

# CEAV INSTITUTE STUDENT HANDBOOK



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# Welcome from our ACCE CEO



Dear Prospective Student,

Thank you for your interest in studying a career development course through the CEAV Institute. Our courses are of the highest industry standard having been endorsed by the national peak industry body, the Career Industry Council of Australia (CICA) and meeting the standards of the Australian Skills Quality Authority (ASQA).

Career development is the process of reflecting on your strengths and aspirations and managing life, learning, and work across the lifespan. It is increasingly recognised by Australian governments as having a positive impact on Australia's jobs and skills future and for supporting Australians to achieve their best. This makes career education and guidance an exciting field of study and a wonderful career choice. Those joining the sector can expect future growth in the field.

Career education and career guidance are vital for making informed and considered work, study, and employment choices. By undertaking one of our courses, you are developing the knowledge and skills to support people to navigate change in their lives, and you will be contributing to Australia's workforce development. Your role will be even more important during challenging times.

The Australian Centre for Career Education (ACCE) was founded by the Victorian Department of Education in 1975 to train teachers to support students to make informed subject and pathway choices. We are a not-for-profit career subject association and thought leader in career development. Our work includes training educators and new career practitioners in numerous sectors. We benchmark career services in a range of settings, and work with industry and government stakeholders across Australia in schools, community programs, and workplaces to deliver training, career resources, and a variety of career services and programs.

CEAV Institute VET courses have been designed to ensure you receive effective, professional training that enables you to successfully work in key career industries and roles. The VET approach includes both theoretical and practical information that is applied to relevant workplace examples so you can apply your skills at work when you complete your course. Our qualified trainers and assessors are passionate career practitioners with extensive experience who are dedicated to supporting your learning.

During your course with us, you will have the opportunity to register for a discounted student ACCE membership for the 12 month duration of your studies. Upon completion of your studies we encourage you to apply for membership as a qualified career practitioner (Professional or Associate) of our association. ACCE is committed to supporting career practitioners throughout their careers and has over 1,000 members. Our association plays a substantial role in advocating for the profession and for equity in career education and guidance for all Australians. Joining a CICA member association gives you access to conferences, professional development, resources, and networking opportunities.

I trust you will enjoy your course as you embark on your career journey with us and I look forward to meeting you and welcoming you to the industry as a qualified member.

**Penne Dawe,  
ACCE CEO**

# About CEAV Institute

## CEAV Inc

is an educational charity membership association with a mission to improve the quality of career development services in schools and the broader community.

## CEAV Institute (RTO 22523)

offers training courses in career development and delivers its programs through a centre of excellence in teaching and learning. Trainers and Assessors are professionally qualified career practitioners with extensive experience in education and training.



## CEAV Careers Counselling Australia

is a registered DGR charity, providing vocational assessment and careers counselling services to the community

## CEAV Research and Development

works to provide the evidence base of the impact of career development for the public benefit of all Australians.

## History

The Australian Centre for Career Education has over a forty-plus year history of providing quality resources and training to career practitioners. The CEAV Institute (RTO 22523) was established to meet the demand for formal qualifications in the career industry, driven by the [CICA](#) Professional Standards for Australian Career Development Practitioners.

We offer nationally recognised qualifications for career development practitioners who operate within the CICA Professional Standards at either Associate or Professional level. CEAV Institute trainers and assessors are highly qualified and experienced career development professionals who maintain compliance with both the CICA standards and the requirements of the Standards for RTOs.

Our students come from diverse backgrounds that include; Education (Secondary, Tertiary and VET), Apprenticeship/ Traineeships providers, Wellbeing Coordinators, Job Seekers, Career Transition providers and from Corporate sector.





# Vision & Objectives

## Vision

The CEAV Institute's vision aligns with that of the [Australian Centre for Career Education](#). It strives to service the wider public benefit as the leader in the provision of quality career education, career development services and products to the community.

## Objectives

CEAV Institute objectives are to:

- Be a leading provider of Career Development training.
- Equip career practitioners with the skills to ensure that they develop sufficient career management skills to advance their career development and manage their career transitions successfully.
- Support the upskilling of career practitioners and to ensure all people working in the career development field are appropriately qualified.
- Providing career development teaching programs to the public.
- Developing professional relevant, innovative and quality career development learning and training programs, products and communications media.

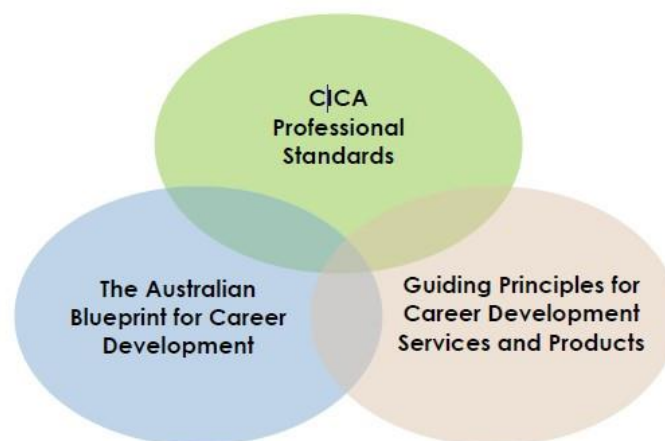
Advocating for career education to benefit school leavers, indigenous people, disabled people, rural people, people for whom English is an additional language, the underemployed, and the unemployed in conjunction with schools, parent bodies, Principals, teacher and education groups, government departments, employer bodies, unions, employment agencies, disability and refugee organisations, and other stakeholders.



# Quality & Assurance

## CICA Quality Assurance Framework

CEAV Institute recognises that individuals learn differently and each person has their own learning style and preferences. In response to the needs of adult students, our trainers provide a collaborative, flexible and supportive approach to training. Our experienced trainers are very accessible, approachable and skilled in the implementation of a range of learning strategies to build the capacity of all students in our courses.



## Links to National Associations

The ACCE has links with equivalent education associations interstate. It is also a founding member of [The Career Industry Council of Australia](#). CICA is the national industry body for careers practitioners in Australia. It is a strategic alliance of Australian professional associations involved in career development, and developed the National Professional Standards for Australian Career Development Practitioners. The ACCE adheres to the requirements of The CICA Professional Standards.

## Governance

Clause 7.1 of the Standards states that the RTO must ensure its Executive Officers or high managerial agents:

- are vested with sufficient authority to ensure the RTO complies with the RTO Standards at all times, and
- meet each of the relevant criteria specified in the Fit and Proper Person requirements in schedule 3.

To meet this requirement the Chief Executive Officer of ACCE maintains RTO compliance through a systematic approach and ongoing continuous improvement.

The CEO is the person legally responsible and accountable for the way in which the RTO operates. Responsibility for the day to day operation of the RTO rests with the RTO Manager, Head of Teaching & Learning who regularly provides updates to the CEO and the Board of Directors through weekly meetings and reports.

## Compliance

CEAV Institute ensures that the highest standards are maintained in the provision of vocational education, training and professional development. At all times it maintains high standards of compliance with relevant policies, legal requirements, codes of practice and national standards relevant to the VET sector and business operations.

## Recognition of AQF Qualifications & Statements of Attainment

One of the most important features of the Australian Quality Training Framework is the recognition of Qualifications and Statements of Attainment issued by RTOs.

As a registered training organisation, the CEAV Institute must accept the credentials issued by another registered training organisation based in any State/Territory of Australia.



# Enrolment

## Credit Transfer

CEAV Institute's courses have been endorsed by CICA, who is the peak body for career practitioners. These qualifications includes the CICA competencies and standards for Career Practitioners.

To protect the integrity of our courses, CEAV Institute will only provide Credit Transfer for some units of competency only. This is because a CHC81315 Graduate Certificate in Career Development Practice or CHC41215 Certificate IV in Career Development issued by another RTO, may not have CICA endorsement.

Credit transfer applications must be submitted prior to the Application Closing Date for the Course. An administrative fee of \$60 per unit of competency will be applied for each Unit of Competency approved.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Credit Transfer Policy & Procedure

**Relevant Form:** Credit Transfer Application Form

## Recognition of Prior Learning (RPL) /Recogniton of Current Competency (RCC)

Students who already have knowledge and skills gained through previous work experience and/or related study may wish to consider Recognition of Prior Learning (RPL) or Recognition of Current Competency (RCC). RPL/RCC is the acknowledgement of competencies previously attained which exempts students from completing selected units or assessments to demonstrate competency in the course.

It is imperative students provide evidence that their skills and knowledge are valid, used in current practice and match the industry-supported vocational outcome of the unit(s).

RPL/RCC is an evidence-based process that usually requires the student to complete an evidence portfolio, collection of knowledge questions, third-party report, interview with their assessor and, if required, complete any gap-training.

Students interested in RPL/RCC are strongly advised to discuss this during their Pre-Training Review Career Conversation with their trainer and must submit their application within 4 weeks of course commencement.

Please refer to the relevant information, which can be obtained directly from your trainer.

**Relevant Guidelines:** Guidelines for Student Skills Assessment Evidence Kit

**Relevant Form:** RPL/RCC Skills Assessment Evidence Kit



## Applying for RPL/RCC

### CEAV Institute RPL/RCC Process

Stage 1:  
Contact

Step 1: Students enrolls into the course & pays Application Fee.

Step 2: Students discusses RPL/ RCC with Trainer/Assessor.

Step 3: Trainer/Assessor sends student the Student Skills Assessment Evidence Kit.

Stage 2:  
Discussions

Step 4: Student reads the Student Skills Assessment Evidence Kits and decides which units they will be applying for based on the evidence requirements.

Step 5: Student identifies referee/s (Third Party Report).

Stage 3:  
Gather Evidence & Application

Step 6: Student collates Portfolio of Evidence as outlined in the Skills Assessment Evidence Kits and provides evidence for each unit of competency for which they are requesting skills recognition.

Step 7: Third party contacts are briefed and provided with the Third Party Report.

Step 8: Student completes and submits the Skills Assessment Checklist and the required evidence to their Trainer/Assessor. This must be submitted within four weeks from the date of course commencement.

- If the student portfolio is not organised, CEAV Institute will return it (without marking) and ask the student to re-organise, then resubmit.
- CEAV Institute will keep your evidence. **DO NOT SUBMIT ORIGINAL DOCUMENTS.**
- Student to retain a copy of the Portfolio of Evidence and Application, as copies will not be provided by CEAV Institute.

Step 9: Student pays RPL/RCC Application Fee of \$200 per Unit of Competency for which they are applying for RPL/RCC.

Stage 4:  
Review

Step 10: Trainer/Assessor will review the submitted evidence and map it against the requirements listed in this Skills Assessment Evidence Kit. The Trainer/ Assessor will contact the student within 2-3 weeks (per UoC) of student application and arrange an interview.

Step 11: Trainer/ Assessor makes an assessment decision made at unit level. Deems either Competent or Not Yet Competent. If unsuccessful/ Not Yet Competent, the Trainer/Assessor will discuss what is required to achieve competency for each unit that was unsuccessful.

Step 12: Student pays \$400 RPL/RCC Processing Fee per Unit of Competency approved by the Trainer/Assessor.

Stage 5:  
Results

Step 13: Student notified of results.

Step 14: Statement of Attainment issued to the student for applicable units.

# Student Support

## Student Support Services

There are several ways in which CEAV Institute will support you:

- CEAV Institute will provide a fully equipped, disability accessible training room with internet access for all onsite training workshops.
- Students have access to the extensive Course Reference Library and onsite laptop computer borrowing with internet access at CEAV Institute, Level 3, 61 Civic Drive, Greensborough 3088, Monday to Friday from 09.00am – 4.00pm excluding public holidays and Christmas shutdown period.
- CEAV Institute will provide referral to relevant services for support for literacy and numeracy difficulties. E.g., Victorian Adult Literacy and Basic Education Council when required. Referral list available on request. Any additional cost incurred will be met by the student.
- CEAV Institute will ensure students have every reasonable opportunity to complete their training program. CEAV Institute is committed to supporting all students' learning and will make reasonable adjustments to training and assessments for students with identified special needs. Students need to contact the trainer/assessor to discuss their circumstances.

Please refer to the relevant Policy & Procedure on our [website](#) for further information:

**Relevant Policy & Procedure:** Student Support Policy & Procedure

## Extension Requests

An extension of time for an individual student to complete an assessment task should be granted only in special circumstances, as detailed on the Extension Application Form. In discussions with your trainer, applications will be reviewed on a case by case basis. You must apply for an extension at least 3 working days prior to the assessment deadline. If you are seeking an extension on or after an assessment due date, please contact your trainer.

All extensions must be requested in writing (email is acceptable) initially, followed by the completion of the Extension Application Form. Any medical conditions must have a medical certificate to validate the request for extension.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Assessment Policy & Procedure

**Relevant Form:** Extension Application Form

## Deferral

In consultation with your trainer and the RTO Manager, Head of Teaching & Learning, CEAV Institute only permits a deferral of no more than twelve (12) months from the date of receipt of your notification. Your request to Defer will be reviewed and considered on an individual basis. You will be required to recommence your course within 12 months from the deferral date. You can only defer your studies for a maximum of 2 times, otherwise you will be required to re-enrol and fees may be incurred. Please contact the RTO Admin Team to discuss further.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Withdrawal & Deferral Policy & Procedure

**Relevant Form:** Deferral Form

## Withdrawal

CEAV Institute recognises that students may be unable to continue their enrolment for a variety of reasons and may need to withdraw from their course. In this situation please contact the CEAV Institute Administration Team or your Trainer, to discuss options available to you.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Withdrawal & Deferral Policy & Procedure

**Relevant Form:** Withdrawal Form





# Student Services

## ACCE Student Membership

**\$ 57 per year | Valid for 12 months whilst enrolled in a CICA endorsed course**

We are excited to offer all of our students undertaking a qualification in Career Education (and who have not previously been a member of the ACCE), a significantly discounted student membership fee of \$57.00, normal cost per year is \$262.50 per year (all prices are GST inclusive).

By purchasing an ACCE student membership, you have access to:

- Access to ACCE Member Lounge
- ACCE eJournal subscription
- ACCE eNews fortnightly publication
- Discounts on book purchases
- On-demand webinars AND, so much MORE...

Upon completion of your studies, we encourage you to apply for membership as a qualified Career Practitioner (Professional or Associate) of our association. Click [here](#) to find out more about our Membership Options or just contact our membership team on [membership@ceav.vic.edu.au](mailto:membership@ceav.vic.edu.au) or (03) 9433 8000.

## Recources & Facilities

Students will have access to the online Learning Management System (LMS) for all learning materials, assessment tasks and can contact trainers/assessors via LMS, email and telephone. When face-to-face training workshops are required, all training will be conducted in a fully equipped, disability accessible training room.





## Access & Equity

Equity is a term used to cover issues relating to access to VET, participation in VET and achievement of outcomes in VET. Equity issues can range from providing a supportive learning environment to adjusting assessments to meet individual circumstances, from policies on fee reduction to development of inclusive training materials. Equity refers to the ability to achieve results in training and to receive training in an inclusive environment with inclusive materials. An inclusive environment or set of materials is one that acknowledges and values the differences between people and cultures. It includes rather than excludes.

CEAV Institute is committed to ensuring that all prospective students are able to participate and have the opportunity to build on their potential, make choices and receive responsive and appropriate products and services. While the destination for all students may be the same (i.e., demonstrating competence to the standard required), the journey will be different. For example, some students may gain their credential through skills recognition. Some students may need more time than others, due to family or work responsibilities. CEAV Institute aims to ensure equity by being flexible, responsible and avoiding a 'one size fits all' approach to training and assessment.

Access generally refers to the ability to successfully enter into training. CEAV Institute is committed to improving this by providing physical access to the training venue and ensuring that selection criteria does not discriminate against any students.

## The Universal Declaration of Human Rights

The Charter of Human Rights and Responsibilities Act 2006 (the Charter) is a Victorian law that sets out the protected rights of all people in Victoria, as well as the corresponding obligations on the Victorian Government and any organisation providing services, such as funded training, on their behalf.

The Charter of Human Rights applies in the following circumstances:

- Deciding whether to request information, who to request the information from and the nature and scope of the request.
- Sharing information voluntarily that would promote the wellbeing or safety of a child but could impact upon the wellbeing and safety of another child.
- Sharing information voluntarily for a family violence assessment or protection purpose.
- Voluntarily sharing information about perpetrators with victim survivors to assist them to manage their safety or with a child or their parent to manage a risk to that child's safety.
- Seeking the views and wishes of a person regarding sharing their information.
- When making a decision that requires applying and interpreting a decision-making threshold in practice, such as considering whether it is 'safe, appropriate and reasonable' to seek a person's views.
- Engaging with clients or responding to complaints.

CEAV Institute is committed to providing a fair, safe and inclusive place to learn, where every person is respected and treated with dignity.

## Diversity & Inclusion

The Australian Centre for Career Education appreciates the value inherent in a diverse workforce. Diversity may result from a range of factors: origin, age, gender, sexual identity, race, religion, marital or family status, cultural heritage, lifestyle, education, physical ability, appearance, language, or other factors. We value the differences between people and the contribution these differences make to our business.

We will actively manage diversity and inclusion, seeking ways of acknowledging and embracing the differences that exist. This means that we will:

- actively and flexibly seek to accommodate the unique needs of many different employees & students
- commit to ensuring that all employees & students are treated with respect, dignity, and openness
- seek to ensure that our business practices, policies, and procedures do not prevent people from diverse backgrounds having equality of opportunity within the organisation.

## Complaints & Appeals

CEAV Institute is committed to resolving complaints and appeals efficiently and ensuring that the outcomes are consistent, fair and just.

- **Complaint**

is deemed to be dissatisfaction with the procedures, outcome, or quality of service provided by or the conduct of employees of CEAV Institute or a third-party providing services on CEAV Institute's behalf in relation to the following processes:

- Enrolment.
- The quality of the training delivery.
- Issuing of results, certificates, and/or statements of attainment.
- Any other activities associated with the delivery of training and assessment services.
- Other issues such as discrimination, sexual harassment, participant amenities, etc.

- **Appeal**

is a request for a review of a decision made by CEAV Institute (or a third party providing services on CEAV Institute's behalf), including decisions about assessment, made by CEAV Institute or a third party providing services on behalf of CEAV Institute. An appeal can also be made against CEAV Institute's outcome decision of a formal complaint.

- **Complainant**

means the person making the complaint.

CEAV Institute has developed a policy and procedure for addressing students and staff complaints and appeals. If at any stage during your application/enrolment or course delivery/assessment you feel dissatisfied, you have the right to complain or appeal any decision that you disagree with.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Complaints & Appeals Policy & Procedure

**Relevant Form:** Complaints & Appeals Form

# Fees & Charges

## Course Fees

You can find an up to date Statement of Fees on our website for the following qualifications:

- CHC41215 Certificate IV in Career Development: [Link](#)
- CHC81315 Graduate Certificate in Career Development Practice: [Link](#)

## Refunds

Please refer to the relevant Policy, Procedure and Form on our website for further information:

**Relevant Policy & Procedure:** Fees, Charges & Refunds Policy & Procedure

**Relevant Form:** Refund Form

## General Eligibility Excursions

Prisoners detained in a custodial setting are not eligible for a government based subsidised place. The only exception is an individual on a community-based order, or an individual from the Judy Lazarus Transition Centre, where students can physically access training outside a custodial setting without supervision. Such students must present with a letter from the Department of Human Services, confirming their status in line with this rule, and have the letter attached to their enrolment form.

Students detained under the Mental Health Act 1986; or the Crimes (Mental Impairment and Unfitness to be Tried) Act 1987 or the Sentencing Act 1991 at the Thomas Embling Hospital are not eligible for a government-subsidised place.

Secondary school students already enrolled with a separate government, non-government, independent or catholic secondary school, or registered for home schooling, are generally not eligible for a government-subsidised place at TAFE (school-based trainees and school-based apprentices excepted).

\*Information is subject to change pending notification of changes to government policy for government subsidised places. Some eligibility exclusions may apply. Please check your eligibility for a government subsidised place with our CEAV Institute Administration team when enrolling in your course.

# Changes to Agreed Services

## Change of Enrolment

If a student wishes to change their enrolment to another course, the fees paid will be transferable to the new course, however, this must be done within the first 4 weeks of course commencement.

Change of enrolment is subject to availability and will not normally be considered after more than 4 weeks from course commencement unless there is a compelling reason for the change. Change of enrolment must be applied for in writing (email is acceptable) and may occur if CEAV Institute and the student agree on the benefits of the change. CEAV Institute reserves the right to enrol students into the appropriate course.

## Change of Personal Details

It is your responsibility to inform CEAV Institute of any change to your employment and/or contact details - both work and home. In this way, CEAV Institute is able to maintain an up to date student database. Please complete the Change of Contact Details form.

Please refer to the relevant Form on our [website](#) for further information:

**Relevant Form:** Change of Contact Details Form

## Course Cancellation

If CEAV Institute cancels the course, reschedules at a time not suitable to you or is unable to offer you a place in the course of your choice due to excess numbers, you will receive a pro-rated refund in line with our Fees, Charges and Refund Policy & Procedure.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Fees, Charges & Refunds Policy & Procedure

**Relevant Form:** Refund Form



# Learning

## Coursework

As part of your course, you will be required to complete research, readings, learning activities and reflection on how these can be applied in the workplace. Your trainer will set you Assessment Tasks designed to determine if you have developed the skills and knowledge required by the unit of competency. You will also be required to demonstrate your skills in the workplace or in a simulated situation that reflects workplace conditions.

It is important to complete all set tasks on a progressive basis during the course. Your trainer will guide you on the timelines that relate to the scheduled workshops. It is highly recommended that you attend the tutorial sessions and participate in discussions with the trainer and other students. A Course Delivery Schedule with clear assessment submission dates has been provided to support your completion of the qualification. It is advised that you commit to these submission dates or alert your trainer in advance if you are not going to be able to meet these dates and apply for an extension.

Participation in the online discussion forums is not only a valuable learning experience, it also enables your trainer to assess your understanding and provide support where necessary. Students must submit work in electronic form by uploading the written assessment tasks to Moodle (our student Learning Management System) by the due date, unless you have been granted an extension of time as a result of a successful application for an extension.

***It is your responsibility to keep a copy of all submitted work for your own records. CEAV Institute also retains this as evidence for presentation at regular validation and audit sessions.***

All work must be clearly presented. Page numbering must be used and your name, student ID number and the unit code(s) and title(s) should appear in either the header or footer of the document. Hand-written work must be presented in a similar format.

Where an assessment booklet is resulted as a 'not satisfactory' result, students will have the opportunity to provide further evidence and resubmit up to 2 additional times. This **applies for a 21-day period only**, dated from the return of the assessment task. Students are also eligible to appeal an assessment result.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Complaints & Appeals Policy & Procedure

**Relevant Form:** Complaints & Appeals Form

## Assessment Results

All students are able to access their results at any time via the Student Learning Management System (Moodle).

Assessment tasks are marked 'satisfactory' or 'not satisfactory'. Assessors provide clear feedback on areas for improvement.

When all assessment tasks for a particular unit have been completed satisfactorily, the student will be deemed 'competent' for that unit.

Assessments are marked and returned within 6 weeks of the indicative due date (provided receipt on or before this date). The Assessment Booklet, with feedback and outcome, is returned to the Student via the Moodle LMS. Late submissions, including those with an extension granted, may take longer to be marked and returned.

The student may speak to their Trainer/Assessor if they have any difficulty in completing any task and require reasonable adjustments.

Should you require a Statement of Attainment or evidence of course completion prior to the issuing of formal certificates, please contact CEAV Institute via email [support@ceavinstitute.edu.au](mailto:support@ceavinstitute.edu.au)

Please refer to the relevant Policy & Procedure on our [website](#) for further information:

**Relevant Policy & Procedure:** Assessment Policy & Procedure



## Academic Honesty – Plagiarism, Collusion & Cheating

Students must ensure the authenticity of their work. In all written work submitted for assessment they must acknowledge the sources of their material appropriately. As a rule, wherever work is submitted that is not a student's own original work, it must be acknowledged. A well-constructed written assessment task – report, essay etc - should refer to and build on the work of others, supporting and strengthening their work and advancing knowledge.

Quoted passages should be placed in quotation marks (or presented as an indented paragraph if longer than three lines) and their source referenced within the text (author, date and page number). A list of references should be provided at the end of the work (where appropriate) to acknowledge the resources used in the completion of the task. Plagiarism is a serious issue and students must ensure that all information is acknowledged appropriately.

- **Plagiarism**

is a type of cheating which involves the use of published or unpublished works of others and misrepresenting the material as one's own work.

- **Cheating**

is to act dishonestly or unfairly to gain an advantage. It can also be defined as completing an assessment without a student's effort and getting someone else to do the work. This is not an acceptable practice and will affect the progression of the course.

- **Collusion**

is an understanding or agreement between two or more people to intentionally cooperate to gain an unfair advantage in assessment and may include:

- Unauthorised and unacknowledged joint authorship in an assessment task.
- Unauthorised and unacknowledged copying or use of material prepared by another the person for use in assessment.

CEAV Institute will treat assisting another student as plagiarism and cheating. This may include knowingly assisting another person to cheat or allowing another student to copy work by giving them access to a draft/completed assessment. CEAV Institute has no objection to students discussing an assessment, however, joint planning and/or execution of work is not permitted. While we understand that students may collaborate in group discussions during workshops and tutorials. We ask that you acknowledge this in your document but the writing up of assessment task responses and reflections be done in your own words.

### Penalties for Plagiarism, Collusion & Cheating may include:

- A formal warning.
- Loss of credit for the relevant task/s.
- Requirement to undertake reassessment by completing new or adapted assessments.
- Termination of enrolment.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Plagiarism, Collusion & Cheating Policy & Procedure

# Expectations

## General Expectations

Staff and students of CEAV Institute are expected to treat each other with care, courtesy and fairness and to use acceptable language at all times. Therefore violence, intimidation or bullying will not be tolerated.

## At CEAV Institute Student can Expect:

- To receive course materials, assessment tasks and assessment criteria within published timeframes.
- That courses are CICA endorsed and are consistently delivered.
- That consideration is given to the diverse range of backgrounds and learning needs of students. All students receive parity in terms of learning resource provision and guidance to support their learning.
- That trainers/assessors will provide consistent learning and teaching experiences, particularly in relation to the validation of assessment.
- That at commencement of the course, students are provided with a clear description of assessment requirements, standards of performance and assessment criteria.
- The conduct of student assessment be transparent and fair and follow approved assessment standards for all assessment activities which are provided to students.
- Assessment activities to be reviewed on an annual basis.
- Trainer and assessor feedback to be provided to students on completed assessment activities which address how performance might be improved in the unit of study.
- Trainers/Assessors to be available to students via email and telephone to answer any questions or concerns that students have about any aspect of their education and training with CEAV Institute. Individualised tutoring may also be provided to meet the needs of students.
- CEAV Institute to maintain a comprehensive and up to date online Learning Management System to which all enrolled students have access.

## CEAV Institute Expects that Student's will:

- Behave as adult students, respectful of their own and other's rights and responsibilities.
- Read the student handbook and all course material fully so they are aware of course expectations, policies and procedures.
- Acknowledge that, by enrolling in a course with CEAV Institute, they agree to adhere to course expectations, policies and procedures and pay the course fees.
- Participate fully in the course in which they are enrolled.
- Contact CEAV Institute if they have any questions or concerns so that CEAV Institute is able to support their learning.
- Inform CEAV Institute of any change to their employment and/or contact details, both work and home.



## Code of Conduct

It is important to understand that as adult learners everyone in the course will have different work and learning experiences. Some aspects of the course will be highly familiar to some, while, for others, a lot of the content will be new. It is expected that students will be respectful to each other and their trainer and agree to abide by the ACCE Code of Conduct.

ACCE is committed to providing a constructive team environment where employees and students feel valued. ACCE has a clear expectation of appropriate standards that foster a positive environment where everyone's rights are maintained.

### ACCE Code of Conduct:

ACCE expects all workplace participants and students to:

- treat each other with respect, honesty and integrity and without harassment.
- act professionally, ethically and in the best interests of the ACCE.
- be accountable for your own actions and decisions.
- be aware of and align with ACCE's mission and vision.
- maintain an appropriate standard of dress and wear Personal Protective Equipment (PPE) when required.
- be punctual in your attendance at training events. If you are unavoidably late for training, you must advise your trainer as soon as possible.
- be fit for training when performing your duties and advise the ACCE if you have a medical or other condition which would affect the performance of your duties or pose a risk to the health and safety of others.
- comply with all lawful and reasonable directions given by ACCE Management.
- act in accordance with the policies and procedures of the ACCE/ CEAV Institute
- act in accordance with Australian legislation, relevant laws, regulations, codes, standards and guidelines that are applicable to the ACCE.
- participate in any training as required by the ACCE to comply with all relevant laws, regulations, codes, standard and guidelines that are applicable to ACCE.
- not tolerate misconduct or inappropriate behaviour. It is expected that students inform their trainer, CEAV Institute RTO Manager, ACCE HR or ACCE CEO, if witnessing an incident of this type.
- comply with all obligations to ensure a training place free of discrimination, harassment, bullying, victimisation and vilification as set out in this Code.
- not use offensive language or gestures in the training space (online or face to face).
- protect the confidential information and intellectual property of the ACCE from unauthorised use or disclosure.
- seek written approval from the ACCE before you approach or respond to the media on any issue concerning the ACCE.

### Breaching This Code

Failure to comply with the Code, may result in disciplinary action in accordance with the CEAV Institute Disciplinary Procedure. In serious cases, this may include termination of training.

# Occupational Health & Safety

## Occupational Health & Safety

CEAV Institute recognises that the health and safety of all its staff and students undertaking study through CEAV Institute is a priority. This includes all forms of behaviour that might impact the health, welfare and safety of others. If accidents or incidents do occur, they should be promptly reported to your trainer. Incidents will be investigated to ensure that the possibility of recurrence or further risks is minimised.

If you have any concerns regarding any aspect of your health and safety during your enrolment with CEAV Institute, you should contact the CEAV Institute RTO Manager, Head of Teaching & Learning. Contact details are in the back of this handbook.

## Privacy

CEAV Institute is committed to protecting the privacy of its staff and students by ensuring that the security of personal information is maintained within the organisation. CEAV Institute endorses the National Privacy Principles as set out in The Privacy Act 1988.

CEAV Institute will ask you for private information for the purposes of processing your enrolment form and managing your learning. This information will only be used by the CEAV Institute for the purposes for which it is intended. During the enrolment process we will verify your identity via an independent government approved document verification service (DVS). Private information will not be retained by the CEAV Institute thereafter.

The Privacy Act covers the collection, use, disclosure, quality and security of personal information and gives individuals the right to access and correct their information. You have the right to access your records at any time by contacting the CEAV Institute on (03) 9433 8016 during business hours or downloading the 'Request to access personal information form' from the [CEAV Institute website](#).



## Student Safety Measures – Onsite (Face to Face Learning)

CEAV Institute (RTO 22523) is committed to providing a safe work and learning environment for all students undertaking courses onsite at one of our designated training rooms.

- **Training Times:**

All onsite training days will be conducted between 9:00am and 4:00pm. Students are advised to arrive onsite by 8:40am for registration and ready to commence training at 9:00am. There will be two break times provided throughout your learning day.

- **Transport and Parking (Greensborough Campus):**

There is ample onsite parking available at our training rooms.

- **Catering:**

Morning Tea and lunch will be provided to students, and you will be asked to inform us of your dietary requirements in advance.

- **Materials and Resources:**

Students should bring the following materials and resources to all training sessions:

- Study Guides (print or digital copy)
- Assessment Booklets (print or digital copy)
- Mobile phone (on silent)
- Laptop computer and charger

- **Laptop requirements:**

Students are advised to have their laptops fully charged. To avoid any OHS tripping hazards, laptop computers cannot be charged while in use at the tables. Power outlets are available in the training room and can be used during break times.

- **Wi-Fi access:**

Internet access can be limited at our training room. Students are encouraged to hotspot from their phone if required. We recommend downloading all documentation necessary for the workshop prior to attending.

- **Additional requirements:**

The CEAV Institute recommends that students advise their trainer or the RTO Manager, Head of Teaching & Learning if they require further assistance in terms of their safety while undertaking study onsite.

- **Role-Playing Dress Code (Graduate Certificate Students only):**

It is expected that you wear appropriate professional dress for your counselling role-play session, which will occur for Module 3 on Day 2, as advised by your trainer.

## Student Safety Measures - Online

CEAV Institute (RTO 22523) is committed to supporting safe work and learning environments for all students undertaking CEAV Institute courses online via ZOOM (cloud-based video conferencing service).

- All online training days will be conducted between 9:00am and 4:00pm (Melbourne time) inclusive, with trainer to advise specific start/end times. Students are advised to access their secure ZOOM link at least 15 minutes prior to their start time of their training day(s). Subject to length of training, 2 to 3 breaks are provided.
- Online Training Protocols: referred to as expected behaviours or “etiquette,” these include no shouting or calling out, being respectful to others, turning your camera on, being on mute when not speaking - particularly in noisy environments, using chat or hand raise to ask a question, and unmute when invited to speak.
- The CEAV Institute strongly recommends that students should take measures to ensure that their workstation is setup appropriately for their online workshop. We suggest turning off email notifications and setting mobile phones to silent so that you can focus fully on the session.
- We strongly recommend that students should take measures to ensure that they do not spend more than 4 hours of study in any one session without a break from their study stations and computers, and to step away from both during break times.
- Please enable your camera so that everyone can see you during the workshop and breakout sessions. This supports clear and effective communication with your trainer and other participants.
- Come prepared with a water bottle and any printed materials that relate to the session.
- We recommend that students advise their trainer or the RTO Manager, Head of Teaching & Learning if they require further assistance in terms of their safety while undertaking their course of study online.

## Prevention of Abuse

The Australian Centre for Career Education is committed to providing a safe and secure environment for its Employees, Students, Contractors, Clients, Volunteers and particularly to children, aged and vulnerable people.

The Australian Centre for Career Education Client Protection Policy aims to reduce the risk of abuse occurring, and to ensure that a caring and appropriate response is taken should abuse occur. A copy of this policy is available upon request.



# Course Completion

## Issuing of Results

Students will be issued with an electronic copy of their Certificate and/or Statement of Attainment at the conclusion of study. An electronic Certificate and/or Statement of Attainment will only be approved for issue when the CEAV Institute RTO Manager, Head of Teaching & Learning is satisfied the student has met all the course requirements and there are no other outstanding commitments (financial and/or required documentation). A hard copy of the Certificate will be provided at an Awards event or mailed to your address. Subsequent hard copies of your formal results will incur a fee of \$55.

Qualification certificates will be withheld if fees are outstanding. Qualifications are issued in accordance with the relevant policies and procedures of CEAV Institute [located on the CEAV website](#).

## Student Feedback

CEAV Institute will seek student feedback on their level of satisfaction with the education and training delivery, assessment and support services. CEAV Institute may ask students to complete a survey during key times of the course and also a Completion Survey at the time of completion. This is part of the ongoing review and monitoring that will assist CEAV Institute to continue to improve the effectiveness of our training programs and RTO services. Student participation and honest feedback will be sought. All responses will be anonymous (if desired).

## Access to Training Records

Students' progress and records are maintained and updated to ensure that an accurate and complete record of their academic program becomes a part of their permanent record. Students have access to their progress and results via the Student Learning Management System (Moodle).

Additionally, students may request access to their records by completing the 'Request to Access Personal Information Form' and providing proof of identification. Third party access cannot be approved unless the 'Release Authorisation Form' is completed and signed by the student.

Please refer to the relevant Policy, Procedure and Form on our [website](#) for further information:

**Relevant Policy & Procedure:** Record Management Policy & Procedure

**Relevant Form:** Request to Access Personal Information Form + Release Authorisation Form

## Disclaimer

This Student Handbook contains information that is correct at the time of publishing. Changes to legislation and/ or CEAV Institute Policies and Procedures may impact on the currency of information included. CEAV Institute reserves the right to vary and update information without notice.

This handbook has been prepared as a resource to assist students to understand their obligations and also, those of CEAV Institute. Please carefully read through the information contained in this guide. All students need to read, understand, be familiar with, and follow the policies and procedures outlined in this Handbook and through our website.

# Glossary

## Delivery of Units of Competency

CEAV Institute has grouped the delivery of the units of competency together to reflect work functions within the industry. The following definitions are provided to assist student understanding:

**Competency-based training and assessment** develops the skills, knowledge and attitudes required to achieve competency.

**Competency** is the consistent application of knowledge and skill to the standard of performance required in the workplace.

**Units of Competency** specify the standards of performance required in the workplace.

**Competent** means when a student has successfully demonstrated they can do a workplace task, they are considered competent.

**Competency-based training** is:

- Based on units of competency.
- Outcomes-focused, relying less on inputs such as curriculum and more on a student's ability to consistently apply their knowledge and skills to the standard of performance required in the workplace.
- Work-based learning.
- Self-paced and flexible.

**Assessment** means the process of collecting evidence and making judgements on whether competency has been achieved to confirm that an individual can perform to the standard specified in a training package of a VET accredited course.

**Assessment system** is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment and the Rules of Evidence as defined in the Standards for Registered Training Organisations (RTOs) 2015.

**Assessment tool** includes the following components: context and conditions of assessment, tasks to be administered to the student, an outline of the evidence to be gathered from the student and evidence criteria used to judge the quality of performance (i.e. the assessment decision-making rules). The term also takes in the administration and recording and reporting requirements.

**Assessment method** includes the strategy or method used to gather evidence to help support a valid assessment decision and recognises the student has demonstrated competence in a range of settings. A range of assessment methods can be used; for example, direct observation, product-based methods, portfolios, questioning and evidence collected from a third party.

**Assessor** is a teacher who holds the vocational and training and assessment competency and currency as required by the Standards for Registered Training Organisations (RTOs) and relevant Training Package or Accredited Curriculum qualification requirements.

**Evidence** is the information gathered by the Assessor to determine competence. Evidence can take many forms and be gathered from a range of sources using different assessment methods. The Assessment tool is used to capture this evidence and is retained by the RTO for review at industry validation and audit.

# Contact Us



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