

ACE COMMUNITY COLLEGES

student

HANDBOOK

GOLD COAST | MURWILLUMBAH | LISMORE

acecolleges.edu.au



TABLE OF CONTENTS

WELCOME AND INTRODUCTION

Welcome to ACE Community Colleges	Page 4
About the Organisation	Page 5
Our Campuses and Community	Page 7

STUDYING AT ACE COMMUNITY COLLEGES

Our Programmes and Services	Page 8
Program Support and Administration	Page 9
Collection of Personal Information	Page 11
Rights and Responsibilities of Students	Page 11
Student Charter	Page 12

APPLYING TO ENROL IN A PROGRAMME OF STUDY

Our Admissions Policy	Page 13
Program Entry Requirements	Page 14
Application Evaluation Process	Page 14
Recognition and Credit	Page 15

UPON ADMISSION TO A PROGRAMME OF STUDY

Unique Student Identifier	Page 16
Course Fees and Payments	Page 17
Accessing a Training Subsidy	Page 18
Cancellations and Refunds	Page 19
Plans and Preparations	Page 20

PARTICIPATING IN A PROGRAMME OF STUDY

Induction and Orientation	Page 21
Training and Work Placement	Page 22
Key Stages of a Placement	Page 23
Student Support Services	Page 24
Competency Based Assessment	Page 26
Progression and Completion	Page 28
What is Different For Trainees	Page 29

FACTORS AFFECTING PARTICIPATION OR PROGRESSION

Changes To Services	Page 31
Personal Circumstances	Page 32
Training Contract Extensions, Suspension and Cancellation	Page 33
Non-Fulfilment of Obligations	Page 34
Potential Consequences of Non-Fulfilment	Page 35
Misconduct and Breaches of Policy	Page 36

POLICY COMPLIANCE AND PRACTICAL INFORMATION

Personal Conduct	Page 38
Health and Safety	Page 41
Intellectual Property	Page 42
General Obligations	Page 43
Other Policy Information	Page 44
Further Information	Page 44

OPPORTUNITIES FOR IMPROVEMENT

Feedback, Complaints and Appeals	Page 45
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**This handbook is subject to periodic review and revision.
Information included in this version is current as of 23 June 2026.**

WELCOME TO ACE COMMUNITY COLLEGES

FIRST NATIONS ACKNOWLEDGEMENT

ACE Community Colleges acknowledges the traditional owners of country throughout the regions in which it operates and recognises their continuing connection to land, waters and community.

Thank you for choosing ACE Community Colleges as your education provider. We look forward to working with you to achieve your learning goals.

We want every student to feel welcome, respected and supported in their education journey and in meeting their individual needs. As a community-based organisation, we aim to provide equitable access to a diverse range of high quality vocational and general lifelong learning opportunities that reflect the needs and interests of individuals and communities in the Northern Rivers NSW, Gold Coast and Regional Queensland.

It is important to keep this handbook on hand during your training as it includes essential information about ACE Community Colleges' services, policies and processes to guide your progress through your course.

If you require any assistance to understand the information contained in this handbook, please do not hesitate to ask your trainer or a member of staff.

Kerry Johnson, CEO

ABOUT THE ORGANISATION

OUR MISSION AND VALUES

Our mission is to inspire, empower and change lives through learning and training.



WE VALUE COMMUNITY

— **community is central to our business, informing everything we do.**

We are proud of our community heritage and the role we have played in meeting the needs of the communities, we serve. We share the aspirations of our communities, are flexible in meeting community needs and always ready to build on our achievements.



WE VALUE DIVERSITY

— **across our organisation and in the communities we serve.**

We aim to treat all people with respect, recognising diversity as a positive influence on our work and throughout the broader community.



WE VALUE INTEGRITY

— **integrity promotes trust and facilitates equitable decision-making.**

We act with honesty in all of our dealings, internally and with our partners, students, and other stakeholders. We trust and support each other to maintain the highest standards.



WE VALUE QUALITY

— **quality underpins confidence, success and the pursuit of excellence.**

We have earned the community's confidence by doing what we do extremely well, a result of our ongoing commitment to quality in the programmes and services we provide.



WE VALUE INNOVATION

— **innovation creates solutions and powers progress.**

We see enhancing our programmes, services and practices as opportunities to innovate and we reward imagination and creativity as we pursue those opportunities together.

HISTORY AND OPERATIONS

ACE Community Colleges is a not-for-profit, community-based Registered Training Organisation (№ 90032) which has been providing community-focused education since the 1970s and nationally recognised vocational training programmes since 1995. Our organisation is headquartered in Lismore, in Northern NSW, where it was founded and where we continue to deliver an extensive range of programmes and services.

Since our launch, ACE has experienced significant growth and has expanded its network of Campuses to include Murwillumbah in the Northern Rivers and Coomera on the Gold Coast. In addition to our Campus network ACE also has a Robina Training Centre on the Gold Coast. ACE also operates remotely, working intensively with local communities in multiple regional and rural locations in both NSW and Queensland.

We offer proven pathways to employment and career advancement through nationally recognised qualifications and skill sets in areas of high industry demand. These include qualifications in aged care and individual support, and in other disciplines across the community services and health sectors. We also deliver qualifications in business administration and cultural arts and over the years we have developed an extensive network of industry collaborators across each of these sectors. We have a team of permanent trainers and administrators working to support our students to reach their study goals and fulfil their ambitions.

COMMUNITY INVESTMENT

We invest in building community resilience and capacity by tailoring the educational services we provide to the specific needs of individuals and groups within our community. We do this by consulting with stakeholders on the design and delivery of training programmes, including outreach programmes in townships and communities within our region. We also promote community wellbeing through a range of leisure and lifestyle courses which encourage social engagement and individual self-improvement.

Partnerships are critical to the success of our work. We value the long-term relationships we have built with employers and industry in the regions in which we operate. Strong industry networks underpin partnerships in our signature specialisations of community care, business administration and life skills. Our programmes are proven as reliable pathways to employment, career advancement and social and economic participation.

OUR COLLEGES CAMPUSES AND COMMUNITY

We remain a community-based, and community inspired, organisation even as our colleges have evolved into campuses over recent years as we have refined our operations.

LISMORE CAMPUS

02 6622 1903

lismore@acecolleges.edu.au

Opening Hours

Mon – Fri | 9am – 4pm

Suite 4, Level 1, 29 Molesworth Street, Lismore NSW 2480

Parking is available via Glasgow Lane with 4-hour parking in the top carpark, and all-day unlimited parking in the lower carpark. Alternatively, we recommend the Clyde Campbell Carpark or 2-hour parking within the CBD.

COOMERA CAMPUS

07 5520 3026

qld@acecolleges.edu.au

Opening Hours

Mon – Fri | 9am – 4pm

2/29 Dreamworld Parkway, Coomera QLD 4209

Free parking at Coomera is available within the local area.

Robina Learning Centre

07 5520 3026 | qld@acecolleges.edu.au

The Robina Learning Centre is located at:

Robina Town Centre, Shop 6001, Level 2/19 Robina Town Centre Dr, Robina QLD 4226

MURWILLUMBAH CAMPUS

02 6672 6005

mbah@acecolleges.edu.au

Opening Hours

Mon – Fri | 9am – 4pm

Shop 9, Murwillumbah Plaza, 49 Murwillumbah Street, Murwillumbah NSW 2484

2-hour on-street parking or all-day council car park located on Queen Street (this is paid parking).

OUR PROGRAMMES AND SERVICES

ACE Community Colleges offers a wide range of programmes and services, most of which are advertised on our website at www.acecolleges.edu.au. Course information sheets covering our full qualification programmes are available from our website or over the counter at any of our college campuses.

GENERAL PROGRAMME

Our general programme focuses on training and assessment in nationally recognised qualifications and skill sets supplemented by a variety of short vocational programmes and a range of leisure and lifestyle options. Courses may be delivered on site in classroom-based settings at one of our campuses, at workplaces or at other locations befitting programme content and requirements. Many of our full qualification programmes are delivered flexibly, allowing us to combine our expertise in e-learning and technology-enhanced delivery with traditional face-to-face tuition and work placement (where applicable). All current standard and seasonal offerings are listed on our website.

FOUNDATION SKILLS

We offer both nationally recognised and supplementary foundation skills training incorporating literacy, digital literacy, numeracy and general workplace skills. These programmes can be tailored to the individual to support pathways into further vocational training and are available as stand-alone programmes and to students enrolled in other nationally recognised qualifications.

TRAINEESHIPS

Traineeships combine study in a nationally recognised qualification with paid work, so students are able to earn as they learn. Formal training – in various business and community based qualifications – is supplemented by on-the-job training provided by a local employer.

LEARNER SUPPORT SERVICES

In addition to general support and assistance aimed at making each student's learning experience as enjoyable and productive as possible, we also offer specialised support to assist students enrolled in full qualifications and other selected programmes to get the most from their training in order to meet their learning objectives. See the [student support section](#) for more information.

SKILL RECOGNITION

New students with extensive industry experience are encouraged to apply to have their existing skills and knowledge recognised through a recognition of prior learning (RPL) process. See [the recognition and credit](#) section of this handbook for more information.

DRIVER EDUCATION

Our award-winning driver education programme is our longest-running and most successful community-based support programme, assisting indigenous and those experiencing disadvantage to obtain a NSW driver licence through a combination of formal training, structured practice and specialised support. Programme entrants are assisted to obtain an NSW learner licence which they use to gain essential experience while taking formal instruction from one of our dedicated team of driving instructors. Learners complete the programme through to their provisional licence creating additional opportunities for themselves and their communities as a result.

SPECIAL PROGRAMMES

Training programmes may be set up in response to a defined community need, a specific request from local industry or to align with the socio-economic priorities of government. Initiatives may be aimed at relieving an acute skills shortage or have an equity focus centred on building community resilience or addressing a particular form of disadvantage. Programmes may be designed to support a specific cohort of learners or to accommodate residents in remote community locations.

CUSTOMISED TRAINING

We can provide local businesses with bespoke solutions to their staff training and development needs. Content, materials and other programme elements can all be customised to fit uniquely with the requirements of the business. Training programmes can also be devised for individuals seeking personalised tuition to develop their professional skills, enhance their employability or explore pathways into further study.

PROGRAMME SUPPORT AND ADMINISTRATION

The organisation's training programmes and services are delivered with the help of experienced administrators fulfilling a variety of functions with the aim of ensuring that courses run smoothly, that expectations are met, and that trainers and students are continuously supported for the full duration of every programme. From customer service to industry surveys, the maintenance of learning platforms and many other essential functions, our administrators provide indispensable support across our entire operation.

CUSTOMER SERVICE

Quality customer service is an integral part of the ACE experience. Our frontline customer service officers can deal with a wide range of enquiries and assist applicants to make an informed choice about whether to enrol in one of our programmes. They can provide information on training programmes, eligibility requirements, fees and subsidies, skills recognition and much else besides, and they can quickly refer any questions that may require specialist knowledge. They can also help with enrolment and credit applications, payment plans and a diverse range of general queries and requests. In short, they are here to help, and they very reliably do.

PRIOR TO ENROLLING

Guidance and support for prospective students varies with individual need but typically includes:

- Information to help guide decision-making in the best interests of the applicant
- Assistance completing applications (if required)
- Interviews at which course requirements and individual needs can be discussed
- Administering diagnostic assessments (to ascertain language, literacy, numeracy and digital skills)
- Communicating application outcomes
- Payment's processing (including payment plans)

DURING AND AFTER ENROLMENT

Post-enrolment and post-completion assistance varies with individual need but can include:

- Arranging access to foundation skills support
 - Arranging access to study support and mentoring
 - Assistance with vocational placements (if required)
 - Providing opportunities to deliver feedback
 - Processing requests linked to a change in personal circumstances (e.g. deferment requests)
 - Processing requests of a general nature (e.g. relating to certificate reprints or access to records)
 - Following up on employment outcomes
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COLLECTION OF PERSONAL INFORMATION



Commonwealth [Data Provision Requirements](#) (2012) oblige all Registered Training Organisations to collect certain personal information about individuals enrolling in nationally recognised training programmes and to disclose that information, in accordance with the [National VET Data Policy](#), to selected Commonwealth and state government entities for statistical, administrative, regulatory and research purposes.

Personal information collected from students may also be used by ACE Community Colleges — to enable financial transactions, to facilitate the administration of programmes and services in line with national standards, to communicate with students, for quality assurance purposes and in relation to the provision of support services.

A Privacy Notice detailing the information collected, the purposes for which it is collected and to whom it is disclosed is provided to all persons applying to enrol in any of our training programmes.

Prior to enrolling, students will be asked to confirm they have read and understood the information contained in the Privacy Notice (also available on [our website](#)) and that they consent to the disclosure of their personal information as indicated therein.

RIGHTS AND RESPONSIBILITIES OF STUDENTS

ACE Community Colleges strives to create positive learning experiences which meet the needs and expectations of our students. We start by acknowledging our students as key stakeholders, identifying individual needs and accommodating those needs where we have the capacity to do so. Once enrolled, students can expect us to fulfil our obligations while acting ethically and responsibly at all times. This approach promotes trust among

our stakeholders as it is founded on respect for the rights of students as consumers of our services. Our students can support us and make an equally valuable contribution to their own experience and learning outcomes, by embracing their own role in this relationship and accepting the obligations that come with participating in a structured training programme. Our Student Charter (below) summarises expectations from both perspectives.

STUDENT CHARTER



This Student Charter outlines expectations and concomitant responsibilities of students of ACE Community Colleges. It reflects the organisation's commitment to its students and to principles of fairness, inclusivity, reciprocity, mutual understanding and co-operation.

RIGHTS:

Students of ACE Community Colleges have the right to:

- Fair and equitable treatment at all times.
- Information, prior to enrolment, that is accurate, accessible and relevant to the enrolment decision.
- Access to all facilities, equipment and support services advertised as being available.
- Suitably qualified educators and support staff.
- Reasonable access to trainers (for telephone or email consultations) outside class times.
- Training and/or assessment that is delivered as advertised in a safe learning environment.
- Opportunities to provide feedback and to have legitimate concerns addressed.
- Effective consumer protection mechanisms and equitable complaints and appeals processes.
- Confidentiality in general and adequate protection and appropriate use of personal information.

RESPONSIBILITIES:

Students of ACE Community Colleges are obliged to:

- Accept the terms and conditions of their enrolment.
- Engage honestly and in good faith with the organisation and treat staff, fellow students and others with respect and courtesy at all times.
- Respect the property of the organisation and its community of students and stakeholders.
- Abide by the organisation's student code of conduct and respect all relevant rules, policies and directives.
- Engage meaningfully in their training programme by attending all relevant classes and participating in all training and assessment activities.
- Make steady progress through their course of study, completing assessments within the time permitted.
- Conduct themselves in an appropriately professional manner while undertaking work placement.
- Conform to standards of academic integrity.

OUR ADMISSIONS POLICY

ACE Community Colleges commits to an admissions process which conforms to principles of social equity, with the practical consequence that admission is equally attainable for individuals from different backgrounds whenever applications meet minimum standards and individual needs are capable of being met.

Admission as a student of ACE Community Colleges is at the discretion of the organisation once your enrolment application has been formally evaluated. Application evaluation and screening is undertaken to confirm the training sought aligns with individual aspirations and capabilities, to ensure the soundness and completeness of the application, to weigh the application against the organisation's admissions criteria and to ascertain individual needs and support requirements relative to the organisation's capacity to accommodate them.

ENROLMENT APPLICATION MINIMUM STANDARDS

- Enrolment applications must be completed correctly and submitted as directed by the organisation.
- The information provided in the application must be accurate, verifiable and sufficiently comprehensive to satisfy disclosure obligations and administrative requirements.
- Applications containing omissions, inaccuracies or insufficient supporting evidence will need to be rectified prior to being resubmitted. Any additional information or evidence requested by the organisation must be supplied as directed and to the standard specified by the organisation.

APPLICANT DISCLOSURE OBLIGATIONS

The organisation aims to meet the training needs of every student. To do so may require us to make certain accommodations in individual cases where accessibility may be an issue or where there is a foreseeable impact if no adjustment is made. As we may not be able to make the necessary accommodations in all cases, we take considerable care to confirm individual needs and related support requirements prior to admission. For these reasons, and to comply with our legal obligations, we require applicants to disclose certain information about themselves when applying for admission. This includes information relating to identity, disability, health, prior education and achievement, and existing skills and capabilities.

ADMISSION CRITERIA

Consideration is given to a range of factors prior to enrolment application being accepted:

- The training programme is not fully subscribed.
- The programme aligns with the applicant's training needs.
- The enrolment application meets minimum standards.
- Particulars can be verified, and documents can be authenticated.
- General and programme-specific entry requirements are fully satisfied.
- Eligibility for a training subsidy (if sought) has been confirmed.
- Individual needs and circumstances can be accommodated.
- Potential issues of concern (if any) are able to be resolved or mitigated.
- The applicant has accepted our terms and conditions of enrolment.

PROGRAMME ENTRY REQUIREMENTS

General and programme-specific entry requirements are outlined to all prospective students prior to admission and capacity to meet those requirements is discussed with every applicant on an individual basis. Admission is contingent on all separate entry requirements being met. Applicants are generally expected to meet minimum age requirements and to demonstrate that any applicable pre-requisite competencies have been achieved.

There may be proficiency requirements, too, particularly as training programmes align to increasingly higher levels of the Australian Qualifications Framework. This means that applicants may need to demonstrate verbal and digital literacy, numeracy and language skills sufficient to cope with the demands of the training and to meet industry expectations upon graduation. Additional requirements can relate to immunisation, physical fitness/soundness, clearances (following a Blue Card / WWCC or national police check), and/or other factors depending on industry context and the programme's aims and objectives.

APPLICATION EVALUATION PROCESS

Enrolment application processing begins promptly once an application has been received, with the initial focus being on evaluation and screening in order to confirm the viability of the application in line with organisational policy. Firstly, application details are checked, and an enrolment interview is arranged, at which:

- The applicant's understanding of key details is confirmed
- Training needs and support requirements are discussed
- Clarifications, corrections and additional evidence are sought (if need be)
- Language, literacy and numeracy surveys are administered

The application is then checked against admission criteria, with application details, documents, survey results and interview outcomes all given due consideration as part of this process. Identification and assessment of any unique risk factors and support requirements also takes place in this context. Ultimately, this leads to a decision being taken on whether or not to accept the application and proceed with admission.

Acceptance of an enrolment application is assured where it is apparent that admission criteria have been satisfied and in the absence of any overriding concerns. In a minority of cases, acceptance and admission may be contingent on the applicant agreeing to an individual learning plan (in which various commitments or special conditions are explicitly listed) where this is seen as a sensible precaution to mitigate risk to either the individual or the organisation.

Successful applications automatically progress to admission and enrolment in most cases



Where an application has been **unsuccessful**, the applicant will be notified, and the decision explained.

RECOGNITION AND CREDIT

RECOGNITION OF PRIOR LEARNING

Recognition of prior learning (RPL) is an assessment-only pathway suitable for entrants with recent industry experience who can access evidence of competency sufficient to satisfy course requirements. RPL is offered to all entrants once admission has been confirmed provided the intention to apply is signalled prior to course commencement. Students may complete an entire qualification through RPL, or any part of a qualification, depending on the units of competency involved.

If you intend to apply for RPL, you will need to bring this to our attention prior to course commencement. Be aware, too, that you will need to provide us with a comprehensive portfolio of supporting evidence showing how your skills and experience match the requirements of the units of competency for which you are seeking recognition. For more detailed information on the RPL process, contact a Student Support Officer at any of our campuses.

CREDIT TRANSFER

Credit transfer is the process by which identical or equivalent competencies achieved elsewhere, or as part of a different training programme, are credited towards a new qualification. This post-admission option is available only to students undertaking a full qualification course, as long as a credit transfer application is submitted prior to course commencement. Credit may be sought for up to 80% of a target qualification subject to qualification packaging rules.

To receive credit for competencies already held, you will need to be enrolled in a full qualification and permit us to access your educational achievements via the **USI system**. Please note that you cannot receive credit for your whole programme of study. At least twenty per cent must be achieved through assessment, either following formal training or via recognition of prior learning. It is offered only once admission has been confirmed and provided the intention to apply is motioned prior to course commencement.



UNIQUE STUDENT IDENTIFIER

A Unique Student Identifier (USI) is a personal education number linking an individual to an online record of all the vocational training they have undertaken since 2015 and to all their training outcomes and achievements. All students undertaking vocational education and training in Australia are required to have a Unique Student Identifier (available at www.usi.gov.au).

USI VERIFICATION AND PROCESSING

Providing a USI transcript will allow us to complete verification requirements and confirm your prior achievements. The personal details you provide us must exactly match those linked to your identity documents and USI account. We are unable to process enrolments, and are prohibited from issuing certificates, until your USI has been verified and details confirmed as accurate.

LINK YOUR USI TO MYGOV

You can also now access your [USI from myGov](#). Linking your USI with myGov means you do not have to log into your USI account when you access it from myGov. Just make sure [your USI account is activated](#).

ALREADY HAVE A USI?

If you have undertaken any vocational education and training (VET) in Australia since 2015, you may already have a USI. You can search for an existing USI via the Australian Government website www.usi.gov.au

COURSE FEES AND PAYMENTS

Course fees are published in our course guides and on [our website](#), together with information on any training subsidies that may be available. Our course fees cover all of the essentials for a successful learning experience:

- Full participation in the training programme for the advertised period, including all face-to-face (classroom-based and workplace-based) and online components.
- Extensive access to the trainer (to the extent advertised) for the duration of the programme.
- All essential learning and assessment materials and facilities.
- All necessary equipment and resources (unless stated in advertising material that a separate fee applies).
- Marking of assessment items up to a maximum of three submissions per item.
- Processing of RPL applications corresponding to advertised course components.
- Processing of credit transfer applications for relevant units of competency (full qualifications only).
- Access to advertised support programmes.

WHAT COURSE FEES DO NOT COVER

Payment of course fees does not entitle the student to:

- Select or vary elective units or defined course components (although employers are welcome to negotiate the specific training needs of their employees prior to any delivery taking place).
- Course extensions or extensions to submission deadlines for assessment items.
- Supplementary training or support not previously advertised or negotiated prior to course commencement.
- Remedial training and assessment as a result of failure to complete a course or meet submission deadlines for assessment items. (You must re-enrol and pay the commensurate fee if you require additional training).
- Unlimited or ongoing access to the trainer/assessor or to training equipment/facilities.
- Resubmission of assessment items following three unsuccessful attempts.
- Re-assessment, gap training or re-enrolment in a subsequent course following failure to complete a course to the required standard in the prescribed timeframe.
- Materials advertised as having an additional cost or to be supplied by the student.

AMOUNTS PAYABLE AND PAYMENT OPTIONS

Course fees are payable in full at enrolment except in the following circumstances:

- The fee exceeds \$1,500 → in which case payment is by instalment (see [Payment Plans](#) below).
- The entrant is eligible for an advertised concession → if so, only the concessional amount is payable.
- The entrant qualifies for a training subsidy → in which case fee amounts (if any) and payment arrangements will align with the requirements of the funding body (which can vary between jurisdictions, over time and across training programmes).
- Payment is to be made by an employer or job service provider → in which case enrolment will proceed once minimum requirements have been met by the sponsoring party.

- Payments can be made in-person by debit/credit card (Visa/MasterCard) or online (via PayPal). Cash payments are no longer accepted. Payment plan instalments are by direct debit (through Ezidebit). Purchase orders (on business letterhead) from an employer or job services provider are accepted as long as confirmations include the name and contact details of the person to whom the invoice should be addressed.

PAYMENT PLANS

Payment plans are established whenever the total course fee exceeds \$1,500 (as we are unable to accept advance payments greater than this amount). Payment plans typically entail an initial upfront payment with the balance payable in instalments over the duration of the course. None of these payments ever exceed \$1,500.

Payment plans on courses valued at under \$1,500 can be negotiated with college administration should you be unable to pay the full course fee in one upfront payment. If you are in this position, please enquire at your local college for further information.

STUDENT DEBTS

If your repayments become overdue or you have a financial debt to the organisation, you may not be able to continue in the course, undertake further assessment or enrol into further study. Equally, Certificates and Statements of Attainment will not be issued until all financial debts have been cleared.

FINANCIAL ASSISTANCE

Financial assistance may be available through Austudy, Abstudy or Youth Allowance (although you will need to discuss your circumstances with the relevant agency prior to seeking enrolment).

ACCESSING A TRAINING SUBSIDY

Standard training programmes are delivered on a fee-for-service basis, funded by students through the payment of course fees.

Frequently, however, governments provide funding for persons seeking to enrol in programmes which align with their strategic and/or regional training priorities. Eligible persons enrolling in these subsidised programmes may be charged no more than an administration and/or materials fee although some form of co-payment is often expected.

INFORMATION ON CURRENTLY AVAILABLE SUBSIDIES

Training subsidies currently available in New South Wales and Queensland are clearly advertised on our website and in our course guides. Here you will find information on what the subsidies are aiming to achieve, which programmes they may be applied to and what conditions apply. You will also be able to view eligibility criteria to help you determine whether you qualify for a particular subsidy and the evidence you will need to assemble to prove your eligibility. Further information can also be obtained by contacting any of our local Campuses.

CANCELLATIONS AND REFUNDS

Some training programmes may be subject to a viability threshold, meaning they will commence only once a minimum number of students have enrolled. Students already enrolled in any such programme will be advised in advance should there be any delay in commencement or discontinuation of the courses. Once commencement is confirmed, however, the organisation will ensure the programme is completed within the period advertised.

PRE-COMMENCEMENT

All fees paid in connection with any course cancelled by us prior to its commencement will be refunded in full without deduction. Equally, where a course fills before a payment has been received or processed, that payment will be returned or refunded in full without deduction.

POST-COMMENCEMENT

Should a trainer, assessor or third-party provider be unable to fulfil commitments, we will immediately arrange for a replacement or take other appropriate steps to ensure all enrolled students are able to complete their studies. In the unlikely event that this is not possible, or that operations are halted for any other reason, a pro-rata refund will be issued to compensate for any training not delivered. Competencies achieved up to this point will be acknowledged with a Statement of Attainment. These outcomes are also applicable to students who formally elect to withdraw from a programme of study following initial commencement.

PLANS AND PREPARATIONS

Programme requirements are outlined to all prospective students prior to admission and capacity to meet those requirements is discussed with every applicant on an individual basis. Then, following admission, all programme entrants are advised of any specific preparations they may need to make prior to commencing their training. Typical preparations include making arrangements to ensure extended access to an internet-enabled computer but many students will also benefit from giving prior consideration to one or more of the following:

GENERAL PREPARATIONS

- Sourcing materials advertised as being the student's responsibility to procure.
- Developing study routines in order to stay organised and manage your time effectively.
- Making certain you will have computer and internet access for the duration of the course.
- Considering what adjustments to your lifestyle or daily routines might be useful to ensure you will have sufficient time and opportunity to meet your study commitments.
- Making arrangements to cover necessities such as transport and child-minding for the foreseeable future.
- Ensuring you have the financial resources to meet both fee repayments and living expenses.
- Taking steps to ensure you are physically and mentally prepared for the journey ahead.
- Meeting vaccination requirements and ensuring your immunisation records are up to date.

Students may have additional responsibilities where an individual learning plan is in place. Individual learning plans are sometimes negotiated with applicants prior to admission, either to support an enrolment application that might not otherwise succeed or to provide individual guidance in exceptional circumstances or where otherwise deemed appropriate.

INDUCTION AND ORIENTATION

Prospective students can obtain relevant course information from their local college campus or they can access a broad overview of the training programme they are interested in by visiting our website and seeking out the published Course Information Sheet that meets their particular needs.

COURSE INFORMATION SHEETS

Course Information Sheets identify the components of the training programme, along with any entry requirements and materials to be supplied by the student. They also contain information on delivery arrangements, assessment provisions and more. Hard-copy editions are also available for in-person collection from any of our colleges. Prior to admission, you will be asked to acknowledge that you have read and understood the course information sheet that corresponds to your chosen training programme. You will also have the opportunity to seek clarification and have details re-confirmed during your pre-admission interview.

DOWNLOAD A COURSE INFORMATION SHEET:

On our website, navigate to the training programme you are interested in, then click the location that suits you best. Students should then see an option to download the latest course information sheet for that training programme.

FOLLOWING ADMISSION AND ENROLMENT

Enrolled students can expect their training programme to begin with an induction session where students are presented with a general overview of the relevant industry and industry-specific legislation, together with a more extensive summary of programme content. Delivery and assessment arrangements, and programme completion requirements, are also further detailed. Students will also have the opportunity to become acquainted with college rules and safety procedures, support services, facilities and learning environments — which may be physical, virtual or a combination of the two, depending on the programme being delivered.

INTRODUCTION TO E-LEARNING

Online and blended (mixed mode) programmes require students to become acquainted with e-Learning platform in order to access content and complete course requirements. Orientation to e-Learning follows initial induction once the training programme commences. Orientation is as extensive as it needs to be to ensure all students can navigate and use the platform effectively. Further individual assistance is offered as necessary.

TRAINING AND WORK PLACEMENT

All training at ACE Community Colleges is overseen by professional educators specialising in vocational training and assessment.

Our trainers all have considerable industry experience in roles which are directly relevant to the training they deliver and all work to keep their industry skills and knowledge relevant and up to date. This means they are very well placed to guide students through a training programme and deliver graduates who are readily employable.

Students may have more than one trainer over the duration of a training programme and specialists may also be brought in to deliver selected units on various programmes. Any specialists engaged for this purpose, are identified in the course information sheet corresponding to the programme being delivered.

MODES OF DELIVERY

Many standard training programmes provide both face-to-face and online learning opportunities, delivering a balance which promotes engagement and facilitates efficient progress. Students benefit from the utility and flexibility of online learning while still being able to experience the immediacy and collegiality of more traditional learning environments, be that in a classroom or a workplace setting. Delivery arrangements can and do vary, however, given programmes may be configured to accommodate different learner cohorts, employer requirements or other variables.



METHODS AND MATERIALS

Training methods and materials vary from programme to programme depending on the mode of delivery and other variables. Typically, a variety of methods and activities are employed, with many of these aimed at accommodating different learning styles.

EXAMPLES INCLUDE:

- Direct instruction and demonstration
- Training videos and other visual media
- Practical (hands-on) tasks and interactions
- Document or text analysis and interpretation
- Presentations incorporating a range of content
- Explorations based on case studies or scenarios
- Stimulations covering an array of roles and settings
- Group discussions and other collaborative activities

WORK PLACEMENT

Some Australian qualifications explicitly require learners to complete part of their training in the workplace and, as such, work placement is a mandatory component of some ACE training programmes. Work placement is best described as an unpaid vocational experience hosted by an approved business or facility. These experiences allow students to gain relevant insights, skills and experience in a genuine workplace setting.

- Work placement obligations are measured in hours; minimum requirements vary between qualifications but a commitment of approximately 120 to 160 hours should be anticipated.
- ACE Community Colleges regularly collaborates with local facilities across the various care industries so we are well placed to assist students to find and sustain a placement that meets their needs.
- Placement opportunities are contingent on programme entry requirements having previously been satisfied, including those relating to immunisation (evidenced by a vaccination record) and applicable clearances (following a National Police Check or a Blue Card / Working with Children Check as appropriate).
- Attendance at a mandatory skills workshop may also be required prior to commencing a placement, depending on the programme concerned, while uniforms (purchased by the student following admission) must be worn while on placement and at the direction of the trainer at other times.
- Students are required to accept certain responsibilities in connection with the placement and be aware of the responsibilities of the placement provider, prior to their placement commencing. All such responsibilities are detailed in a Work Placement Agreement which students will need to consent to ahead of commencement.

KEY STAGES OF A PLACEMENT

BEFORE:

MEETING MANDATORY REQUIREMENTS:

These relate to clearances and vaccinations and, in some cases, a driver licence.

ESSENTIAL PREPARATION IN THE CLASSROOM:

Covering topics such as work health and safety, infection control, manual handling (if appropriate) and other pre-requisite skills and knowledge.

LINKING UP A PLACEMENT PROVIDER:

Students will be assisted to find an appropriate placement and guidance will be provided on preparing for a placement interview and other preliminary matters.

FORMALISING A WORK PLACEMENT PLAN:

This covers learning objectives, planned experiences, tasks to be performed and information on workplace assessment.

SIGNING A WORKPLACE AGREEMENT:

This sets out the terms and conditions of the placement and lists the responsibilities of each party. Students are able to seek clarification on any part of the text prior to accepting.

DURING:**FIRST DAY PREPARATIONS:**

Students will be advised of where to go, when to arrive, who to contact, what to wear and what to do if unable to attend. Relevant course material should be revised beforehand.

WORKPLACE INDUCTION AND ORIENTATION:

This allows students to become familiar with the facility, the organisation behind it, key staff, including the student's own workplace supervisor, and relevant policies and procedures.

STRUCTURED WORKPLACE LEARNING:

This is what the placement is all about. It is facilitated by the trainer and by the student's workplace supervisor who acts as guide and mentor, providing feedback and encouragement while monitoring progress as evidence of learning.

WORKPLACE ASSESSMENT:

The placement culminates with the formal assessment of key competencies, conducted at the host facility.

CONTINGENCY MANAGEMENT:

This relates to the host facility's response to any unforeseen events, including any incidents or difficulties encountered at any time during the placement and how to report them.

AFTER:**FINALISATION & FEEDBACK:**

There may be a checklist of final day tasks as well as our recommendations on providing feedback and seeking to be considered for future work opportunities.

STUDENT SUPPORT SERVICES

The support services we provide at ACE Community Colleges are founded on 50 years' experience catering to the varied learning needs of individual students among multiple different learner cohorts in the various communities we serve. By seeking to meet those needs, and by adapting the support we provide, we aim to create an environment that is supportive to productivity and achievement, in which students feel confident they have what they need to successfully complete their learning journey and fulfil their learning goals.

GENERAL SUPPORT CATEGORIES:

GUIDANCE & ADVICE

We support applicants to make informed choices by providing accurate information about the industries, training programmes and pathways of interest to the individual as well as any relevant alternatives the applicant may wish to consider. We can also provide advice and assistance with enrolment and RPL applications while enrolled students can expect trainers and administrators to be accessible and helpful when questions and concerns arise.

EXTENDED ORIENTATION

Students with limited experience of digital environments will be supported to undertake e-learning successfully where this is an essential component of their training programme. Extended orientation may also be available to promote inclusion and familiarity among students from culturally or linguistically diverse backgrounds.

FOUNDATION SKILLS & STUDY SUPPORT

Pre-admission surveys allow us to evaluate language, literacy, numeracy and digital literacy capabilities prior to enrolment. This is done with reference to the Australian Core Skills Framework, helping us to determine individual needs relative to the demands of the course and to estimate support requirements. Once enrolled, students can then access foundational support adapted to their individual needs and circumstances.

ASSISTANCE WITH PLACEMENTS

Students required to undertake a vocational placement can expect us to use our industry connections to help them find a workplace that meets their needs and to work closely with that organisation to ensure the placement is durable and meets the expectations of all parties.

POST-COMPLETION SERVICES

Graduate services can include re-printing of testamurs, verifying achievements (to enable you to obtain credit with another training organisation or meet employer requirements), engaging with workplaces on implementing student feedback and following up with industry collaborators where future employment opportunities may exist.

INDIVIDUAL AND COMMUNITY NEEDS:



DISABILITY SUPPORT

We will take all reasonable steps to ensure training and assessment is equally accessible to all enrolled students. For students with a disability, this might entail adjusting the way training is delivered, or the way assessments are administered, in order to facilitate full participation and maximise opportunity. We also encourage students to continually engage with their trainer so that specific situational needs can be readily addressed whenever they become apparent.

PLEASE NOTE: *the organisation may not be able to accommodate students whose disabilities were not disclosed, or not fully disclosed, during the enrolment application process. Initial disclosure facilitates discussion of needs and the planning of support both of which are essential for an optimum experience.*

INDIGENOUS SUPPORT SERVICES

Our Community Programmes team is well placed to provide advice and assistance to our Aboriginal and Torres Strait Islander students across all support categories and in relation to needs and requirements with a cultural or community dimension. Support also extends to assistance in obtaining identification documents from federal agencies and to negotiating driving and licence-related transactions with authorities in NSW.

SPECIAL ARRANGEMENTS

In certain circumstances an individual learning plan may be developed in consultation with an applicant as a way of supporting that person through the admissions process (initially) and as a student (thereafter). This approach may be taken where individual needs or circumstances, and/or potential adjustments, are relatively complex or require especially careful management. Individual learning plans are a practical way of documenting specific needs, adjustments and responsibilities where clarity is essential.

ISSUE RESOLUTION AND WELLBEING SERVICES:

LISTENING AND RESPONDING

Students may have concerns stemming from changes in their personal circumstances, from issues that have arisen while participating in a training programme or in relation to the programme itself. In all such cases students are encouraged to approach their trainer or arrange to meet with their local campus manager, to air their concerns so that potential solutions can be explored. Matters of this nature arise from time to time and, more often than not, can be promptly resolved to the satisfaction of all concerned.

MONITORING AND INTERVENTION

We monitor student progress for the full duration of each training programme and may make enquiries should it become apparent at any stage that a student may be experiencing particular difficulty in meeting their obligations. If confirmed, it may be possible to negotiate further, individualised support so that the student is able to successfully continue in the programme and fulfil core requirements.

EXTERNAL SUPPORT SERVICES

Students should approach their trainer or local campus manager in the first instance should they require information regarding referrals to any external service provider.

COMPETENCY BASED ASSESSMENT

Australia's vocational education and training system has been heavily shaped by industry, with industry-defined competency requirements embedded in the qualifications and standards at the heart of the system. Training organisations are thus able to design and deliver training and assessment to specification and, by doing so, to produce graduates with the right blend of skills and knowledge for every job role that industry itself has defined.

COMPETENCY STANDARDS

Nationally recognised qualifications and skill sets contain discrete units of competency each representing a defined set of responsibilities in a particular work context and which describe the learning and performance outcomes, skills and knowledge required to fulfil those responsibilities satisfactorily. The competency standard includes detailed prescriptions covering the various workplace tasks a learner needs to perform, and the accomplishments that need to be evidenced, in order to demonstrate that outcomes have been achieved. Assessment conditions and the range and volume of required evidence are also stipulated.

ASSESSMENT IN PRACTICE

Assessment occurs in all training programmes containing nationally recognised units of competency. In most cases, assessment is delivered progressively throughout the programme once opportunities for learning and practice have been taken at different points along the way. Assessments are conducted with reference to the competency standard and aim to establish whether the learner has attained, and is able to sustain, the minimum standard of performance required by industry across all the various functions, tasks and settings included in the specification.

- **ADMINISTRATION** — Summative assessments are tests or evaluations conducted after formal instruction and completion of programmed activities focused on learning and familiarisation, including activities undertaken during work placement (where applicable). Assessments may be administered in different contexts and at different times depending on the requirements of the competency standard and the number and nature of the tasks involved.
- **ASSESSMENT CONTEXT** — The context and conditions of assessment can vary considerably as these must accord correspond with industry requirements specific to each individual competency standard. Some mandate that skills be demonstrated in the workplace, for example, while a simulated workplace environment may be recommended in other cases.
- **REASONABLE ADJUSTMENT** — Assessments may be adjusted in appropriate circumstances to accommodate a disability that has been disclosed prior to admission onto the training programme. Any such adjustments must be negotiated prior to the assessment taking place and must be reasonable in both scope and necessity.
- **METHODS & MATERIALS** — Assessment methods, tools, materials and activities will vary to accommodate different requirements, objectives, workplaces, learning styles and other factors. Assessments may be based on examination (formal testing), observation (of performance), inspection and evaluation (of documents, evidence and supervisor reports), marking (of written responses, verbal replies and explanations) and other approaches as appropriate.
- **ASSESSMENT OPPORTUNITIES** — Every student gets a chance to do their required assessments. If you miss one or your first try doesn't meet the standard, you can have additional attempts, up to three times for each assessment.
- **ASSESSMENT OUTCOMES** — Competence is determined at the unit level (all task-level outcomes contribute to one unit-level outcome). As such, all discrete tasks associated with a given unit of competency must first be completed and assessed (as satisfactory or unsatisfactory) before an outcome can be recorded against that unit. The competency is achieved when all such tasks are assessed as satisfactory.
- **INTEGRITY ANALYSIS** — Prior to an assessment outcome being recorded, an integrity analysis may be undertaken to ascertain determine the likelihood that work submitted by the student has been plagiarised (copied from another source without attribution). Plagiarism constitutes academic misconduct and, if suspected, will be referred for further scrutiny.
- **ASSESSMENT EVIDENCE** — Items submitted as evidence of competency will be retained by the organisation for quality and compliance purposes. Students should make copies of this work prior to submission should they wish to keep a record of their outputs for their own purposes.

REASSESSMENT FOLLOWING UNSATISFACTORY OUTCOME

Students are limited to three attempts at any given assessment task or activity in normal circumstances. This is because repeated failure to achieve a satisfactory outcome typically implies a need for further training, revision and/or practice which may not be feasible in the immediate circumstances. Students in this position should consider feedback given and speak with their trainer to confirm an appropriate way forward. Where further training is deemed to be necessary, an outcome of 'not yet competent' will be recorded against the unit to which the task or tasks relate. Students will then need to re-enrol in that unit should they wish to be freshly assessed at a later date. You may be required to pay an additional

PROGRESSION AND COMPLETION

Personal commitment and a disciplined approach are essential to success when undertaking vocational training as they drive progress towards completion within the time allowed. Students can evidence their personal commitment through continuous engagement (such as by attending training sessions as scheduled and by actively participating in all prepared learning activities) and by making steady and consistent progress over the full duration of their programme (such as by completing assessment tasks and assignments in good time).

FULFILLING OBLIGATIONS

Reasonable* and consistent progress is expected, which students can achieve by attending timetabled classes, workshops and work placement activities, by engaging with course material on our e-learning platform, by communicating regularly with their trainer (and keeping them informed of any difficulties being experienced), by steadily generating output that can be assessed and by submitting work for assessment by the date specified. Please be aware that non-fulfilment of obligations may impede progress towards completion.

**We expect students to make steady progress by attending classes and workshops, participating in work placements, using our online learning platform, staying in touch with their trainer and completing and submitting their work on time. Not meeting these expectations could slow down or stop your progress toward finishing the course*

EXTENSIONS TO ASSESSMENT DEADLINES

Extensions to assessment deadlines can only be granted for illness or where extenuating circumstances have been accepted as both genuine and reasonable. All formal (written) requests to extend submission deadlines will be considered as long as reasons are clearly articulated and the request is delivered to the trainer at least 48 hours prior to the submission deadline. Where an extension is granted, the length of that extension will be at the discretion of the trainer in consultation with college management.

CERTIFICATION AND ISSUANCE OF AWARDS

Training programmes constructed from nationally recognised units of competency provide students with the opportunity to earn an award that will be recognised throughout Australia. All of our certificate and diploma courses (qualifications) and skill sets, and many of our short intensive courses, are in this category which means students will be issued with one of the following upon completion of programme requirements to the requisite standard:

QUALIFICATION TEST AMUR AND ACADEMIC TRANSCRIPT (RECORD OF RESULTS) — issued to students who are assessed as having met competency requirements in all units of full qualification programme.

STATEMENT OF ATTAINMENT (LISTING UNITS OF COMPETENCY ACHIEVED) — issued to students who are assessed as having met competency requirements in some, but not all, units of a full qualification programme and to students who meet competency requirements in one or more units of a skill set or other short course featuring nationally recognised units of competency.

Students who are entitled to an award will be issued with a qualification or statement of attainment as appropriate within 30 days of receipt of all documentation relevant to the finalisation of their achievements provided that all financial debts to the organisation have been paid in full. Where a financial debt is owed, the award may be withheld until such a time as the debt has been cleared.

REPLACEMENT AWARDS

Upon payment of a reissuance fee, replacement awards can be obtained to replace a lost or damaged document. You will be asked to provide proof of identity when requesting a replacement award.

WHAT IS DIFFERENT FOR TRAINEES

A traineeship is a learning pathway for those seeking to gain a nationally recognised qualification through a combination of formal study and employment-based training in an appropriate industrial setting. Traineeships allow the learner to engage in paid work while studying to obtain a qualification that will serve them well into the future. Traineeships are supported and regulated by government while specific arrangements, between a training provider and an employer, are developed with input from applicants to ensure their on-the-job training provides them with the hands-on experience they'll need to earn their qualification.

TRAINING CONTRACTS

In a traineeship, the training contract places obligations on the employer, the training organisation and the trainee, with the employer required to provide appropriate facilities and a suitable range of work opportunities as required for the trainee to progress towards completion. The trainee is indentured for the duration of the training contract, which is determined by the type of work involved, whether the traineeship is full time or part time and other such arrangements. Contract extensions are available although these must be applied for at least three months from the date of expected completion and the final decision will be made by the state body and not by the college.

ADHERENCE TO TRAINING PLANS

All parties agree to a training plan which outlines the units of competency to be completed, the methods to be used in delivery of training and assessment of these units and who is responsible for each aspect of delivery. It's expected that trainees will make consistent progress throughout their programme in accordance with the training plan. The plan is reviewed at three-month intervals and can be amended should that be necessary. As the registered training organisation, we are obligated to report trainees who do not make steady progress in their course, along with those who fail to respond to our attempts to communicate, which will result in an investigation by the relevant state body.

AT THE WORKPLACE

Formal training is usually conducted at the workplace although trainees may be required to be released from work on days where they are required to attend skills workshops or other scheduled events. Training records are collected throughout the traineeship which track work performance and the development of skills in line with the training plan. Competencies are achieved via assessment decisions that are supported by the employer.

CESSATION

If there are circumstances where it is mutually agreed that a traineeship should cease, the employer and the trainee must sign a cancellation agreement which is to be lodged with the state body. Single party cancellations will be investigated prior to approval but are possible in circumstances where the trainee has left the workplace or can no longer perform the duties required under the terms of the traineeship.

ACE Community Colleges supports trainees in a variety of qualifications across several industry sectors. Please contact us to find out what options are currently available in your region.



CHANGES TO SERVICES

We always aim to minimise disruption to students wherever possible. Should an unforeseen event lead to an unavoidable change to existing arrangements, however, all affected students will be notified at the earliest opportunity, with advice provided on what is changing and the options that may be available to students in the circumstances. Examples include changes to timetables or personnel due to illness or unavailability, changes of venue or temporary closures related to the management of an infectious disease, critical incident or natural disaster, changes to third party provider arrangements (if applicable) and any other changes deemed necessary in the prevailing circumstances. The nature and significance of the change will determine how students will be notified. Students are advised to keep personal details up to date to facilitate communications in this regard.

TRANSITIONS TO UPDATED TRAINING PRODUCTS

Nationally recognised qualifications, skill sets and units of competency are occasionally revised and updated to align with evolving industry standards. In some cases, an update will result in major changes to industry-agreed standards of graduate competence (for example), leaving students enrolled in a superseded training product at a potential disadvantage upon graduation. In such circumstances, currently enrolled students may benefit from transitioning to the newer training product where the advantages are likely to outweigh any associated inconvenience.

ACE Community Colleges follows industry and regulatory recommendations in the management of transitions to new training products and will engage with individual students to discuss their personal circumstances, requirements and preferences, and the potential impact of transitioning, where such opportunities exist.

EXCEPTIONAL CIRCUMSTANCES HALTING DELIVERY

ACE Community Colleges ensures its training programmes are completed within the advertised delivery period in all ordinary circumstances. Should this not be possible, due to an extraordinary event beyond the organisation's control or for any other reason, we will take action to secure the best possible alternative outcome for affected students based on their individual needs and preferences.

In these circumstances students can elect to defer their enrolment, enabling them to recommence their studies at a later date, or withdraw from the programme with-out penalty. In the case of the latter, students will receive a pro-rata refund (if due), covering the undelivered part of the programme, and assistance (if requested) in transferring their enrolment to another provider.

Fees paid in advance to ACE Community Colleges are protected and will be returned to students in the event the organisation is unable to continue operating.



PERSONAL CIRCUMSTANCES

We recognise that personal circumstances change and will do our best to accommodate our students when family responsibilities, illness or work commitments make it more difficult to participate fully in a training programme or to fulfil course requirements in the expected timeframe. Some of the options available to students in this situation are outlined below. Students benefiting from a training subsidy should note, however, that government restrictions may limit our ability to offer deferments or extensions in all cases. Students in this situation will be advised of their options should they be considering any of the possibilities listed below.

EXTENSIONS, DEFERMENT AND WITHDRAWAL

Short term **EXTENSIONS** beyond agreed deadlines may be negotiated directly with the trainer to facilitate completion of specific course requirements. An extension may be granted for a specific assignment, for example, where the trainer is provided with a valid reason for the request and where there is scope to accommodate it without impacting programme continuity or administrative functions. Any additional time requested should also realistically reflect the commitment required to complete the outstanding work satisfactorily.

DEFERMENT is the formal mechanism for extending course durations where a significant portion of the programme cannot be completed in the required timeframe and/or where a longer hiatus is desired. It may be possible for students who have commenced training to defer completion for a period of up to six months upon application. Deferment applications must be in writing and accompanied by a completed application form (obtainable from any of our colleges). Deferment applications are reviewed by the local college manager and outcomes are determined on a case-by-case basis. Applications lodged prior to the student commencing training will not be considered.

WITHDRAWAL refers to the termination of an enrolment at the request of the student. Once finalised, this process cannot be reversed. It should only be considered where the student has no scope to fulfil their commitments and is certain of the decision not to proceed. As with deferments, applications to withdraw from a programme of study must be in writing and accompanied by a completed application form (obtainable from any of our colleges). Withdrawal applications will be discussed with the student prior to being finalised after which students will receive a pro-rata refund (if applicable) covering the remainder of the programme. Students should note that enrolments remain active, and fees applicable, where studies are abandoned without a withdrawal application being submitted.

TRAINING CONTRACT EXTENSIONS, SUSPENSION AND CANCELLATION

Trainees can apply to amend their training contract to extend the timeframe for completion, or to have the contract suspended for a period of time, if they are experiencing difficulty in fulfilling their obligations or feel they cannot complete their traineeship by the contract end date due to illness or other factors beyond their control.

EXTENSION OF TRAINING CONTRACT

Extensions can be granted up to six weeks prior to the completion date specified on the training contract with approval being at the sole discretion of the relevant state body. An amendment form supplied by the state body must be completed and signed by all parties to the contract as part of the application process. If granted, we will then prepare a new training plan in consultation with all parties to the training contract.

SUSPENSION OF TRAINING CONTRACT

A similar process obtains where trainees are seeking to have their training contract suspended for any length of time. A form supplied by the relevant state body is to be completed and signed by all parties to the training contract. This includes a parent or guardian if the trainee is under 18 years of age. Approval of suspension applications is at the sole discretion of the state body, with the training provider having no influence.

CANCELLATION OF TRAINING CONTRACT

Contracts can be cancelled by a trainee and their employer, acting together, where training is no longer continuing or employment has ceased. Applications must be signed by the employer, the trainee and a parent or guardian (if the trainee is under 18 years of age). These are processed by the relevant state body which has sole responsibility for approval. ACE Community Colleges must be notified as soon as a cancellation is requested to enable assessment outcomes to be finalised and a statement of attainment (if applicable) to be issued.

NON-FULFILMENT OF OBLIGATIONS

This handbook aims to provide prospective and enrolled students with a diverse range of useful information, both to inform enrolment applications and to refer to as needed while actively engaged on a programme of study at any of our colleges. This includes information on the various obligations that applicants and students accept when they choose to seek admission onto any of our training programmes and, thereafter, for the full duration of their enrolment. While obligations and responsibilities are specified under relevant headings throughout the document, this section serves to emphasise some of the possible consequences of non-fulfilment.



Obligations referred to in this handbook relate to disclosure of information, personal conduct, participation and engagement in learning activities, progress and accomplishment, communicating with the organisation and its representatives, payment for services and adherence to organisational policies and directives.

POTENTIAL CONSEQUENCES OF NON-FULFILMENT

In the following circumstances, the organisation reserves the right to take any of the actions specified below, or any other proportionate action appropriate to the circumstances, notwithstanding the possibility that alternative responses (such as accepting a commitment to rectify the failing and adhere to further conditions) may be considered in relation to any given instance of non-fulfilment.

- **FAILURE TO MEET DISCLOSURE OBLIGATIONS**
Failure to disclose information sought by the organisation or to provide documentary evidence in relation to eligibility or suitability for enrolment, or for any other valid purpose, may result in an enrolment application being rejected or in an enrolment being terminated in the absence of extenuating factors.
- **NON-PAYMENT OF COURSE FEES OR FAILURE TO CLEAR A FINANCIAL DEBT**
Non-payment may result in suspension of access to training and assessment services or in an enrolment being terminated. The processing of awards may be delayed, and future enrolment opportunities restricted, until all financial debts to the organisation have been cleared.
- **FAILURE TO SUBMIT ASSESSMENT ITEMS BY THE DUE DATE**
Unless an extension has been granted, all assessment items must be submitted by the due date. Failure to meet this requirement may result in the work not being reviewed, leading to an unsatisfactory assessment result. Students in this position may need to re-enrol in the unit or units concerned (and pay the commensurate fee) should they want further opportunities to complete.
- **FAILURE TO MAKE SATISFACTORY PROGRESS OR TO INFORM US OF MATTERS AFFECTING PROGRESS**
Student progress is monitored and those who fall behind or fail to meet programme requirements within a specified timeframe may be asked to justify the maintenance of their enrolment which, in the absence of extenuating circumstances, and inclusive of any subsidy being accessed, may subsequently be cancelled. Students will be notified prior to any such action being taken, however, and given an opportunity to respond by a certain date.
- **NON-PARTICIPATION IN ONE OR MORE UNITS**
Non-participation in a unit of competency (total failure to engage) may result in the student being withdrawn from that unit. Once a unit withdrawal is effected, future participation will be possible only by re-enrolling in the unit and paying the commensurate fee.
- **FAILURE TO KEEP CONTACT DETAILS UP TO DATE**
This may result in students missing important communications from the organisation leading to inconvenience, disruption, penalty or other consequence.
- **NON-FULFILMENT OF GENERAL OBLIGATIONS**
Students are obliged to act responsibly, abide by the terms and conditions of their enrolment, respect organisational policies and follow all reasonable instructions, including those given in any learning context (vocational placement included) or to facilitate the administration of their enrolment. Disciplinary action will ensue where failure to adhere to these obligations is determined to be misconduct (see section below).

MISCONDUCT AND BREACHES OF POLICY

Misconduct refers to any discrete action, activity or behaviour, deliberately undertaken, that is unlawful, improper, negligent or expressly forbidden by the organisation (as communicated in this handbook) or by any of our industry partners or funding bodies (where applicable). Misconduct can also refer to lack of appropriate action (non-fulfilment of obligations or failure to do what is required) especially where explicit guidelines, instructions or directives, or generally accepted norms of appropriate conduct, are intentionally disregarded or not given due and timely consideration.

The organisation is attentive to matters of conformance (with rules, policies, terms and conditions) and actively monitors for academic misconduct (plagiarism, fraud). It will act to investigate apparent irregularities and will quickly intervene wherever misconduct is suspected. Once confirmed, in any general or academic context, the organisation will take immediate action to curb the misconduct in question and to limit associated harms, including any that the transgressor may be inadvertently be visiting upon themselves. After reflecting on the nature, context and severity of the misconduct, and the presence or absence of any mitigating factors, one or more of the penalties listed below may also be applied.

PENALTIES APPLICABLE IN INDIVIDUAL INSTANCES OF MISCONDUCT

All breaches of the student code of conduct, and subsequent actions taken by the organisation, will be recorded and retained on file and may be used to inform organisational responses to future enrolment applications. A refund may be negotiated where transgressors opt to withdraw from their programme following the imposition of a penalty for misconduct except in cases of serious misconduct resulting in immediate termination.

- **REPRIMAND/WARNING** — The breach is evidenced to the individual concerned with reference to organisational policy and a formal reprimand is issued. This is recorded against that individual's enrolment, together with a warning of escalating consequences should any further instances of misconduct (of any kind) be committed during the period their enrolment remains active. Reprimands are unlikely to harm an individual's future enrolment prospects.
- **TEMPORARY EXCLUSION** — The individual concerned may be barred from entering a specific location, prevented from accessing digital platforms or otherwise excluded from programme-related activities for a period of time, either to ensure public safety or to facilitate further investigation of the circumstances surrounding the misconduct.
- **CONDITIONS/RESTRICTIONS** — The individual's continued participation in their chosen training programme is subject to additional conditions or restrictions (formulated as a unique response appropriate to the circumstances) in order to promote future compliance with organisational codes and policies. This may include limitations on the use of certain facilities or equipment among other possible restrictions.

- **REVISION OF ENROLMENT** — Enrolments may be revised where admission was granted on the basis of false or mis-leading information provided during the initial enrolment application process or following non-disclosure (or incomplete disclosure) of information relevant to the admission decision. Revision may lead to unenrolment from any programme component or termination if the admission decision was materially influenced by the deception.
- **COMPULSORY REASSESSMENT** — Where academic misconduct in the form of plagiarism has been detected, affected assessment outcomes will be invalidated requiring fresh assessments to be administered. An additional fee may be charged to the student to cover the cost of re-assessment in these circumstances.
- **SUSPENSION/TERMINATION** — The individual's enrolment may be suspended for a period of time (or terminated entirely) preventing all access to college premises and to workplaces in which vocational placement is undertaken and preventing any form of participation in training or assessment. Suspensions are reviewed after a fixed period while terminations are irreversible. There is no entitlement to a refund where misconduct results in termination.
- **CANCELLATION OF AN AWARD** — Where academic misconduct in the form of fraud is detected subsequent to the issue of an award, that award will be cancelled with the individual concerned required to return physical copies of relevant documents. Cancellations will be reported to relevant authorities who may take further action. Cancelled awards are unusable for any formal purpose.
- **COMPENSATION ORDER** — The individual concerned may be required to pay compensation where the misconduct results in loss or damage to property. Alternatively, proceedings may be initiated to seek restitution through legal action.
- **REFERRAL TO EXTERNAL AUTHORITY** — Breaches of the student code of conduct which are believed to constitute unlawful conduct will be referred to police in the jurisdiction in which the infringement took place. Other relevant authorities may also be advised of the breach and of actions taken in response.
- **BLACKLISTING** — Future enrolment applications may be rejected for public safety or other valid reasons where an applicant has previously engaged in serious misconduct resulting in their enrolment being terminated.

PERSONAL CONDUCT

Our Student Code of Conduct serves to promote awareness among our stakeholders of the standards of personal conduct expected of our students and to guide efforts to conform to those standards. It outlines the obligations of students in relation to personal conduct, in all general and academic contexts, in line with the values of the organisation and the broader community. It is a condition of enrolment that students agree to adhere to these standards throughout the period of their enrolment. By doing so, students will be contributing to the confidence, safety and wellbeing of all stakeholders of the organisation and to the learning experience of all fellow students.

STUDENT CODE OF CONDUCT

This Code of Conduct applies across all of our campuses and in all learning environments, including placements at workplaces external to the organisation. Students of ACE Community Colleges are obliged to abide by the principles and standards incorporated within this Code as a condition of enrolment.

Any breach of this Code, or behaviour contrary to the values and principles within it, will attract a penalty commensurate with the gravity of the breach.



GENERAL CONDUCT

Acting lawfully and behaving decently, respecting the values of society

Students will act responsibly and within the law at all times. They will conduct themselves in a manner that reflects societal standards of decency, ensuring the choices they make are consistent with those standards. They will refrain from engaging in any behaviour or activity a reasonable person would regard as being antisocial, adversarial or otherwise inappropriate.

Students would be in breach of this obligation were they to engage in any form of criminal activity or illegal conduct as defined in the laws of any relevant jurisdiction or were they to act in an indecent, disruptive or disorderly manner, interfere with the operations of the organisation or engage in unwarranted correspondence with staff or stakeholders.



INTERACTING WITH OTHERS

Engaging positively and respectfully with staff and fellow students

Students will contribute to a respectful and inclusive adult learning environment. They will display tolerance and civility when interacting with staff and fellow students, in all face-to-face and technology-assisted environments, and refrain from engaging in any behaviour or activity that is likely to endanger the safety or wellbeing of others or that a reasonable person would regard as being intimidatory, discriminatory or disrespectful.

Students would be in breach of this obligation were they to become abusive or exhibit any threatening behaviour, were they to engage in any form of violence, harassment, intimidation or coercion, such as bullying, or were they to act discourteously or in a manner that is intentionally disrespectful to individuals or groups, including any form of discrimination based on intolerance.



PROPERTY AND PLACE

Respecting property and observing rules and regulations

Students will respect the physical and intellectual property of the organisation and its stakeholders and observe all rules and regulations aimed at maintaining the amenity of the college environment for the comfort and wellbeing of others. They will refrain from engaging in any behaviour or activity that is prohibited at any campus or workplace.

Students would be in breach of this obligation were they to contribute in any way to the theft, defacement or destruction of property, were they to engage in any unauthorised use of property or services or were they to disregard rules and directions published by the organisation in relation to prohibited activity in any context or at any premises.



ACADEMIC CONDUCT

Acting with integrity as a student, without seeking unfair advantage.

Students will uphold the principle of academic integrity, ensuring their progress through training programmes is based solely on their own learning and achievement. They will not attempt to seek unfair advantage by engaging in any form of deception or academic misconduct or by otherwise acting dishonestly in their dealings with the organisation.

Students would be in breach of this obligation were they to engage in, or facilitate, any act of academic misconduct or fraud, including any act of cheating, collusion, plagiarism or misrepresentation (including failure to acknowledge the use of generative AI when used in an assessment context) or any attempt at falsification of academic records.



SAFETY AND SECURITY

Being considerate and taking due care to minimise risks to others.

Students will take responsibility for their own actions, ensuring they do not pose a risk to the safety or privacy of others by intentionally disregarding potential hazards, misusing information technology resources or divulging confidential information. They will refrain from engaging in any behaviour or activity a reasonable person would regard as having the potential to compromise personal safety or security.

Students would be in breach of this obligation were their actions to in any way harm, or increase the risk of harm, to the organisation or any of its stakeholders. This includes any behaviour that risks compromising the safety of individuals or the security of information or that conflicts with policies aimed at protecting the organisation and its stakeholders.



MEETING OBLIGATIONS

complying with contractual obligations and fulfilling commitments

Students will abide by all terms and conditions of enrolment, fulfil their commitments in accordance with the organisation's [Student Charter](#) and act in a manner that is consistent with the policies and expectations of the organisation, including those identified in this Code of Conduct and elsewhere in the ACE Student Handbook.

Students would be in breach of this obligation were they to fail to meet disclosure obligations, act in a manner that is contrary to expectations outlined in the Student Code of Conduct or otherwise breach the terms and conditions of their enrolment or were they to fail to fulfil their commitments through inaction or wilful disregard.

HEALTH AND SAFETY

ACE Community Colleges is committed to providing safe workplaces and learning environments for all of its stakeholders in accordance with the Work Health and Safety Act 2011 and with comparable state legislation. To achieve this, our institutional arrangements are supplemented by policies and practices which promote personal responsibility, with management, employees, trainers, students and visitors all required to play a constructive role in promoting and maintaining safety across the organisation.

INSTITUTIONAL ARRANGEMENTS

SAFETY BY DESIGN:

- Strategies covering all dimensions of safety
- Environments and processes optimised for safety
- Safety factored into training programme design

SAFETY BY DESIGN:

- Hazard identification and reduction/elimination
- Safety risk assessment and mitigation
- WHS training, consultation and participation
- Public health advice monitoring
- Independent safety audits

INCIDENTS AND EMERGENCIES:

- Incident response strategy
- First aid resources
- Fire and flood plans for all Campus locations
- Evacuation procedures for all campuses

COLLECTIVE RESPONSIBILITY:

- Notices, guidelines and codes of conduct
- Feedback and reporting mechanisms

DIMENSIONS:

Physical safety
Psychological safety
Cultural safety
Online safety
Information security



FIRST AID:

Kits are accessible at all training locations. Most trainers hold a current first aid certificate

INDIVIDUAL OBLIGATIONS

Individuals are required to contribute to their own safety and the safety of others by acting responsibly and with due care and consideration. Individuals are required to:

- Abide by codes of conduct
- Identify and report safety hazards
- Report incidents and injuries
- Follow protocols relating to illness
- Be aware of the location of fire exits
- Follow evacuation instructions



Reporting: To report an incident or safety hazard, please speak with your trainer or contact your local college campus. You may be asked to complete an Incident Report form (with assistance if required) where an incident results in injury.

Students will also need to conform to safety requirements specific to their course of study, including WHS policies and procedures at care facilities where mandatory work placement (if applicable) takes place. These may mandate the wearing of Personal Protective Equipment (PPE) and clothing deemed suitable by the facility.

INTELLECTUAL PROPERTY

Intellectual property refers to anything intangible which is legally recognised as belonging to a particular party due to that party having created the material or otherwise legally acquired it. Patents, trademarks and copyrights are among the legal mechanisms which protect intellectual property generated through ideation (original thought), innovation (e.g. following research and development) or any other creative process. Copyright, for example, protects the expression of ideas and information in material form, granting exclusive rights to the owner of such material including the right to determine how their work can be used and by whom. All stakeholders of ACE Community Colleges are obliged to respect our intellectual property, and that of others, by taking sensible precautions to ensure their actions are lawful and permissible in any given context.

MEETING OBLIGATIONS

Individuals can avoid intellectual property infringements, policy infractions and associated penalties by being mindful, and respectful, of laws and rights relating to intellectual property. To this end, students are advised to:

- **ASSUME TRADEMARK PROTECTION** → Trademarks are commonly used to protect company logos, styles and brands (and associated pictures, colours, words, phrases, sounds, actions and packaging). Unauthorised use of such devices is strictly forbidden.
- **KNOW WHAT COPYRIGHT APPLIES TO** → Copyright protects original works across a range of media. Text-based examples include books, articles, letters, emails, reports, fact sheets, website content, soft-ware source code and training materials.
- **BE AWARE OF COPYRIGHT PROTECTIONS** → Copyright owners have the exclusive right to publish, reproduce, adapt or lease protected material, to transmit the material electronically, make it available via the internet or otherwise communicate the material to others.
- **AVOID ACCIDENTAL INFRINGEMENTS** → Copyright owners can take legal action, and may choose to seek compensation, in the event of an infringement. This can be avoided simply by being aware of what copyright applies to and how it applies.
- **DO NOT ENGAGE IN PLAGIARISM** → Using the words or ideas of another person without acknowledgement constitutes plagiarism, a form of academic misconduct that also breaches the moral rights of an author or creator. This can be avoided through proper attribution and citation.
- **SEEK ADVICE WHEN IN DOUBT** → Our trainers are well placed to help students avoid acts of accidental plagiarism, while the [Australian Copyright Council](#) is a community legal service offering many free resources to improve understanding of Australian copyright law.

GENERAL OBLIGATIONS

Policy information and practical guidance not covered elsewhere in this handbook is summarised below. This includes information of a general nature that students should be aware of, including various protocols and obligations relating to attendance at our campuses and affiliated workplaces and to the handling of information.

- **DRESS REQUIREMENTS** — Students should wear clothing that is clean, tidy, appropriate to the training environment and in keeping with the reasonable expectations of stakeholders. On work placement, students must wear clothing deemed suitable by the facility which may include the use of personal protective equipment such as face masks.
- **FACILITIES AND RESOURCES** — Students are requested to assist in maintaining the serviceability of facilities and equipment by reporting breakages and/or faults with equipment to their trainer or to Campus administration, and by leaving classrooms, workshops and self-catering areas neat and tidy after use. Notices and instructions should also be heeded.
- **ATTENDANCE AND PUNCTUALITY** — Students should ensure they attend each class/training session/placement at the correct time each day and provide adequate notice of any scheduled absences. If unable to attend on any given day, students should notify their trainer, workplace supervisor or Campus administration prior to the scheduled start time when-ever possible. If a student is experiencing any ongoing difficulties affecting their punctuality, or otherwise impacting their ability to participate, they should discuss the situation with their trainer without delay.
- **PRIVACY AND CONFIDENTIALITY** — Students must take all reasonable steps to ensure their actions do not in any way compromise the privacy of others or allow confidential information to be divulged. Students are advised to regard all information that is not publicly available to be potentially confidential and, as such, subject to non-disclosure principles. This includes information belonging to ACE Community Colleges and to any of its stakeholders, including facilities and workplaces at which work placements are undertaken.

INFORMATION TECHNOLOGY USE AND CYBER SAFETY

The organisation's electronic resources, including computers and internet facilities, are not to be used for purposes other than to meet course requirements. ACE Community Colleges may monitor the usage of its computer networks to guard against misuse, reserving the right to take disciplinary action where breaches of access or relevant codes of conduct occur. Students should note that the following are not permitted:

- Modifying system settings or disabling protections.
 - Installing or deleting software without the consent of college management.
 - Importing, downloading and/or using unlicensed or unauthorised software.
 - Use of external drives which have not been checked for viruses and malware.
 - Accessing websites which pose a security risk or which host content not likely to be acceptable to the organisation, downloading content from such sites.
 - Making audio or video recordings of staff or students without their knowledge and consent.
 - Failing to follow cyber safety guidelines or take reasonable care to protect personal information.
-

OTHER POLICY INFORMATION

Frequently asked questions relating to a number of common policies are briefly answered below. Please enquire at administration should any additional information be required on these or similarly generic topics.

- **On-site parking** → Not available. There are many suitable free parking options nearby, however, which administrative staff at each campus can advise on.
 - **Children, babies** → No facilities available. Students should make alternative arrangements for child-minding and not bring their children to classes.
 - **Smoking, vaping** → Not permitted on college premises. Outdoor locations suitable for smoking/vaping can be found within easy walking distance of each campus.
 - **Alcohol, illicit drugs** → Not permitted on college premises. Please do not attend if under the influence of alcohol or illicit drugs. Affected students will be asked to leave immediately.
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FURTHER INFORMATION

ACE Community Colleges aims to comply with all relevant Commonwealth and state laws and regulations. We endeavour to ensure that our staff, trainers and students are informed of requirements relevant to their duties or to their participation in vocational education and training. Should students wish to learn more about current laws and regulations, or consumer safeguards in their jurisdiction, they may wish to consult one of the following:

- **Commonwealth legislation database:** www.legislation.gov.au
- **Australasian Legal Information Institute (legislation database):** www.austlii.edu.au
- **NSW consumer rights (help centre):** www.fairtrading.nsw.gov.au
- **Queensland consumer rights (training courses):** www.qld.gov.au/consumer-rights

FEEDBACK, COMPLAINTS AND APPEALS

ACE Community Colleges embraces the principle of continuous improvement, be it through innovation or re-mediation, and welcomes all opportunities to improve its programmes, services and practices. We will always act to remedy a fault, solve a problem or address inefficacy when an issue is brought to our attention, and we will always give thoughtful consideration to implementing refinements and enhancements suggested by any of our stakeholders. So, whether it's a constructive suggestion or a pressing concern, please consider sharing it with us.

PROVIDING FEEDBACK

Students are strongly encouraged to complete one or more of the surveys provided by the organisation during the course of their training and/or at its conclusion. Beyond this, students can also provide feedback at any time (preferably in writing) by approaching their trainer or a customer service officer at any of our college campuses. Written feedback is preferred as it can be forwarded on to an appropriate member of staff, although we can accommodate verbal feedback too, if required, via an appointment with the local Campus Manager.

RAISING AN ISSUE OF CONCERN

While the organisation has a comprehensive complaints process, previous experience informs us that most issues can be dealt with swiftly, and much less formally, by simply bringing the matter to our attention so that a solution can be explored. Please be aware that any issue of concern, or any option to resolve such an issue, can be discussed in confidence at an appropriate level simply by making an appointment to talk the matter over with an experienced member of staff, either in person or over the phone (see process below) .

ISSUE RESOLUTION PROCESS

1. DISCUSS THE MATTER

It is often productive to bring the matter to the trainer's attention in the first instance or, if the student prefers, to make an appointment to talk the matter over with an experienced member of staff, such as the local Campus Manager, either in person or over the phone. In most cases, they will be able to take immediate steps towards resolving the issue or allaying the concern.

2. ESCALATE IF NECESSARY

Should the above approach not lead to a satisfactory resolution, the next step would be to put concerns in writing and email them to our [RTO Manager](#) who may be in a position to take further action to facilitate resolution. If the student chooses to identify the issue as a complaint, how-ever, we request that the organisation's official complaints form (available from any of the service desk or by email request) be used to provide details.

COMPLAINT INVESTIGATION

3. AWAIT RESPONSE

Written complaints identified as such will be formally investigated with due regard for confidentiality and procedural fairness. Depending on the complexity of the issues involved, this may take several weeks. The complainant will be advised of the progress of the investigation throughout and notified of its conclusion with a written account of the outcome detailing the decisions taken. Where an investigation results in a complaint being substantiated, a direction will be issued to immediately implement corrective actions to remedy the failing.

ADDITIONAL OPTIONS

Decisions resulting from a complaint investigation may be appealed where there is a compelling case for doing so. Otherwise, students may seek to involve an external agency such as the Australian Skills Quality Authority to ascertain their interest in exploring the matter further. Where the training has been subsidised by the NSW government, additional advice may be sought through [Training Services NSW](#) (contact details [here](#)).

APPEALING A DECISION

Decisions taken by the organisation may be appealed within 20 working days where reasonable grounds exist for such action. This applies to academic appeals (con-testing an assessment decision), appeals relating to the cancellation of an enrolment and, where justified, appeals relating to the outcome of a previously lodged complaint. Appeals must be in writing and recorded on the appropriate form (accessible on request).