



Student Handbook 2010

2010
ACCREDITED TRAINING PROGRAM



NATIONALLY RECOGNISED
TRAINING



Australian
Childhood Foundation
Protecting Children

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Introduction

Australian Childhood Foundation

Welcome to the Australian Childhood Foundation as one of our students.

Australian Childhood Foundation was formed as the Victorian Society for the Prevention of child Abuse and neglect (VICSPCAN) in 1986 with its primary aim to advocate on behalf of children who have suffered abuse and neglect. It is a non-profit, non-government organisation that has made substantial achievements in the prevention of child abuse through education, advocacy, research and specialised therapeutic services to abused children and their non-offending family members.

The Foundation offers both non-accredited and nationally accredited training programs. Currently we offer three nationally accredited qualifications:

- Certificate IV in Child, Youth and Family Intervention (Residential and Out of Home Care)
- Certificate IV in Training and Assessment
- Vocational Graduate Certificate in Developmental Trauma

Australian Childhood Foundation trainers

All members of the Foundation training team have a welfare, social work or psychology qualification and bring a wealth of practice experience into their training. Many of the team also have an adult education qualification, or work under the supervision of a colleague with that qualification. The Foundation may also engage guest speakers or trainers at certain points during a course to deliver an area of specific expertise. This may mean that your assessment may be undertaken by two or more members of the training team.

You should have received the name of the key contact for your course in your initial session paperwork. If that is not the case, please contact the Foundation on 03 9874 3922 and ask for the course contact.

Australian Childhood Foundation student handbook

This document outlines many of the policies and procedures related to being a student with the Australian Childhood Foundation. These are provided to ensure you are clear about your rights and responsibilities throughout the course and beyond.

Please take some time to read them and contact the course contact if you have any questions.

Access and equity policy

ACF is committed to ensuring that all individuals who access an ACF service have the right to live free from discrimination. Children have been afforded this right under Article 2 of the United Nations Convention on the Rights of the Child 1989.

ACF recognises that individuals who access our services are characterised by enormous diversity in religion beliefs, ethnicity, culture, social status, family structure and life style.

ACF individuals are expected to identify practices and take action to counter discrimination, racism, disadvantage, inequality and injustice, and deliver services in a manner which does not stigmatise or disadvantage either individuals, groups or communities.

Engaging in anti-discriminatory practice

ACF is committed to ensuring that none of its practices will discriminate on the grounds of difference. It is the aim of the Australian Childhood Foundation to ensure that the individuals who engage in our service are provided with an enabling, enquiring environment where achievements are valued in the broadest possible terms and individual potential is respected.

ACF will ensure its programs are designed and constructed to provide equal access for all users.

ACF shall institute complaints mechanisms that enable people (regardless of cultural and linguistic backgrounds) to address issues and raise concerns about its performance.

Procedures for promoting access and equity

ACF shall where necessary provide for the special needs of service users from diverse cultural and linguistic backgrounds by English or other language assistance through the use of interpreters or facilitators.

There is an expectation in all training courses that students come with a competent level of literacy and numeracy. If required, ACF is committed to providing advice regarding quality Language, Literacy and Numeracy (LL&N) resources and directing participants to support services which can assist them in this area. For example, the Eastern Metropolitan Region Adult Community and Further Education Regional Council: acfeemr@dpcd.vic.gov.au

ACF shall incorporate cultural diversity issues in any training programs it provides.

Wherever feasible, ACF staff shall where necessary receive ongoing cultural diversity training so that they develop knowledge and skills to work effectively from a cultural framework.

ACF shall where necessary and feasible provide information in languages other than English, and through print, electronic media, and disability-appropriate methods of communication.

ACF shall in its service user data collection record, where appropriate, such data as birthplace; whether a person's first language spoken was English; Aboriginal or Torres Strait Islander background; Australian South Sea Islander background; date of birth; year of arrival in Australia; birthplace of parents; sex; and religion.

ACF shall maintain service user satisfaction data.

Assessment policy

This policy both acknowledges and outlines the importance of assessment in vocational, competency based education programs. The following outlines the key considerations in student assessments at the Australian Childhood Foundation.

This policy is linked with the *Assessment moderation policy*.

The Foundation will utilize a range of evidence sources to assess the competency of students. These stem from direct evidence, indirect evidence and supplementary evidence.

At every possible opportunity, assessment will include the student's work and organization so that competency is demonstrated in the workplace context and environment. This usually means that some assessment tasks are completed during training sessions, whereas others are completed in the student's own time and in their workplace.

It should also be made clear that, in accordance with AQTF standards, all assessments will be undertaken by professionals with a recognized qualification in training and assessment- or supervised in that task by such a professional.

The four dimensions of competency are: task skills, task management skills, contingency management skills and job or role environment skills. These skills should not be performed in isolation but in a real work situation.

While some of the following elements are outlined elsewhere, this guide provides a clear overview of the expectations of each student's capacity in assessment their competence.

- Validity:** The evidence provided links directly to the assessment outcomes and covers skills and knowledge.
- Currency:** The evidence provided demonstrates the assessment element has been used or updated in recent learning or application.
- Sufficiency:** The evidence provided covers all areas of the unit of competency.
- Authenticity:** The evidence provided is the student's own
- Transferability:** The evidence provided through assessment demonstrates the student can use these skills or knowledge in a range of situations and/or settings
- Consistency:** The evidence provided demonstrates the student can use the skills or knowledge consistently rather than a one-off experience or setting.

Students will be provided with verbal feedback regarding their progress throughout the course, based on the assessment tasks undertaken. Students can submit a written request for a written summary of their progress at any point during the course. It must be noted that this in no way provides a report of final competency or not- but purely facilitates a capacity for improvement and development throughout provision of the course.

Equal opportunity policy

Introduction

Australian Childhood Foundation is an organisation committed to the promotion of human rights, in particular the rights of children.

It is the policy of Australian Childhood Foundation not to tolerate any form of discrimination, harassment, bullying, victimisation or vilification in the workplace and/or towards any ACF individual.

Defining important terms

Equal opportunity

Equal Opportunity (EO) refers to the fair and equal treatment of all people who are employed, seek employment with, study at or volunteer with the Australian Childhood Foundation regardless of characteristics or attributes protected by law. EO policies and practices seek to identify and eliminate disadvantage, so as to ensure fair treatment based on merit.

Direct discrimination

Any action which specifically excludes a person or a group of people from obtaining a benefit or opportunity, or significantly reduces their chances of obtaining it - because a personal characteristic irrelevant to the situation is applied as a barrier. It does not relate to the management of performance or behaviour.

Direct discrimination can be intentional or unintentional; obvious or not obvious. It is about assumed, stereotyped differences between groups of people.

Indirect discrimination

The outcome of rules, practices and decisions which appear to treat people equally and appear to be neutral, but which actually significantly reduce a group of people's chance of obtaining a benefit or opportunity.

Harassment

Harassment is unwelcome behaviour based on the protected attributes outlined in the table above that makes the recipient feel offended, embarrassed, intimidated or humiliated. It does not relate to the management of performance or behaviour.

It is important to recognise that the behaviour or comments which may not offend one person may be unwelcome or offensive to another. The intent to offend or harass is generally irrelevant. It is the outcome of the behaviour or comment that is crucial.

Sexual harassment

Sexual harassment is unwelcome or uninvited comments, attention or other behaviour of a sexual nature which makes you feel embarrassed, uncomfortable, intimidated, upset, frightened, anxious, humiliated or offended. Sexual harassment can be verbal, physical, written or visual. It is not associated with mutual attraction or friendship.

Bullying

Bullying is repeated unreasonable behaviour or ill treatment of an individual that creates a risk to health and safety.

The following types of behaviour, where repeated or occurring as part of a pattern of behaviour could be considered bullying:

- verbal abuse,
- deliberately excluding or isolating,
- intimidation.

Bullying may or may not be related to any characteristic or attribute protected by law.

Vilification

Vilification is public act of inciting, encouraging or urging others to physically harm, hate, have serious contempt for, or severely ridicule a person, or group of people because they (or they are believed to) belong to a specific minority group.

Responsibilities of Australian Childhood Foundation

Australian Childhood Foundation has a duty to prevent and address all forms of discrimination, harassment, bullying, victimisation and vilification.

Australian Childhood Foundation will take appropriate action in the event that any form of discrimination, harassment, bullying, victimisation and/or vilification takes place. Where it is appropriate or required that the issue be escalated, the issue will be treated seriously and will be investigated. All matters of discrimination, harassment, bullying, victimisation and/or vilification are to be treated with strict confidentiality, impartiality and without recrimination to the person raising the issue.

Responsibilities of managers and trainers

Managers and trainers have the responsibility to ensure all reasonable steps have been taken to prevent discrimination, harassment, bullying, victimisation and vilification from occurring.

Responsibilities of ACF individuals

All ACF individuals, including students, are legally and ethically responsible for their own actions and behaviour. ACF individuals are required to ensure that their behaviour complies with this policy at all times, is respectful and takes into account the sensitivities of other ACF individuals and any other individual engaging with the Foundation.

What should you do if you have an issue or complaint?

ACF individuals have a range of internal options if they have an issue or complaint in relation to discrimination, harassment, bullying, victimisation or vilification.

Self Management

ACF individuals who believe they have been harassed can deal with the situation themselves, by approaching the alleged harasser directly and informing them that their behaviour is offensive and unwelcome and that they would like it to stop. This option is most appropriate when the ACF individual feels comfortable approaching the alleged harasser.

The steps for self-management are:

- Stay calm and polite
- Describe the behaviour, not the person doing it
- Describe the impact of the behaviour on the person
- Make a clear and simple request that you wish for the behaviour to stop
- Ask for a verbal agreement that the behaviour will not happen again.

Informal – Internal

The aim of informal proceedings is to resolve the issue. Informal action may provide a quick and effective resolution. With such procedures there is no judgment made on either party – no one needs to be found guilty. Speak with your trainer or course contact. They may intervene on your behalf or set up an informal mediation session.

Formal - Internal

Formal procedures will be implemented where an early resolution to a complaint has been unsuccessful or an ACF employee, volunteer or student elects to lodge a formal complaint to the CEO.

Formal complaints will be investigated by ACF impartially and promptly.

All concerns and/or complaints of harassment will be taken seriously and treated confidentially.

The principles of natural justice and due process will be adhered to at all times whilst handling a complaint of harassment, discrimination, bullying, victimisation or vilification.

Privacy will be maintained in all cases. Information will only be accessible to people whose job it is to deal with complaints.

Following the investigation of a formal complaint, the CEO will make a finding in relation to the complaint and take appropriate action to resolve the complaint. The outcome of the investigation and action taken, if any, will be communicated back to the person who made the complaint.

For possible criminal offences

The police will be notified in the case of any criminal offence, (i.e. assault, rape, indecent exposure, sexual assault). Whenever possible, this will only occur with the agreement of the person who has been the victim of the crime.

Acting in good faith

A person should not be deterred from making a complaint of harassment, discrimination, bullying, victimisation or vilification due to concerns about defamation laws.

Generally, if a person making a complaint only discussed the complaint with appropriate people in the workplace or part of the leadership of the organisation (supervisors, harassment advisers, harassment complaint/s officers, or the employer, Directors) and has acted in good faith, (i.e., not exaggerating the complaint out of spite, then the person will not be liable for defamation.

False complaints, however, may result in a claim of defamation on behalf of the individual/group of people whose character or reputation have been defamed.

Fee payment and fee refunds

The Australian Childhood Foundation understands the financial issues associated with additional study and the issues that can arise for students during the course of their learning. The Foundation seeks to be fair and reasonable in all its dealings with students. This framework includes both the payment of fees from students and refund of fees to students.

General principles

1. Payment of fees should balance the needs of the Foundation and the student in an equitable manner.
2. Flexibility to enable students to pay fees and continue in the course should underpin all discussions and fee payment plans.
3. Where a course is cancelled by the Foundation, no inconvenience should be experienced by students who have enrolled.
4. This policy is informed by the Fees management policy which outlines the maintenance of fees taken by the Foundation
5. The Australian Childhood Foundation will consider each request for refund individually but with the following procedures underpinning its decision.

General procedures for payment of fees

A fee payment structure will be provided to students as an addition to the student handbook. It will outline the range of options available to students to enable them to access Foundation training courses. It will include subsidy options that may be available to that student.

Individual negotiations regarding fee payment can be made with the RTO Coordinator or their designated representative.

General procedures for non-payment of fees

Should a student not be able to meet fee payment requirements, all efforts will be made to develop an individualized payment structure.

Should a student continue to miss fee payments, they will be invited to meet with the RTO Coordinator to discuss the issue. This discussion will take into account the Privacy policy at all times.

Once these steps have been taken, the Foundation reserves the right to cancel the registration of an individual student. If relevant, that student may be entitled to a refund based on the procedures below.

General procedures for refund of fees

Should Australian Childhood Foundation cancel a course or postpone any course for more than 8 weeks, participants are entitled to a full refund within 14 days of cancellation or transfer of funds to a future course.

The Foundation will provide refunds when:

- Students provide written notice of non-attendance no less than 2 weeks prior to the commencement of the course
- Review of RPL indicates the student does not have to undertake the course
- The student is unable to attend the course due to extended hospitalisation/illness, and/or pregnancy/childbirth- with a medical certificate provided.

The Foundation will NOT provide refunds when:

- The student has a change in work hours
- The student's circumstances, such as job or living arrangements, change
- The student chooses not to continue the course AND
- The student has NOT completed one quarter or more of teachable hours.

Where the student decides to withdraw from the course after the student has completed one quarter or more of teachable hours, the Foundation will be entitled to 25% of scheduled fees plus a \$100.00 administration fee. The balance of the fees paid will be refunded to the student. Once a student has completed three quarters or more of teachable hours, they will not be eligible for a refund, unless exceptional circumstances can be demonstrated.

If exceptional circumstances, excluding those specified above, are identified the student may be entitled to a refund less a \$200.00 administration fee. This process will need to be initiated by a written request for refund from the student. The final decision in this process will be made by the RTO Coordinator.

All refunds are entered into the Refund Log which records the student's name, reason for refund, amount refunded and date of the refund.

Occupational health and safety

ACF has implemented a comprehensive Occupational Health and Safety Management System overseen by the CEO and supported by an OHS Consultative Committee.

General statement of policy

Australian Childhood Foundation recognises that the health and safety of all ACF employees, students and volunteers is the responsibility of the organisation's management. In fulfilling this responsibility, management has a duty to provide and maintain so far as is practicable a working environment that is safe and without risks to health.

Responsibilities of ACF employees and students

ACF employees and students

- have a duty to take care of their own health and of others affected by their actions at work;
- should comply with the safety procedures;
- must not willfully interfere with or misuse items or facilities provided in the interests of their health, safety and welfare; and
- must, in accordance with agreed procedures for accident and incident reporting, report potential and actual hazards to management.

General principles

ACF requires that all ACF individuals treat each other with respect and abide by all policies of the Foundation. It is mandatory for all ACF individuals to not engage in any activity and/or behaviour which may jeopardize the health and safety or cause any injury or illness to a colleague or any other individual engaged with an activity of the Foundation.

It is the individual's responsibility to ensure that they follow all standing procedures in relation to their health and safety.

Smoking, alcohol and drugs

Smoking: A "smoke-free" workplace policy applies at all times. No smoking is permitted within the offices of the Foundation at any time.

Drugs: The use of illicit drugs by employees, student and volunteers is strictly prohibited. Drugs of any kind are not allowed on the premises (unless for medical and/or prescribed purposes).

A commitment to consultation

This policy will be regularly reviewed in the light of legislation and organisation changes.

Management seeks co-operation from all employees, volunteers and students in realising health and safety objectives of ACF and creating a safe work environment.

Privacy policy

Background

ACF is committed to respecting the right of all individuals to privacy of their personal information.

ACF abides by the Australian Government's National Privacy Principles under the Privacy Act 1988, Privacy Amendment (Private Sector) Act 2000 which cover collection, use and disclosure, data quality, data security, openness, access and correction, identifiers, anonymity, transborder data flows and sensitive information.

This Privacy Policy sets out in broad terms the way in which ACF handles personal information about individuals.

Policy definition

ACF collects and handles personal information about individuals as part of its business operations and management of students and employees. In undertaking these activities ACF handles personal information in relation to potential, current and former employees, students, volunteers, contractors, supporters and donors. Such information may include an individual's name, address, date of birth, gender, occupation details, health information, salary, tax file number and any other required information. ACF usually collects this information directly from the individual.

The privacy of ACF RTO students is specified in detail in the policy described in the section entitled: *Records management*

Protecting the privacy of ACF individuals

Access to information

ACF is bound by legal obligations of confidentiality which apply to its employees, volunteers and students. ACF does not sell or rent out any of the information they hold on individuals and protects the security of that information in accordance with regulatory requirements and industry practice.

Recognition of Prior Learning policy

The Australian Childhood Foundation offers students the opportunity to obtain recognition for existing skills and knowledge they bring into their learning and professional development.

The purpose of RPL is to acknowledge skills and knowledge obtained through learning achieved in both formal education and training and outside formal education and training, such as work and life experience. The Foundation training staff measure this experience and knowledge against the competencies in which students are enrolled.

General Principles

1. The RPL process needs to be initiated by the student and will then be supported by the Foundation training staff.
2. The process should be clear and sequential to facilitate the student's capacity to attain RPL.
3. The student is required to provide evidence to reinforce their request for RPL. This evidence might include direct or indirect evidence, personal statements or, where applicable, information gathered from interview.
4. The quality of this evidence will always outweigh the quantity in this process.
5. The student has the capacity to appeal the outcome of their RPL application. The process for this appeal is outlined in the Policy for responding to complaints from students.
6. This process applies to experience and knowledge outside the AQTF.
7. Recognition of nationally accredited qualifications relates to the principle of mutual recognition. This means that Australian Childhood Foundation recognize qualifications issued by other Registered Training Organisations. This may include units of competency from superseded training packages.

Procedures

1. To undertake the RPL process, the student must already be enrolled in the course. It is suggested that enrolment occur no less than 4 weeks prior to unit commencement.
2. Identify the units of competency for which the RPL application applies. Students will be provided with the elements and performance criteria of each unit against which they will provide their evidence.
3. Talk to the training staff, complete the application for RPL (form available in student handbook and on website) and begin collecting evidence.
4. Evidence might include:

Direct evidence

- Work you have completed which might include a groupwork program, training program, individual plan or correspondence related to your work.

Indirect evidence

- Certificates or statements of previous completed results, performance appraisals, references, workplace awards or statements of competence from current managers or supervisors.

Personal statements

- A personal summary of the experience regarding the competencies included in the RPL application.

All evidence must be relevant and directly related to the unit or units of competency being included in the RPL application

5. The training staff member will collect copies of the evidence and schedule an assessment interview as required and assess the evidence against the elements of each unit of competency. The student will have the opportunity to provide additional evidence as requested before the final assessment is made. Once materials are provided individuals will receive an assessment within 2 weeks, or 3 weeks if an assessment interview is also required.
6. The result of the assessment will be communicated to the student in both written and verbal form and recorded on the student's records, with a hard copy of the application form and evidence provided. The result will either be RPLC- competency as RPL- or RPLN- not competent as RPL.

Provision of formal qualifications as evidence

When supplying formal qualifications from a Registered Training Organisation (RTO) you must supply a copy of the certificate and a transcript of the competencies achieved, with 'National Unit Codes' listed.

When supplying formal qualifications from a learning institution that is not a RTO, or does not have a transcript with the 'National Unit Codes' listed, you must supply the learning outcomes for each subject you are seeking RPL for. This is to enable Australian Childhood Foundation to make a comparison of the learning outcomes.

Note: The learning outcomes must demonstrate that they describe the subjects listed, e.g. they are printed on the educational institution's letterhead.

Work and life experience: When assessing evidence from work and/or life experience, the key issue is to ensure the knowledge and/or skills described in the evidence matches the learning outcomes of the subjects you are applying for.

Types of evidence can be:

- In-house training*
- Workplace reference*
- Statement of duties*
- Work project*
- Newspaper cuttings of achievements*
- Minutes of meetings attended or conducted*
- Documents showing organising/supervisor skills*
- Awards*

Responding to complaints from students

Australian Childhood Foundation has a commitment to high quality service and fulfilling its duty of care to its service users. As such, all complaints by service users will be taken seriously and investigated. If the complaint involves an allegation of harassment, discrimination, bullying, victimization or vilification, the complaint will be responded to according to the Equal Opportunity Policy.

This policy relates specifically to those complaints which involve an aspect of service delivery or are directly related to the behaviour of an employee, student or volunteer.

Principles

ACF encourages students to voice any concerns they may have at any point in their involvement with the organisation.

Written material is provided to each student which outlines the nature of the service they will receive during their involvement with ACF.

Students who make a formal complaint will receive a response from the RTO Coordinator outlining the outcome of the complaint and the action taken.

The organisation acknowledges the need to also support students in relation to complaints made against them.

The organisation recognises the need for proof of any allegation in order to take finite action.

Procedure

Wherever possible, in the first instance, students are directed to attempt to resolve their concerns directly with the staff member or student involved.

If a student feels that their complaint has not been resolved to their satisfaction, they will be invited to discuss this matter with the RTO Coordinator.

After reviewing the complaint and acting to resolve the concerns, the RTO Coordinator will respond to the complainant in writing, or any another means as appropriate. The RTO Coordinator will give due consideration to the impact of the complaint on the individual involved whilst conducting the investigation and adhere to the principles of natural justice.

If this intervention does not resolve the problem, the person making the complaint will be advised to submit a written statement to the CEO outlining their complaint and their views as to why the complaint is still unresolved. The CEO may choose to engage an external mediator, with knowledge and skills in both the disputed area and mediation, if deemed necessary. This option can also be requested by the complainant in their written statement to the CEO.

If a letter is deemed not to be appropriate, the CEO will assist the complainant to record their specific concerns in writing.

The outcome of the investigation will determine all future action.

Any action against an employee or student arising from a student complaint will be in line with the organisation's grievance and dispute settlement procedures.

At any point throughout the procedure, students are able to involve a support person or representative to assist or advocate for them.

Customer rights policy- student rights statement

Australian Childhood Foundation has a commitment to high quality service. We would expect that students taking part in training provided by the Foundation will experience this as positive and useful to their professional development. The Foundation would also expect that students experience a learning environment that is open, clear and responsive to their needs. The following statement outlines each student's rights as valuable members of the Foundation's services.

If at any time, a student has concerns about their education experience the Student Handbook is provided to inform the individual of possible courses of action. However, it continues to be expected that the experience of education at the Australian Childhood Foundation is one which wholly meets each individual's needs.

General principles

1. The Australian Childhood Foundation encourages students to voice any concerns they may have at any point in their involvement with staff of the organisation.
2. Written material is provided to each student in the Student Handbook which outlines the nature of the service they will receive as a student. Students are welcome to discuss the policy directly with a relevant staff member at any point in their involvement with the Foundation.
3. This policy covers, but is not limited to, grievances which may arise as a result of:
 - payment of fees;
 - student charges;
 - enrolment;
 - course transfer;
 - minimum course component;
 - interaction with Australian Childhood Foundation staff.

Stakeholder feedback

The Australian Childhood Foundation actively seeks feedback from all key stakeholders regarding the training programs of the organization. These key stakeholders include students, key welfare and education organisations and teaching staff. This active process looks to be included as one element that facilitates continual improvement of the Foundation's service provision.

This policy encourages, collects and then acts on stakeholder feedback- both feedback that is initiated by the Foundation and by the stakeholders themselves. The Foundation seeks to make the feedback process as accessible as possible by including a range of feedback options.

This policy is underpinned by a clear understanding that this feedback is not that which is covered by other, specific, policies. These would include, but not be limited to, the *Access and equity policy* and the *Assessment policy*

General principles

1. The staff of the Australian Childhood Foundation will be proactive in enabling both formal and informal feedback processes.
2. The Foundation acknowledges the value of feedback from many sources to ensure the quality, relevance and validity of the training it provides.
3. Australian Childhood Foundation undertakes to respond to feedback in a timely and thoughtful manner.

General procedures

Students will be provided with a stakeholder feedback form in this Student Handbook. This form provides opportunity for feedback on a range of issues relating to the training programs of the Foundation including content, teaching and student support. The themes included in this form can also be responded to verbally, and informally, to the RTO Coordinator or teaching staff as is most convenient.

There is an expectation that students include their name on their feedback sheets to facilitate further discussion of issues raised.

Teaching staff will be provided with a stakeholder feedback form in the Trainer Handbook. This form provides opportunity for feedback on a range of issues relating to the training programs of the Foundation including content, teaching and trainer support. The themes included in this form can also be responded to verbally, and informally to the RTO Coordinator or National Training Manager.

Feedback can be provided verbally in person, via a telephone call, through voicemail, using email or the provision of the completed written form.

The RTO Coordinator and/or National Training Manager will seek feedback from key stakeholder organizations on an annual basis. See also Moderation policy. The outcomes of this feedback will be provided to the training/teaching staff at Training team meetings.

Feedback provided from all sources will constitute the starting point for the procedures outlined in the Continuous improvement policy.

FAQ

I am struggling with my studies. What are my options?

In the first instance speak with your course contact to discuss the difficulties you are experiencing. There may be strategies that can be put into place to support you in your studies. If you are struggling, there is the opportunity to access personalized tuition times. These will be noted on your course timetable.

If you are struggling with literacy or numeracy issues, please speak to the course contact as they will be able to direct you to appropriate services to work with you to achieve.

I received an NYC on one of my assessments. Does that mean I've failed the course?

No, an NYC does not mean you have failed the course. It means that you have been marked as "Not yet competent" in that unit of competency (or element of the unit). You have an opportunity to re-do that assessment task to achieve competency.

Your course contact/assessor will provide clear guidelines about what you need to do to achieve competency in this unit.

What do I need to bring to the course?

Bring some note paper, pens and pencils and your course materials to each session.

What sort of time do I need to commit to this course?

There is then an expectation you will do your own reading and work outside of class. Most of this work will go towards completing the course assessment requirements. You should expect to spend an equivalent number of hours out of class on this course as you do in class.

When will I get my certificate?

You will receive your certificate within 3 weeks of receiving your final grading for each of the units of competency you are enrolled in, unless otherwise negotiated or arranged.

Student Enrolment Form

STUDENT DETAILS		EDUCATION	
Family name:		What was your HIGHEST completed school level?	
Given name:		<input type="checkbox"/> Year 12	<input type="checkbox"/> Year 11
Number/Street:		<input type="checkbox"/> Year 10	<input type="checkbox"/> Year 9 or lower
		In which year did you complete that school level?	
Suburb/Town:		Are you still attending secondary school?	
		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Satate:	Postcode:	Since leaving school have you completed any qualifications?	
Home phone		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Work phone:		If yes then tick any applicable boxes:	
Mobile:		<input type="checkbox"/> Trade Certificate	
Email:		Detail:	
		<input type="checkbox"/> Advanced / Technician Certificate	
		Detail:	
		<input type="checkbox"/> Associate Diploma	
		Detail:	
		<input type="checkbox"/> Undergraduate Diploma	
		Detail:	
		<input type="checkbox"/> Degree or Postgraduate Diploma	
		Detail:	
ETHNICITY AND CITIZENSHIP			
Were you born in Australia?			
<input type="checkbox"/> YES		<input type="checkbox"/> NO	
If No, which country were you born in?			
Student declaration: I am (tick one box)			
<input type="checkbox"/> An Australian Citizen			
<input type="checkbox"/> A New Zealand Citizen			
<input type="checkbox"/> An Australian Permanent Resident			
<input type="checkbox"/> A Temporary Resident			
What language do you mainly speak at home?			
<input type="checkbox"/> English		<input type="checkbox"/> Other	
If other, specify:			
Will you need help with English?			
<input type="checkbox"/> YES		<input type="checkbox"/> NO	
OPTIONAL			
Do you consider yourself to have a permanent or significant disability?			
<input type="checkbox"/> YES		<input type="checkbox"/> NO	
If yes specify type of disability?			
Do you require special assistance because of the disability?			
<input type="checkbox"/> YES		<input type="checkbox"/> NO	
Are you of Aboriginal and/or Torres Strait Islander origin?			
<input type="checkbox"/> YES		<input type="checkbox"/> NO	

Student Enrolment Form

EMPLOYMENT	
Of the following categories which BEST describes your current employment status?	
<input type="checkbox"/> Full time employee	
Role:	
<input type="checkbox"/> Part time employee	
Role:	
<input type="checkbox"/> Self employed – not employing others	
Role:	
<input type="checkbox"/> Employer	
<input type="checkbox"/> Employed – unpaid family worker	
Role:	
<input type="checkbox"/> Unemployed – seeking full time work	
<input type="checkbox"/> Unemployed – seeking part time work	
<input type="checkbox"/> Unemployed – not seeking work	
PAYMENT INFORMATION	SIGNATURE
CHEQUE ENCLOSED: <input type="checkbox"/> YES	I understand that any approval for this application is conditional on the information given above being true and correct to the best of my knowledge and belief. (Please tick)
OR	
CREDIT CARD: <input type="checkbox"/> YES	<input type="checkbox"/> YES
TYPE: Please tick	
<input type="checkbox"/> VISA <input type="checkbox"/> Mastercard <input type="checkbox"/> AMEX <input type="checkbox"/> Diners	I hereby affirm that I understand the Australian Childhood Foundation policies and procedures for Training and Assessment. (Please tick)
Name:	
Number:	<input type="checkbox"/> YES
Expiry date: / /	Signature:
Signature:	Date: / /
Privacy Act: Any information contained within this application is confidential and will only be used for training purposes at The Australian Childhood Foundation	

Student Session Feedback Form



Session title: _____

Facilitator(s): _____ Region/Area: _____

Name (optional): _____

Date(s): _____

1. What were the most significant areas of learning for you during this session?

2. Are there any aspects of this session that could be strengthened?

3. What are 1 – 3 differences in your practice that will stem from this session?

4. What is your assessment of the session content? (Please circle your answer)

Difficult to understand	1 - 2 - 3 - 4 - 5	Easy to understand
Poor quality	1 - 2 - 3 - 4 - 5	High quality
Not enough activities	1 - 2 - 3 - 4 - 5	Right amount of activities
Not enough discussion	1 - 2 - 3 - 4 - 5	Right amount of discussion

5. Overall, how valuable was this session to your work?

Waste of time	1 - 2 - 3 - 4 - 5	Highly worthwhile
Not applicable to my role	1 - 2 - 3 - 4 - 5	Highly applicable

Please turn over the page

Student Course Evaluation Form



Course title: _____

Name (optional): _____

Date(s): _____

1. What were the most significant areas of learning from this course?

2. Are there any aspects of this course that could be strengthened?

3. What are 1 – 3 differences in your practice that will stem from this course?

4. Circle the most appropriate rating for the following:

(where 1 = very poor and 5 = very good)

In first sessions you were given a course outline,

Competencies and assessments 1 - 2 - 3 - 4 - 5

Cohesiveness of sessions 1 - 2 - 3 - 4 - 5

Supportiveness of the learning environment 1 - 2 - 3 - 4 - 5

Facilitators' responsiveness to Questions 1 - 2 - 3 - 4 - 5

5. Your ratings of the course content

Difficult to understand	1 - 2 - 3 - 4 - 5	Easy to understand
Poor quality	1 - 2 - 3 - 4 - 5	High quality
Not enough activities	1 - 2 - 3 - 4 - 5	Right amount of activities
Not enough discussion	1 - 2 - 3 - 4 - 5	Right amount of discussion

Please turn over the page

6. Overall, how valuable was this course to your work?

Waste of time	1 - 2 - 3 - 4 - 5	Highly worthwhile
Not applicable to my role	1 - 2 - 3 - 4 - 5	Highly applicable

7. Your overall rating of course assessment tasks

Irrelevant	1 - 2 - 3 - 4 - 5	Relevant
Difficult to understand	1 - 2 - 3 - 4 - 5	Easy to understand
In-appropriate	1 - 2 - 3 - 4 - 5	Appropriate

Any comments? _____

8. How did you find the handout material?

Irrelevant	1 - 2 - 3 - 4 - 5	Relevant
Difficult to understand	1 - 2 - 3 - 4 - 5	Easy to understand

9. In thinking about the facilitator's role throughout please respond to the following:
(1 = minimal & 5 = very good)

Knowledge of subject matter	1 - 2 - 3 - 4 - 5
Clarity of communication	1 - 2 - 3 - 4 - 5
Appropriate use of practice examples	1 - 2 - 3 - 4 - 5
Engagement	1 - 2 - 3 - 4 - 5

10. Would you recommend this session? Yes / No

11. Any further comments?

Thank you for your participation and comments

RPL Application Form

This form must accompany your RPL evidence for each unit of competency (ie: a separate RPL form must be completed for each unit)

This form is used in conjunction with the RPL policy outlined in the Australian Childhood Foundation Student Handbook and contact with the training staff of the Foundation.

Student information

Surname: _____ First name: _____

Date of birth: _____

Address: _____

Phone (work): _____ Phone (home): _____ Phone (mobile): _____

Qualification code: _____ Qualification name: _____

Unit of competency code: _____ Unit of competency name: _____

I hereby certify that the information provided and the documentation attached are true and correct and are all my own work (unless otherwise identified)

Signed: _____ Date: _____

Office use only

Application received by: _____ Date: _____

Assessor: _____

Date assessment returned to student: _____

Student number: _____

Please turn over the page

Student information

Element 1: (information provided by Australian Childhood Foundation)

Element 2: _____

Element 3: _____

Element 4: _____

Evidence supplied to demonstrate competence in elements listed above (please list the evidence you have supplied and attach all evidence listed on this form.)

Please note: please do not send original copies of evidence such as certificates etc.

Office use only

Assessor information

Element	Evidence	Evidence meets elements (If no, provide reason)		
		Yes	No	Comments
Element 1				
Element 2				
Element 3				
Element 4				

RPL Result: RPL-C RPL-N

Student feedback given (date):

Assessor name: _____ Date: _____

Signature: _____

Student signature: _____ Date: _____

RTO Coordinator signature: _____ Date: _____