical placement requirements must similarly complete the Practical Placement Log to record dates and times. This information must be endorsed by their workplace supervisor every week.

PRACTICAL PLACEMENT AGREEMENT

Practical Placement Agreement is a legal document that has been developed in accordance with the Department of Jobs, Skills, Industry and Region's Practical Placement Guidelines.

The Practical Placement Agreement must be completed and signed by the practical placement host and returned to Suzan Johnston Australia before placement commences to activate the Department of Jobs, Skills, Industry and Regions (DJSIR) Worker's Compensation Insurance. The Practical Placement Agreement includes information on:

- Important guidelines for the RTO including:
  - Ensuring the student is job ready
  - Monitoring the practical placement experience to ensure it is meaningful and appropriate for the vocational and employment outcomes of the course
  - Providing support to the student prior, upon and during practical placement
- Important Guidelines for the Practical Placement Host including:
  - Providing the student with a workplace induction (including COVID safe procedures and plan) on commencement of practical placement
  - Providing the student with a workplace induction on commencement of practical placement
  - Practical Placement Host responsibility and compliance with legislation
  - Employer insurance
  - Workcover details
  - Practical placement visits/practical placement assessments
  - Relevant skills to be developed/assesses on practical placement
- Important Guidelines for the Student including:
  - Attitude
  - Attendance and punctuality
  - Safety
- Practical Placement Agreement including:
  - Hours and dates of attendance
  - Guides to duties and tasks during practical placement

CHEATING, COLLUSION AND PLAGIARISM

Our training organisation expects that students will adhere to high standards of honesty and integrity in relation to the submission of assessments. Work submitted for

assessment must be the original work of the student. In addition, all forms of intellectual material must be used appropriately and with full acknowledgement to authors.

Any student found guilty of plagiarism or cheating will be penalised.

DEFINITIONS

Plagiarism
Plagiarism means to copy and/or use someone else's work, ideas or anything else and then to use it, submitting that material as your own, without authorisation or acknowledgement of the original author. This includes information sourced from the internet, printed material/s, text book/s and work produced by other students.

Plagiarism includes the following:

- Word-for-word copying of sentences or whole paragraphs from one or more sources, without clearly indicating their origin
- Failure to give credit for ideas, statements, fact or conclusions which rightfully belong to another
- Using very close paraphrasing of sentences or whole paragraphs without acknowledging or referencing the source of the original work
- Use of another person's ideas, work or research data without acknowledgement
- In written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof
- Copying computer files or digital content without clearly indicating their origin.
- Submitting text, images or other content generated by AI tools as your own work without proper acknowledgement
- Using AI tools to substantially research or create assignments then presenting the output as your own without acknowledgement.

Plagiarism can be either intentional or unintentional.

Intentional plagiarism is when the act of plagiarism is deliberate and may include the intention to deceive the trainer/assessor. It includes the following:

- **Cheating**: deliberately acting dishonestly or unfairly to gain an unfair advantage in the assessment
- **Collusion**: working with others and then deliberately presenting their work as your own
- **Enabling plagiarism:** permitting another student to copy your work – therefore contributing to plagiarism.

Unintentional Plagiarism is when the act of plagiarism results from either a lack of:

- Skill in referencing and/or acknowledging another's work
- Understanding or knowledge of what plagiarism is.

WHAT ACTIONS CONSTITUTE PLAGIARISM?

All of the following actions are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without acknowledging the source
- Failure to put a quotation in quotation marks to indicate a direct citation
- Giving incorrect information about the source of a quotation
- Copying so many words or ideas from a source that it makes up the majority of your work, irrespective of whether you have acknowledged the source or otherwise
- Ghost writing by or for another student.

STUDENT'S OBLIGATIONS AND RESPONSIBILITIES

- To read, understand and comply with our Cheating, Collusion and Plagiarism Policy as detailed in this Student Handbook
- Take reasonable steps to ensure their work is not being copied or reproduced by other students
- Appropriately acknowledging any work that has been sourced from others. Apply suitable referencing as required.
- Before submitting each assessment, read the assessment terms and agree that the submitted assessment has been wholly completed by yourself and that you understand the repercussions of submitting work that is not your own

During your orientation session, trainers/assessors will explain our Cheating, Collusion and Plagiarism Policy to you in detail. You will then be required to sign the:

- **Training Plan Agreement** and the **Student Declaration and Consent** declaring that you:
    - Have read and understood the Cheating, Collusion and Plagiarism Policy as stated in the Student Handbook
    - Are willing to abide by Cheating, Collusion and Plagiarism Policy as outlined in the Student Handbook
    - Understand the repercussions and/or penalties if you are found guilty of plagiarism or cheating
    - Will complete all assessments (including any resubmissions) on your own, and you understand the repercussions of submitting work that is not your own.

QUICK GUIDE TO REFERENCING

The purpose of referencing is to acknowledge that the words/image come from someone else and provide the source of information. If you are directly quoting or paraphrasing from a textbook, webpage or using an image, include the following information:

- **Textbook – Name of textbook and page number**

E.g., "NQS QA5 focuses on relationships with children being responsive and respectful and promoting children's sense of security and belonging." **The Early Childhood Educator for Diploma, p99**

- **Webpage – URL for webpage and date the site was accessed**

  E.g., "The National Law and National Regulations outline the legal obligations of approved providers, nominated supervisors, and educators and explain the powers and functions of the state and territory regulatory authorities and ACECQA." **https://www.acecqa.gov.au/nqf/national-law-regulations - accessed 02/09/2025**.

- **Images – Creator or organisation, URL for webpage and date the site was accessed.**

  If there is no creator or organisation listed, the URL for the webpage and the date the site was accessed is sufficient.

  E.g., **Gettyimages, https://www.verywellfamily.com/normal-pulse-rates-for-kids-2634038 - accessed 02.09.2023**

A Bibliography refers to all material (including background reading) that has been accessed to complete the assessment. You may be asked to include a bibliography at the end of your assessment. Please include the following information:

- **Format**
  - Alphabetical order
  - Textbook –Name of textbook and page number
  - Webpage –URL for webpage and date the site was accessed

ACTIONS FOR CHEATING AND PLAGIARISM

First instance of plagiarism, collusion or cheating	• A first written warning is issued • The student is to attempt the assessment again and resubmit • A copy of the SJ warning saved to the Student's File
Second instance of plagiarism, collusion or cheating	• A second written warning is issued indicating another occurrence will result in expulsion from the Suzan Johnston training course • A "Not Yet Competent" result is recorded, and the student will be required to re-sit the unit of competency again at an additional cost • A copy of the SJ warning saved to the Student's File
Third instance of plagiarism, collusion or cheating	• Final warning issued • Dismissal with no refund • A "Not Yet Competent" result recorded • Statement of Attainment issued for other units of competency achieved • Statement of actions taken recorded on the Student's File • Student reminded of their right to appeal

USING GENERATIVE AI

This is a guide to present Suzan Johnston Australia's approach to using and acknowledging generative AI.

We believe tools such as ChatGPT, Gemini, CoPilot etc are helpful as well as disruptive, that they will feature in many workplaces, and that **rather than seek to prohibit your use of them, we will support you in using them effectively, ethically and transparently.**

Whilst they are attractively powerful and easy to use, they can also provide misleading or incorrect information, and can negatively impact your learning as they can offer shortcuts that reduce the need for the challenging thinking that is key to meaningful learning and the professional critical thinking skills you will need in the workplace.

Keep in mind your work must always be your own and you must credit your sources of information properly as per the examples in this handbook. This includes the use of AI.

It is important you **do not use** AI tools to generate an answer and submit it as if it was your own work. If you do, you will be breaching academic integrity and at risk of being penalised. Here we explain **how AI might be used** and **how to acknowledge** its use.

Considerations for using generative AI in academic work

Before using generative AI, you should ensure that:

- You know whether or not it is permitted for your assessment
- You understand the limitations and risks of using generative AI.
- Your assessment / research remains your own work.

Generative AI can be a useful starting point to gather background information on a topic and to organise your information, but be aware that:

- AI produces information that may be inaccurate, biased, or outdated.
- AI is not an original source of information: it reproduces information from unidentified sources.
- AI may fabricate quotations and citations.
- It is always best to refer to original and credible sources of information.

If you do choose to use generative AI tools, you must always:

- Critically evaluate any information it produces.
- Carefully check any quotations or citations it creates.
- Correctly document your use of the tools so that it can be appropriately acknowledged.

ACKNOWLEDGING AI

The use of generative AI must be acknowledged where it has been used to assist with your assessments.

Correct requirement to include in acknowledgement:

- Name of the generative AI system used; e.g. ChatGPT
- Brief description (single sentence) of context in which the tool was used.
- Date the response was generated

For example:

I acknowledge the use of ChatGPT accessed 4/3/2025 to summarise my initial notes and to proofread my final draft.

In text citation: chat GPT (2025) stated……

For more information on how to reference AI please consult the *Digital Literacy Study Guide* (Suzan Johnston Australia, 2025) emailed to you on enrolment.

References

Australian Framework for Generative Artificial Intelligence (AI) in Schools - Department of Education, Australian Government accessed 04/03/2024
UNSW Sydney, www.unsw.edu.au accessed 04/03/2024
University College, London www.ucl.ac.uk accessed 04/03/2024

RECOGNITION OF EXISTING SKILLS AND KNOWLEDGE (RPL & CT)

The recognition process allows students to be granted exemptions for a unit of competency based on the skills, knowledge and/or competencies that they can demonstrate or have previously gained. These competencies may have been achieved through a variety of methods including formal/informal training, employment and/or life experience. The recognition process can either be achieved through:

- Recognition of Prior Learning (RPL)
- Credit Transfer

RECOGNITION OF PRIOR LEARNING (RPL)

To have skills formally recognised in the national system, trainer/assessor must make sure the student has the skills and knowledge to meet the industry standard. The student will be involved in a careful and comprehensive process that covers the content of all unit/s or qualification/s they can be recognised for.

Students will need to evaluate their current competence as part of the application for RPL for one or several units of competency. A self-evaluation process assists to check whether the required skills and knowledge can be demonstrated to satisfy the performance criteria for the relevant unit/s. Students must be able to provide evidence against the elements to demonstrate competency.

For students to be eligible for RPL for the CHC50125 Diploma of Early Childhood Education and Care, they must:

- Have a minimum of two years' work experience in an Early Education and Care Service (within the last 12 months)

STEP 1 – RPL APPLICATION FORM

The student completes the RPL Application Form and submits a copy of their resume and letter from employer (if employed) with the Application Form.

The resume must provide a historical overview of the student's work experience detailing job roles and responsibilities and application dates.

If the student is currently working, they will need to provide a letter from their employer verifying employment. This must include the following employment information: job role, responsibilities, employment status and length of employment (including start date). If employed on a part-time basis, number of hours worked per week is required. The letter must be dated and signed by the employer.

The RPL Application Form is available at enrolment and orientation. Students have seven (7) days from commencing the course to submit the required documentation.

STEP 2 – INITIAL INTERVIEW

During the interview with the trainer/assessor, the student receives the Candidate Guide which includes the self-evaluation.

During this interview, the trainer/assessor will:

1. Explain how to complete the self-evaluation and typical evidence that is required. Students do not need to provide evidence of every skill they claim they hold. Other processes such as third-party verification, competency questions and workplace tasks will be used to determine the final assessment decision.

2. Explain the third-party reporting. Students will need to ask their employer or other approved third-party person to complete a report on their performance within the workplace relevant to the units in the RPL application. During this meeting, the approved third-party person will be confirmed.

   On receipt of the Third-Party Report, the trainer/assessor will contact the third-party representative to verify the details on the report.
3. Suggest workplace documents or other evidence the student may be able to access - giving them suggestions and showing them how to list evidence on the Self-evaluation Tool.

   Evidence needs to show that skills and knowledge are up to date. Work documents and work samples provided as evidence in the RPL application must be current. Any such evidence which is over 18 months old is considered 'non-current' and should be supported by similar recent evidence where possible.

4. Ask the student broad questions about their expectations of the RPL process, work history, and relevant personal circumstances.

STEP 3 –SELF-EVALUATION

The student completes the Self-evaluation Tool, gathers evidence and provides the completed forms back to the trainer/assessor with the Third-Party Report on the agreed date.

On submission of the-Self-evaluation Tool, supporting documentation and Third-Party Report, an appointment is made to meet with the trainer/assessor.

Prior to this meeting, the trainer/assessor will evaluate all evidence from the initial interview notes, the student's responses on the Self-evaluation Tools, Third Party Report and any documents provided.

STEP 4 – THIRD PARY VERIFICATION

The trainer/assessor will review the comments and feedback provided in the Third-Party Report and arrange a time to discuss any additional questions based on this feedback with the third-party representative.

STEP 5 – COMPETENCY CONVERSATION

The 'competency conversation' provides an opportunity for the student to confirm their knowledge as identified on the self-evaluation tool, and for the trainer/assessor to gather theory evidence for the units of competency.

In the competency conversation, the trainer/assessor will:

1. Ask questions and give scenarios that are related to workplace tasks and units of competency

2. Encourage the student to discuss examples of their work, and the principles, knowledge and theories that guide their work
3. Make notes recording responses and the examples provided

4. Identify any gaps and recommend any additional documents or other evidence from the workplace.

STEP 6 – WORKPLACE ASSESSMENT TASKS

The student may be required to undertake one or more workplace assessment tasks. This is the student's opportunity to demonstrate their competence in a practical way whilst at work. If the student is not currently working, we will assist in finding a host employer to enable the practical task to be completed in the workplace.

STEP 7 – FINALISING THE ASSESSMENT DECISION AND RPL PROCESS

After reviewing all the evidence, the trainer/assessor will advise which unit/s have been recognised as competent.

If Suzan Johnston Australia does not view the evidence supplied as sufficient to warrant recognition, students will be required to complete the unit/s. Depending on the time of the application and assessment, this may need to occur with the next course intake.

In accordance with the Suzan Johnston Australia Student Complaints and Appeals policy, students are entitled to appeal this decision.

Refer to the section Student Complaints for further details.

STEP 8 – TRAINING PLAN / CERTIFICATES ISSUED

If RPL is granted for one or more units, the student will be issued with an amended Training Plan Schedule and the transcript of results will state that RPL has been granted for the unit/s.

RPL FEE (FEE FOR SERVICE STUDENTS)
Fee for Service Students are not required to pay an additonal fee for an RPL assessment, nor will they be entitled to receive a discount/refund for the unit/s that credit is obtained.

RPL FEE (FOR GOVERNMENT FUNDED STUDENTS)

Students will be required to pay an administrative fee of $200.00 per unit of competency on the submission of the self-assessment form, resume, supporting documentation and third-party verification.

RPL submissions will not be reviewed until payment has been received. On the granting of the agreed exemption, an amended Training Plan Schedule will be issued, and the tuition fee will be adjusted and communicated.

CREDIT TRANSFER

Credit transfer relates to the recognition of any formal learning that may have been achieved through the student's participation in previously completed formal education and training (unless licensing or regulatory requirements prevent this).

Suzan Johnston Australia will recognise qualifications and/or statements of attainment that have been issued to a student by another education institution or training authority. Credit transfer can only be awarded for whole units of competency.

EVIDENCE REQUIREMENTS

To be awarded Credit Transfer for one or more units students are required to present their Statement of Attainment or Qualification for authentication by Suzan Johnston Australia management. Based on the transcript the Office Manager will prepare a Credit Transfer Application Form' and 'Third Party Release Form'. The Third-Party Release form includes your consent for Suzan Johnston Australia to verify your Statement of Attainment or Qualification with the issuing education institution or training authority.
Credit transfer can only be awarded for whole Units of Competency. As a result of a credit transfer you will be issued with an amended Training Plan Schedule.

CREDIT TRANSFER FEE

Students are not required to pay an administrative fee for a Credit Transfer. On the issuing of an amended Training Plan Schedule and granting of the agreed credit, the

student is entitled to receive a discount/refund for the unit/s that they obtained credit for.

STUDENT COMPLAINTS

During your studies at Suzan Johnston Australia, you may wish to raise a compliant or a matter of concern relating to your course and/or your Suzan Johnston Australia training experience.

Our management and training team value student feedback and endeavour to foster an open environment where students feel comfortable and confident in raising any concerns. We hope this culture allows for any minor issues to be resolved quickly, simply and without the need for escalation.

STEPS TO TAKE TO MAKE A NON-FORMAL COMPLAINT

STEP 1:

Students are encouraged to raise their complaint in the first instance directly with their trainer/assessor or the staff member concerned. This is appropriate in matters where the student feels comfortable with making a direct approach.

STEP 2:

If the matter is unable to be resolved at this level, or should the student feel uncomfortable raising the complaint with their trainer/assessor or the staff member concerned, then they should make an appointment with the CEO - Donna Leigh.

STEP 3:

Once the CEO has spoken to all parties involved and reviewed the relevant information in relation to investigating the complaint; then she shall make a judgement on a mutually acceptable resolution.

The CEO shall then respond to the student involved, outlining the agreed resolutions in detail, ensuring that all the student's concerns are addressed.

STEPS TO TAKE TO MAKE A FORMAL COMPLAINT:

In the event that a student has a serious complaint concerning their training or our organisation, or if the complaint relates to unlawful behaviour i.e.: illegal discrimination or harassment, then the student will be required to make a written statement of complaint.

STEP 1:

The student will be required to document details of their complaint onto a **'Student Complaint Form'**. Copies of this form are available from reception or from any Suzan Johnston Australia staff member.

The completed form and any related evidence will be given to the CEO (or Office Manager if the CEO is unavailable). Any formal/written complaint will be viewed by the CEO within 48 hours of receipt.

The student will be contacted within a further 48 hours and a suitable appointment time will be arranged with the CEO.

During this appointment the CEO will ask the student to clarify the details of their complaint and what the preferred resolution would be. The student will also be asked if we have permission to disclose the details of their complaint with any person/s directly involved, so we can fully investigate the concerns.

STEP 2:

The CEO will discuss the details of the complaint with any other parties involved, outlining the specific allegations that have been made, giving them the opportunity to make a full response.

STEP 3:
After discussions and investigations have been completed, a formal response will be forwarded within 7 days notifying the outcome and and/or any further action.

Please note:

- Where possible, complaints will be resolved informally
- Students can choose to have someone with them to help in the discussions
- Suzan Johnston Australia views student complaints as an opportunity to review and improve our training methods and business practices
- Complaints will be responded to promptly and with minimum distress and maximum protection to all parties
- All complaints will be treated seriously, investigated thoroughly, and dealt with according to the merit of the complaint
- Confidentiality will be respected wherever possible within the constraints of the need to fully investigate the complaint
- All documentation relating to the complaint and the resolution of the matter will be kept confidential and will not be accessible to anyone who is not directly involved in handling the complaint
- Please note that anonymity may limit our ability to investigate or resolve the matter fully.

The management of Suzan Johnston Australia reserves the right to decline investigating a complaint if it is deemed to be frivolous, vexatious, misconceived or lacking in substance.

INABILITY TO RESOLVE A COMPLAINT

In the rare instance, when the above avenues for complaint resolution have been exhausted, and the complaint cannot be resolved internally students can:

1. Request a joint meeting with an appropriate external/independent agent to mediate. In this instance Suzan Johnston Australia will arrange for an external complaint adjudicator to act independently, and without fee for service.

2. Call the **National Training Complaints Hotline on 13 38 73.**

3. Contact the Australian Skills Quality Authority (ASQA) https://www.asqa.gov.au

STUDENT APPEALS

WHAT IS AN APPEAL?

An appeal would arise if a student were unsatisfied with a decision that the trainer/assessor (or the organisation) has made in relation to an assessment outcome/decision.

STEPS TO TAKE WHEN APPEALING AN ASSESSMENT

STEP 1:
Students are encouraged to raise their appeal in the first instance directly with the trainer/assessor concerned. This is appropriate in matters where you feel comfortable with making a direct approach.

STEP 2:

If the matter is unable to be resolved at this level, then the student is required to complete a '**Student Appeals Form'**. This form should be attached to the relevant assessment and given to the trainer/assessor for escalation. Copies of this form are available from reception or from any Suzan Johnston Australia staff member.

STEP 3:

The trainer/assessor will then arrange for this assessment to be reviewed independently by another trainer/assessor, qualified to assess that particular competency. The student will then be notified of the outcome of the appeal (whether the appeal has been granted or denied).

STEP 4:

If the matter is unable to be resolved at this level, then an appointment should be made with the CEO - Donna Leigh.

STEP 5:

In the rare instance, when all of the above avenues for appeal resolution have been exhausted, and the appeal cannot be resolved internally, the student can request reassessment by an appropriate external/independent agent.

If the appeal remains unresolved, students can:

1. Call the **National Training Complaints Hotline on 13 38 73.**

2. Contact the Australian Skills Quality Authority (ASQA) https://www.asqa.gov.au

PLEASE NOTE:
Complaints about any assessment will be treated seriously, investigated thoroughly, and dealt with according to the merit of the complaint. Students are required to appeal an assessment decision within 14 days.

PRIVACY & CONFIDENTIALITY OF RECORDS

As a government registered training organisation, regulated by the **Australian Skills Quality** Authority (**ASQA**), Suzan Johnston Australia is required to collect, hold, use and disclose a wide range of personal and sensitive information on participants in our nationally recognised training programs.

This information requirement is outlined in the National Vocational Education and Training Regulator Act 2011 and associated legislative instruments. In particular, the legislative instruments:

- Student Identifiers Act 2014
- Standards for Registered Training Organisations (RTOs) 2025
- Data Provision Requirements 2020 and its corresponding National VET Data Policy

Due to these legal requirements, we disclose information held for valid purposes to a range of entities including:

- The Department of Jobs, Skills, Industry and Regions via Skills Victoria Training System (SVTS)
- National Centre for Vocational Education Research (NCVER)
- Relevant State and Commonwealth governments authorities (including the ATO)
- Employers (and their representatives)
- Workforce Australia Providers
- Other registered training organisations or educational institutions
- Parents and/or guardians of underage students

TYPES OF PERSONAL INFORMATION WE COLLECT AND RETAIN:

Suzan Johnston Australia only collects personal information that is reasonably necessary for our business activities. All information we obtain is collected only by lawful and fair means, along with signed declaration/consent from the individual.

We only collect sensitive information in cases where the individual consents to the sensitive information being collected, except in cases where we are required to collect this information by law (refer to the section on Protection And Disclosure Of Your Personal Information):

The following personal information is collected from students:

- Full name

- Date of birth/age
- Current address
- Telephone numbers/email addresses
- Next of kin
- Demographic information
- Occupation
- Details of previous education/qualifications etc

The following types of sensitive information may also be collected and held:

- Identity details (e.g., Australian residency status)
- A complaint or issue information
- Disability status and/or other individual needs (e.g., learning, medical etc.)
- Indigenous status

Suzan Johnston Australia collects this information to:

- Gain an understanding of the student needs so that we can provide the most appropriate training and assessment
- Evaluate the effectiveness of our training services to facilitate continuous improvement
- Comply with administrative and reporting requirements to meet government registration and contractual obligations
- Assist students with employment opportunities upon graduation
- Conduct day-to-day internal business administrative functions and activities

Suzan Johnston Australia must request and confirm identification when enrolling individuals into nationally recognised course programs. We are authorised by Australian law to deal only with individuals who have appropriately identified themselves.

It is a Condition of Registration for all RTOs under the National Vocational Education and Training Regulator Act 2011 that we identify individuals and their specific individual needs on commencement of services delivery. Additionally, we collect and disclose Australian Vocational Education and Training Management of Information Statistical Standard (AVETMISS) data on all individuals enrolled in nationally recognised training programs.

HOW PERSONAL INFORMATION IS COLLECTED:

Suzan Johnston Australia's usual approach to collecting personal information is to obtain any required information directly from the individuals concerned. This may include the use of web-based systems (such as the online Inquiry Forms submitted via the Suzan Johnston Australia website, the online Enrolment Forms and Pre-Training

Reviews,) or forms (such Training Plan Agreements and Practical Placement Agreements).

Suzan Johnston Australia only collects personal information that is reasonably necessary for our business activities. All information we obtain is collected only by lawful and fair means, along with signed declaration/consent from the individual.
Our organisation does occasionally receive unsolicited information from third party's entities such as:

- Government's authorities (State or Commonwealth)
- Another training organisation that the student is transferring from
- Workforce Australia Providers

We promptly review any unsolicited personal information to decide whether or not it legally and correctly serves the purpose of our business activities. Where this is the case, we may hold, use and disclose the information appropriately as per the practices outlined in this policy.

If this information does not legally and correctly serve the purpose of our business activities, we will immediately destroy or de-identify the information.

HOW PERSONAL INFORMATION IS HELD:

Suzan Johnston Australia's practice for storing personal information includes robust storage and security measures. The collected information is:

- Scanned and converted to electronic means as soon as practical
- Stored in secure, password-protected systems, such as our Student Management System (Wise.Net), in-house server, cloud storage service and a backup external hard-drive
- Monitored for appropriate and authorised use at all times

Only authorised personnel are provided with individual logins to each system, with system access limited to only those relevant to their specific role.
Our server is hosted internally with updated virus protection, backup procedures and ongoing access monitoring procedures.

RETENTION AND DESTRUCTION OF INFORMATION:

Suzan Johnston Australia maintains a ***Storage and Retention policy*** which documents the periods for which personal and other information records are kept and their disposal methods.

PROTECTION AND DISCLOSURE OF PERSONAL INFORMATION:

- **Under no circumstances** do we sell student details to any third parties for unsolicited communications
- Only Suzan Johnston Australia staff trained in our privacy policy will have access to personal information

- Other than for the primary purpose of disclosure to relevant training authorities, Suzan Johnston Australia will not disclose information about students to anyone outside the college unless we have given prior written permission to do so
- Please note that parents, spouse, employer or any other party will not be supplied with information, unless a student have provided prior written permission to release information to them

Exceptions to this are as follows:

- Parents and/or guardians of underage students
- The Department of Jobs, Skills, Industry and Regions via Skills Victoria Training System (SVTS)
- Relevant State and Commonwealth governments authorities
- Services Australia (Centrelink) – to verify payments such as AUSTUDY or Youth Allowance, where applicable
- The Police – under request for the enforcement of the criminal law
- The Court – to provide information related to a civil legal action
- Recognised Education Institutions – providing information on students who have applied for admission
- Prospective Employers – for reference checking & clarification of results
- Workforce Australia Providers for Job Seekers

DIRECT MARKETING:

The only form of direct marketing Suzan Johnston Australia conducts is direct phone calls or email correspondence to individuals who have made initial inquiries about our courses. Suzan Johnston's employees only conduct these activities.

We do not engage in the services of any third parties for direct marketing purposes.

Our organisation only uses the personal information that we hold about an individual for direct marketing purposes, under the proviso that:

- The personal information has been collected directly from an individual, and the individual would reasonably expect their personal information to be used for our direct marketing communications

Opting Out

On each of our direct marketing communications, we provide a simple method that the individual may request to opt-out of future communications and how to do so. This includes:

- A verbal request not to receive direct marketing communications
- A simple response to all email communications stating that they wish to "opt-out."

We comply with any request promptly and undertake any required action for free.

PRIVACY COMPLAINTS PROCEDURE

If a student feels that Suzan Johnston Australia has breached our obligations in the handling, use or disclosure of personal information, the student may raise a complaint.

The complaints handling process is as follows:

1. The complaint including as much detail about the issue as possible, in writing to:

Suzan Johnston Australia Privacy Officer
donna@sj.vic.edu.au

2. We will investigate the circumstances included in the complaint and will respond as soon as possible (within **14 calendar days**) regarding our findings and actions following this investigation.
3. If a student is not satisfied with the findings and actions taken, they can escalate the complaint directly to the Information Commissioner for investigation:

Office of the Australian Information Commissioner
www.oaic.gov.au
Phone: 1300 363 992

NATIONAL VET DATA PRIVACY NOTICE

We are required by law (under the National Vocational Education and Training Regulator Act 2011 (Cth) (NVETR Act)) to disclose the personal information we collect about students to the National VET Data Collection kept by the National Centre for Vocational Education Research Ltd (NCVER). The NCVER is responsible for collecting, managing, analysing and communicating research and statistics about the Australian VET sector.

We are also authorised by law (under the NVETR Act) to disclose personal information to the relevant state or territory training authority.

The NCVER will collect, hold, use and disclose personal information following the law, including the Privacy Act 1988 (Cth) (Privacy Act) and the NVETR Act. The personal information may be used and disclosed by NCVER for purposes that include populating authenticated VET transcripts; administration of VET; facilitation of statistics and research relating to education, including surveys and data linkage; and understanding the VET market.

The NCVER is authorised to disclose information to the Australian Government Department of Employment and Workplace Relations (DEWR), Commonwealth authorities, State and Territory authorities (other than registered training organisations) that deal with matters relating to VET and VET regulators for the purposes of those bodies, including to enable:

- Administration of VET, including program administration, regulation, monitoring and evaluation
- Facilitation of statistics and research relating to education, including surveys and data linkage

- Understanding how the VET market operates, for policy, workforce planning and consumer information

The NCVER may also disclose personal information to persons engaged by NCVER to conduct research on NCVER's behalf.

The NCVER does not intend to disclose personal information to any overseas recipients.

For more information about how the NCVER will handle personal information, please refer to the NCVER's Privacy Policy at www.ncver.edu.au/privacy.

Students have the right to request updates to the personal information retained within the official student file.

Refer to the section Accessing and Updating Student Records. for further details.

DEWR is authorised by law, including the Privacy Act and the NVETR Act, to collect, use and disclose personal information to fulfil specified functions and activities. For more information about how the DEWR will handle your personal information, please refer to the DEWR VET Privacy Notice at https://www.dewr.gov.au/national-vet-data/vet-privacy-notice.
Students may receive a survey run by a government department or an NCVER employee, agent, third-party contractor or another authorised agency. Please note they may opt-out of the survey at the time of being contacted.

PRIVACY NOTICE - DEPARTMENT OF JOBS, SKILLS, INDUSTRY AND REGIOINS

The Victorian Government, through the Department of Jobs, Skills, Industry and Regions develops, monitors and funds vocational education and training (VET) in Victoria. The Victorian Government is committed to ensuring that Victorians have access to appropriate and relevant VET services. Any personal information collected by the Department for VET purposes is protected in accordance with the Privacy and Data Protection Act 2014 (Vic) and the Health Records Act 2001 (Vic).

Collection of data

Suzan Johnston Australia is required to provide the Department with student and training activity data. This includes personal information collected in the Suzan Johnston Australia enrolment form and unique identifiers such as the Victorian Student Number (VSN) and the Commonwealth's Unique Student Identifier (USI). Suzan Johnston Australia provides data to the Department in accordance with the Victorian VET Student Statistical Collection Guidelines, available at:
Training data collection | vic.gov.au (www.vic.gov.au)

Use of data

The Department uses student and training data, including personal information, for a range of VET purposes including administration, monitoring and planning, including interaction between the Department and Student where appropriate. The data may also be subjected to data analytics, which seek to determine the likelihood of certain events occurring (such as program or subject completion), which may be relevant to the services provided to the student.

Disclosure of data

As necessary and where lawful, the Department may disclose VET data, including personal information, to its contractors, other government agencies, professional bodies and/or other organisations for VET-related purposes. In particular, this includes disclosure of VET student and training data to the Commonwealth and the National Centre for Vocational Education Research (NCVER).

Legal and Regulatory

The Department's collection and handling of enrolment data and VSNs is authorised under the Education and Training Reform Act 2006 (Vic). The Department is also authorised to collect and handle USIs in accordance with the Student Identifiers Act 2014 (Cth) and the Student Identifiers Regulation 2014 (Cth).

Survey participation

The student may be contacted to participate in a survey conducted by NCVER or an audit or review relating to your training. This provides valuable feedback on the delivery of VET programs in Victoria. Please note the student may opt out of the NCVER survey at the time of being contacted.

Consequences of not providing your information

Failure to provide personal information may mean that it is not possible for a student to enrol in VET and/or to obtain a Victorian Government VET subsidy.

Access, Correction and Complaints

Students have the right to seek access to or correction of personal information. Students may also complain if they believe their privacy has been breached. Please refer to the section on Privacy Complaints Procedure.

Further information

For further information about the way the Department collects and handles personal information, go to Privacy | Department of Jobs, Skills, Industry and Regions (djsir.vic.gov.au).

ACCESSING AND UPDATING STUDENT RECORDS

REQUESTS FOR UPDATES TO STUDENT RECORDS

If personal information on the student file is incorrect, incomplete, out-of-date or misleading, students can request that the information be amended by emailing changes to the Office Manager.

Please note that it is the student's responsibility to advise the college of ANY changes to contact details (such as alterations to e-mail address, postal address and/or phone numbers). Suzan Johnston Australia will not be held responsible if future correspondence is not received due to contact details being outdated.

Any updates or corrections to the student files will be made free of charge.

The amendment to the student information will be processed within **ten (10) working** days of receipt of the email.

REQUESTS FOR ACCESS TO STUDENT RECORDS

Students have the right to request access to their academic records and/or the personal information on their Student File.

Access to student records **will not** be provided to a third party without the student's written consent.

A request for access to academic/student records can include the student needing to view their:

- Personal details
- Records of attendance
- Assessment records
- Trainer/Assessor's comments
- Training results/outcomes

It may also include a request for a reprint of a Certificate and/or Statement of Attainment.

Please note if a student requires a reprint of a testamur or the provision of a hard copy of any document an administration fee will be payable.

STUDENT BEHAVIOUR & DISCIPLINARY PROCEDURES

Suzan Johnston Australia strives to maintain a learning environment that is conducive to the success of all students, therefore disruptive or inappropriate behaviour by students will not be tolerated. Other students must not be prevented from learning/achieving by the socially unacceptable behaviour of others.
All students are expected to display suitable standards of behaviour that would be appropriate for the workplace. Such conduct includes (but is not limited to) the following points:

- Abusive or vulgar language will not be accepted
- Students must not engage in any behaviour that threatens the safety or well-being of any student or staff member.

Students must respect the rights and dignity of all other students, clients and staff members. All students must be treated equally regardless of their sex, disability, ethnic origin or religion. All students are deserving of equal attention and opportunities.

Any breaches of discipline will result in the student receiving a verbal warning. Further breaches will result in the student having to show cause as to why they should not be excluded from further participation in the course.

BREACHES OF DISCIPLINE

Students are required to behave in a cooperative and professional manner at all times during support sessions, assessments, and placement.

If any student is found to be behaving in contravention of relevant contractual obligations and/or company policies, the incident will be recorded and reported to the CEO who will assess the claim and act if necessary.

Students who consistently jeopardise the learning environment for other participants will face disciplinary action and may be expelled from the course.

DISCIPLINARY PROCEDURES

Any breaches of discipline will result in the instigation of Suzan Johnston Australia disciplinary procedures, which may include:

Verbal Warning

Disruptive conduct or initial failures to display/maintain expected standards of behaviour will result in the student being given a verbal warning. A verbal warning would be appropriate for minor disruptions or cases of misconduct.

Written Warning

Continuous failure to meet expected standards of behaviour may require Suzan Johnston Australia management to issue a written warning to a student. The first instance of a major offense or case of misconduct may demand the issuance of a written warning or first and final warning (see below).

Final Warning (may also be First and Final)

In the event of continuing behavioural issues or misconduct, a student may be issued with a final warning. In the event of major misconduct in the first instance, a first and final warning may be issued.

Show Cause and Exclusion

Further breaches after a final warning, or initial cases of gross misconduct (e.g., theft, violence, drug use) will result in the student having to 'show cause' as to why they should not be excluded from further participation in the course. Failure to show reasonable cause will result in the student being excluded from the course.

Should a student have any questions about the disciplinary process, they should consult their trainer/assessor or the CEO. If a student wishes to object or lodge an appeal against the disciplinary action taken, they have the right and opportunity to follow the Suzan Johnston Australia Complaints Procedure.

Refer to the section Student Complaints for further details.

ANTI-DISCRIMINATION

Creating Safe and Inclusive Learning Spaces

We are committed to ensuring that our training environments are free from discrimination, harassment, and gender-based violence. Everyone should feel safe to learn, grow, and contribute.

Together, we can build a culture where respect is standard, and gender-based violence has no place.

It is Suzan Johnston Australia's policy to ensure that all employees and students are treated fairly and have the opportunity to feel safe, valued and respected. We endeavour to provide a work and learning environment:

- That is free from all forms of harassment, discrimination, victimisation and bullying
- That is conducive to students reaching their full potential
- Which values diversity and individual differences
- Where all students are treated fairly and feel safe, valued and respected.

Suzan Johnston Australia operates under a strict 'Code of Practice'. This ensures that our staff members continue to provide an environment free from all discrimination, victimisation and harassment. This Code of Practice is in place to protect both our students and our employees alike. You are welcome to view a copy of the Suzan Johnston Australia **Code of Practice** which is available to all students upon request.

The Suzan Johnston Australia Anti-Discrimination, Harassment and Victimisation Policy includes the following principles:

- It is the right of all staff and students to work and study in an environment free of any form of harassment and discrimination
- Suzan Johnston Australia has zero tolerance to any form of discrimination and/or victimisation and makes every effort to ensure that all students and employees are treated equally
- All reports of harassment and discrimination will be treated seriously, in an unbiased, respectful and sensitive manner
- Any form of harassment and discrimination is considered unacceptable behaviour and will not be tolerated by Suzan Johnston Australia
- When Suzan Johnston Australia management are informed of any event involving harassment or discrimination, it is their responsibility to take immediate and appropriate action to address it
- In dealing with all complaints, the rights of individuals will be respected, and confidentiality shall be maintained
- All complaints presented to Suzan Johnston Australia management will be resolved by a process of discussion, co-operation and conciliation wherever possible. The aim is to achieve an acceptable outcome for the involved parties while minimising any potential damage to the parties involved or the organisation
- Both the person making the complaint and the person, against whom the complaint has been made, will receive information, support and assistance in resolving the issue from Suzan Johnston Australia management
- No person making a complaint, or assisting in the investigation of a complaint, shall be victimised

- Harassment or discrimination should not be confused with legitimate comment and advice (including constructive feedback) given appropriately by trainers/assessors
- Students should not make any frivolous or malicious complaints

During course attendance at Suzan Johnston Australia, students will be expected to behave in a courteous, sensitive and non-discriminatory manner when dealing with other students, clients and staff. Students will face immediate disciplinary action if they are found to be performing any action that embarrasses, disadvantages, discriminates or victimizes any other student.

Your learning environment should be a place where you feel safe, heard, and respected. If something doesn't feel right, speak up—we are here to support you.

What should you do if you feel you are being harassed or discriminated against?

1. The first point of contact is the trainer/assessor. In this instance, the trainer/assessor's role would be to supply information about the options available for dealing with the complaint, whilst also explaining the complaint process and how it works.

2. Where it is not appropriate for a student to raise the issue directly with their trainer/assessor, they may then go directly to CEO - Donna Leigh.

Please note: All students have the right to discuss matters of harassment with the relevant members of staff without making a formal complaint; all discussions are dealt with confidentially. The right to lodge a formal complaint of misconduct against the offending party is available and will be actioned according to Suzan Johnston Australia's policy and procedures.

No student may be threatened, victimised or disadvantaged as a result of:

- Making or intending to make a discrimination complaint
- Providing information as a witness
- Supporting a complainant.

CHILD SAFE STANDARDS

All participants who attend courses and programs at Suzan Johnston Australia have a right to feel and be safe during their time with us. The welfare of the course participants (specifically minors under the age of 18) in our care will always be our first priority and we have zero tolerance towards child abuse. We are committed to creating a child safe and child friendly environment where all participants feel safe.

In compliance with the compulsory Child Safe Standards required under the Child Wellbeing and Safety Act (2005) and the Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015, Suzan Johnston Australia adopts a risk management approach in identifying and assessing child safety risks indicators.

Our Child Safe practices include:

- Child Safe Policy and Standards
- Child Safety Code of Conduct
- Child Safety Reporting Process
- Child Safety Person/Officer

Students, parents and staff members are encouraged and supported to report any suspected misbehaviour that puts the safety and wellbeing of minors at risk.

This reporting process is facilitated by the CEO - Donna Leigh, who is our dedicated Child Safety Person.

FEEDBACK

Suzan Johnston Australia is continuously striving to improve the quality of our training and assessment to ensure our students are job ready at the completion of their studies. As part of our continuous improvement program, we regularly seek feedback from students as they progress through their courses. During the course, students will receive the following short surveys relating to:

- Enrolment and Marketing
- Progression and Support
- Training and Assessment
- Completion

It is essential for students to provide feedback to ensure that the training services offered are meeting student needs.

Student responses and feedback are shared with staff and appropriate trainers/assessors unless the student request the feedback to remain private and confidential. Students are to contact CEO - Donna Leigh, if they wish their feedback remain anonymous.

SUMMARY OF ADDITIONAL FEES & CHARGES

ITEMS	POLICY	CHARGE
Private training fee	Students who require additional assistance in their course work may request for private training to be made available	$75.00 per hour
Qualification re-issue fee	Re-issuance of a qualification (Certificate and/or Statement of Attainment)	$25.00 administration fee

APPLICATION FOR WITHDRAWAL

SECTION A: PERSONAL DETAILS			
Title: ☐Ms	☐Miss	☐Mrs	☐Mr
Family Name:		First Name:	
Email:		Telephone:	

SECTION B: DETAILS OF CURRENT ENROLMENT
Course Title:
Class Code:

SECTION C: REASON FOR WITHDRAWAL	
☐ Medical	☐ Financial
☐ Employment	☐ Dissatisfied with course
☐ Moving location	☐ Enrolling at another institution
Other (please state):	

SECTION D: STUDENT DECLARATION	
Student name:	Date:
Student signature:	

SECTION E: SUZAN JOHNSTON AUSTRALIA APPROVAL	
☐ Approved	☐ Not approved
Staff member:	Signature:
Position:	Date:

NOTES:

APPLICATION FOR REFUND

SECTION A: PERSONAL DETAILS			
Title: ☐Ms	☐Miss	☐Mrs	☐Mr
Family Name:		First Name:	
Email:		Telephone:	

SECTION B: DETAILS OF CURRENT ENROLMENT	
Course Title:	SJ Course Code:
Location:	Commencement Date:

SECTION C: REASON FOR REFUND	TYPE OF REFUND
☐ Withdrawal – more than 4 weeks prior to commencement of the nominated course	Refund of course deposit less $150.00 booking fee.
☐ Withdrawal – after commencement of the course	**Fee For Service Students** Refund will be calculated after the deduction of any outstanding fees for training services already delivered up to the date of withdrawal **Government Funded Students** After commencement of studies, no refunds of tuition fee will be granted.
☐ Withdrawal – special circumstances	Full or partial refund is granted at the discretion of Suzan Johnston Australia.
☐ Course withdrawn / deferred by Suzan Johnston Australia	Full refund
☐ Closure of Suzan Johnston Australia	Full refund of course deposit already paid and for units of studies that have commenced but not yet completed.

SECTION D: STUDENT DECLARATION	
Student signature:	Date:

SECTION E: SUZAN JOHNSTON AUSTRALIA APPROVAL	
☐ Approved	☐ Not approved
Staff member:	Signature:
Position:	Date: