

# Training Information Handbook



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# One World for Children Training Handbook



Revised 13/08/2009

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# Organisational Details

One World for Children Pty Ltd is a registered provider of nationally accredited children's services. One World for Children Pty Ltd also operates the One World Children's Centre long day care centre which is located at North Geelong, Victoria.

## Training Staff

**Karyn Connors**

Managing Director

**Susan Peters**

Director

Equal Opportunity and  
Access and Equity Officer  
Document and Data Controller

**Carol Pundij**

Manager

RPL Manager  
Online Development Manager  
Recruitment Manager  
Trainer and Assessor

**Tammy Taylor**

Manager

Training Program Manager  
Administration Manager  
Trainer and Assessor

**Debbie Conway**

Resource and Development Officer  
Document and Data Controller  
Management Representative  
Advanced Diploma of Children's  
Services Co-ordinator  
Trainer and Assessor

**Suzie McElroy**

Trainer/Assessor

**Jo Smith**

Trainer/Assessor

**Lisa Dekker**

Trainer/Assessor

**Julie Barron**

Trainer/Assessor

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**Megan Gold**

Trainer/Assessor

**Belinda Cook**

Trainer/Assessor

**Marg MacFadyen**

Trainer/Assessor

**Tania Clemo**

Trainer/Assessor

**Kristen Parry**

Trainer/Assessor

**Maryanne Cicala**

Financial Controller

**Diana Piskor**

Multi Media Officer

**Angela Horrobin**

Multi Media Administrator

Trainer/Assessor





# Learner Selection and Orientation

Learners wishing to undertake training in Community Services need to meet/satisfy the following criteria:

1. Demonstrated verbal interest in and suitability for work in Community Services.
2. To undertake a language, literacy and numeracy assessment to identify any assistance required.
3. Should any programs have a limit on the number of learners an interview may be arranged to identify suitable learners

There are no educational prerequisites however successful completion of year 10 or equivalent is recommended.

## **Recognition of Current Competencies**

Recognition of Current Competencies is a streamlined process of assessment of the competencies that a person has gained through life, work and formal study.

## **Funded Traineeship – Certificate III/Certificate IV:**

Need to have been employed in a Children's Service full time for under 3 months or part-time for under 12 months.

## **Skills for Victoria – Diploma/Advanced Diploma**

The Victorian Government will provide funding at the diploma level or higher through the Victorian Training Guarantee (subject to eligibility).

Eligibility:

You must be an Australian citizen or permanent resident of Australia.

- If you are under 20 years of age you will be eligible for funded training.
- If you are over 20 years of age and do not hold any qualification at the Diploma level or higher you will be eligible for funding.

Also available as a traineeship

## **Fee for Service Traineeship**

For staff who do not fit into the above funded traineeship criteria a fee for service arrangement can be made for all levels.

## **Self Funded Training**

For any person wishing to train that does not fall into any of the above training /assessment programs.

## **VET in Schools**

For any learner undertaking VCAL or VCE, that the school has indicated One World for Children as the RTO

## **Working with children check**

In 2006, the Victorian Government introduced a new checking system to help protect children under 18 years of age from physical or sexual harm.

The Working with Children (WWC) Check creates a mandatory minimum checking standard across Victoria. The WWC Check helps to keep children safe by preventing those who pose a risk to the safety of children from working with them, in either paid or volunteer work.

If you work or volunteer with children you may need to apply for a WWC Check. Employers, volunteer organisations and agencies must ensure that any of their staff or volunteers who need a WWC Check have applied by the due date.

It is an offence under section 35 of the Working with Children Act 2005 to engage a person in child related work if the person does not have a current assessment notice.

### **Enrolment and Orientation:**

- Learners wishing to undertake training/Recognition of Prior Learning (RPL) with us need to contact our office to discuss training options, these are either discussed over the telephone, email or a visit is arranged.
- The Marketing kit will be sent out or if a visit has been made the kit will be taken to this visit.
- Once you have made a decision to proceed with the selected training program the enrolment process begins.
- The orientation meeting is then arranged and the following is completed:
  1. The training handbook is given out
  2. Policies and procedures are discussed
  3. Individual training program, pre-training review and RPL process is discussed
  4. Student tuition contribution is explained
  5. Enrolment form is completed
  6. Language, literacy and numeracy assistance is explained
  7. The training plan is discussed
  8. All parties are explained their obligations to the program
  9. If applicable to the chosen training program other relevant forms or organisations are contacted ie New Apprentice Centre
  10. The 1<sup>st</sup> visit checklist is completed

# Community Services Training Package:

## Introduction

Training packages link individual units of competency into groups. These groups relate to levels of work which are meaningful across the children's services sector. Packaging provides a means of indicating to learners, employers, trainers and assessors the combination of competencies required for the workplace.

A qualification is gained when a learner can demonstrate competence in all units that have been packaged together. In the Community Services Training Package, packaging incorporates :

- Common units of competency which apply across all sectors of the industry at a range of AQF levels; and
- Specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels
- Optional units of competency

### **Community Services common units of competency**

The common competencies are those units of competency, which may occur in all community services. Common competencies enhance the portability of skills across the community services and health industries.

### **Children's Services specialisation units of competency**

These incorporate those skills that are special, different or specific to working with children's services issues.

### **Optional units of competency**

To ensure that the flexibility required by individual organisations can be accommodated in the packaging of standards, additional units can be included as optional. The number of options/electives that you as a learner/worker need to decide is identified on each of the qualification documents.





## CHC30708 Certificate III in Children's Services

This qualification covers workers who use organisation policies, procedures and individual children's profiles to plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes. Depending on the setting, workers may work under direct supervision or autonomously.

### Occupational titles may include:

- Child Care Assistant
- Playgroup Supervisor
- Family day care worker
- Child Care Worker
- Outside school hours care assistant \*
- Recreation Assistant \*
- Nanny
- Mobile Assistant

*\* Some jurisdictions may require CHC41208 Certificate IV in Children's Services (Outside school hours care) for these work roles*

### PACKAGING RULES

15 units must be selected for this qualification including:

- 11 compulsory units
- 4 elective units

A wide range of elective units is available and may include:

- Relevant electives listed below the compulsory units for this qualification – with some grouping to facilitate selection
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at this level or higher in other relevant Training Packages

### Compulsory Units

CHCCHILD401A	Identify and respond to children and young people at risk
CHCCN301A	Ensure the health and safety of children
CHCCN302A	Provide care for children
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner



CHCCS400A	Work within a relevant legal and ethical framework
CHCFC301A	Support the development of children
CHCIC301D	Interact effectively with children
CHCPR301A	Provide experiences to support children's play and learning
CHCPR303D	Develop understanding of children's interests and developmental needs
HLTFA301B	Apply first aid
HLTOHS300A	Contribute to OHS processes

## Electives

Electives are to be selected in line with specified Packaging Rules. Employers may specify that certain electives are required to address specific workplace needs.

*CHC30408 Certificate III in Children's Services* enables selection of specific electives recommended for centre-based care, playgroup supervision, family day care and nanny work

CHCCN305A	Provide care for babies (This unit may be mandatory in some jurisdictions)
CHCORG303A	Participate effectively in the work environment
CHCRF301D	Work effectively with families to care for the child
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
CHCFC502A	Foster physical development in early childhood
CHCPR502D	Organise experiences to facilitate and enhance children's development

# Units of Competency - Certificate III in Children's Services CHC30708

Unit title	Elements
CHCCHILD401A Identify and respond to children and young people at risk	<ol style="list-style-type: none"> <li>1. Implement work practices which support the protection of children and young people</li> <li>2. Report indications of possible risk of harm</li> <li>3. Apply ethical and nurturing practices in work with children and young people</li> </ol>
CHCCN301A Ensure the health and safety of children	<ol style="list-style-type: none"> <li>1. Maintain a clean and hygienic environment</li> <li>2. Recognise and respond to signs of potential illness</li> <li>3. Provide a safe environment</li> <li>4. Supervise the safety of children</li> <li>5. Travel with children safely</li> <li>6. Administer medication within guidelines</li> <li>7. Manage and respond to allergy/anaphylaxis</li> </ol>
CHCCS400A Work within a relevant legal and ethical framework	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of legislation and common law relevant to work role</li> <li>2. Follow identified policies and practices</li> <li>3. Work ethically</li> <li>4. Recognise and respond when client rights and interests are not being protected</li> </ol>
HLTFA301B Apply first aid	<ol style="list-style-type: none"> <li>1. Assess the situation</li> <li>2. Apply first aid procedures</li> <li>3. Communicate details of the incident</li> <li>4. Evaluate own performance</li> </ol>
CHCPR301A Provide experiences to support children's play and learning	<ol style="list-style-type: none"> <li>1. Create a stimulating, positive and developmentally appropriate environment to foster development, play and learning</li> <li>2. Actively guide and encourage children to undertake a variety of developmentally appropriate activities</li> <li>3. Facilitate children's play, learning and physical activity</li> </ol>
CHCCN302A Provide care for children	<ol style="list-style-type: none"> <li>1. Provide physical care</li> <li>2. Create opportunities for children to develop their understanding of physical needs</li> <li>3. Establish an environment that encourages children to complete tasks themselves</li> <li>4. Respond to the emotional needs of children</li> <li>5. Settle new arrivals</li> </ol>
CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	<ol style="list-style-type: none"> <li>1. Plan food and drink provision</li> <li>2. Maintain food safety while carrying out food handling activities</li> </ol>
CHCFC301A Support the development of children	<ol style="list-style-type: none"> <li>1. <i>Support the development of children</i></li> <li>2. <i>Support the physical development of children</i></li> <li>3. <i>Support the social development of children</i></li> <li>4. <i>Support the emotional and psychological development of children of the same age</i></li> <li>5. <i>Support the language development of children</i></li> <li>6. <i>Support the creative development of children</i></li> <li>7. <i>Support the cognitive development of children</i></li> </ol>

# Units of Competency - Certificate III in Children's Services CHC30708

Unit title	Elements
CHCPR303D Develop understanding of children's interests and developmental needs	<ol style="list-style-type: none"> <li>1. Gather <i>information</i> about the child through <i>observation</i></li> <li>2. Gather information about the child from secondary sources</li> <li>3. <i>Record observations</i> appropriately</li> <li>4. Use observations and information collected to understand the child and <i>contribute to program planning</i></li> </ol>
HLTOHS300A Contribute to OHS processes	<ol style="list-style-type: none"> <li>1. Plan and conduct work safely</li> <li>2. Support others in working safely</li> <li>3. Contribute to OHS participative processes</li> <li>4. Contribute to hazard identification, OHS <b>risk assessment</b> and <b>risk control</b> activities</li> <li>5. Participate in the control of emergency situations</li> </ol>
CHCIC301D Interact effectively with children	<ol style="list-style-type: none"> <li>1. <i>Communicate positively with children</i> on an ongoing basis</li> <li>2. Promote <i>positive behaviour</i></li> <li>3. Collaborate with children about their interests</li> <li>4. Respect similarities and differences and encourage children to respect these differences</li> <li>5. Support children in learning about the decision-making process</li> </ol>
CHCRF301D Work effectively with families to care for the child	<ol style="list-style-type: none"> <li>1. Establish a positive relationship with family members</li> <li>2. Exchange information with family members about the child's physical and emotional care needs</li> <li>3. Respond to a family member's concern about their child</li> <li>4. Reach agreement with family members about care practices</li> <li>5. Facilitate child's transition into care</li> </ol>
CHCCN305A Provide care for babies	<ol style="list-style-type: none"> <li>1. Respond to cues and needs of babies/infants</li> <li>2. Develop and maintain a nurturing relationship with babies/infants</li> <li>3. Settle new arrivals</li> <li>4. Provide an environment that provides security for babies/infants</li> </ol>
CHCORG303A Participate effectively in the work environment	<ol style="list-style-type: none"> <li>1. Contribute to the effective operation of the workgroup</li> <li>2. Review and develop own work performance</li> <li>3. Work cooperatively with others</li> <li>4. Contribute to the development of policies, practices and structures of an organisation</li> </ol>
HLTHIR403B Work effectively with culturally diverse clients and co-workers	<ol style="list-style-type: none"> <li>1. Reflect cultural awareness in work practice</li> <li>2. Accept cultural diversity as a basis for effective work place and professional relationships</li> <li>3. Communicate effectively with culturally diverse persons</li> <li>4. Resolve cross-cultural misunderstandings</li> </ol>

## CHC50908

### Diploma of Children's Services (Early childhood education and care)

This qualification covers workers in children's services who are responsible for planning, implementing and managing programs in early childhood services, in accordance with licensing, accreditation and duty of care requirements. At this level:

- Workers have responsibility for supervision of other staff and volunteers
- In most states it is the highest qualification required at director or service manager level for children's service centre-based care.

It is noted that whilst this qualification equips workers to work with children from 0-5 years of age, some workplaces and jurisdictions require workers to have skills and knowledge to work with children in both early and middle childhood (i.e. aged 0-12 years).

#### Occupational titles may include:

- Authorised supervisor (children's services)
- Centre manager (children's services)
- Child care worker Children's adviser Children's service director / manager Children's services coordinator
- Director (children's services)
- Group/team coordinator/leader (children's services)
- Program leader (children's services)
- Child development worker

#### Entry requirements

To gain entry into *CHC50908 Diploma of Children's Services (Early childhood education and care)* candidates must demonstrate competence through a recognised training program or recognition process, in the following units of competency:

CHCCHILD401A	Identify and respond to children and young people at risk
CHCCN301A	Ensure the health and safety of children
CHCCN302A	Provide care for children
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCN305A	Provide care for babies
CHCCS400A	Work within a relevant legal and ethical framework
CHCFC301A	Support the development of children

CHCIC301D	Interact effectively with children
CHCPR301A	Provide experiences to support children's play and learning
CHCPR303D	Develop understanding of children's interests and developmental needs
HLTFA301B	Apply first aid
HLTOHS300A	Contribute to OHS processes

### **Packaging Rules**

18 units must be selected for this qualification including:

- 13 compulsory units
- 5 elective units

A wide range of elective units is available and may include:

Relevant electives listed below the compulsory units for this qualification

Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages

Where appropriate, to address workplace requirements, units of competency packaged at this level or higher in other relevant Training Packages

### **Compulsory units**

CHCCN511A	Establish and maintain a safe and healthy environment for children
CHCFC502A	Foster physical development in early childhood
CHCFC503A	Foster social development in early childhood
CHCFC504A	Support emotional and psychological development in early childhood
CHCFC505A	Foster cognitive development in early childhood
CHCFC506A	Foster children's language and communication development
CHCIC501A	Manage children's services workplace practice to address regulations and quality assurance
CHCIC510A	Establish and implement plans for developing cooperative behaviour
CHCIC512A	Plan and implement inclusion of children with additional needs
CHCPR502D	Organise experiences to facilitate and enhance children's development
CHCPR509A	Gather, interpret and use information about children

CHCPR510A	Design, implement and evaluate programs and care routines for children
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CHCRF511A	Work in partnership with families to provide appropriate care for children
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### Electives

CHCIC511A	Implement and promote inclusive policies and practices in children's services
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CHCFC507A	Use music to enhance children's experience and development
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CHCFC508A	Foster children's aesthetic and creative development
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HLTOHS400A	Maintain OHS processes
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CHCORG506C	Coordinate the work environment
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# Units of Competency - Diploma of Children's Services (Early childhood education and care) CHC50908

Unit title	Elements
CHCCN511A Establish and maintain a safe and healthy environment for children	<ol style="list-style-type: none"> <li>1. Assess and improve the safety of environments</li> <li>2. Coordinate the response to accidents and emergencies</li> <li>3. Plan and monitor supervision</li> <li>4. Promote hygiene and safety practices</li> <li>5. Promote appropriate <i>practices to respond</i> to illnesses</li> <li>6. Monitor travel and excursions</li> <li>7. Provide guidance to workers when abuse is identified or investigated</li> <li>8. Monitor care provided by others</li> </ol>
CHCFC502A Foster physical development in early childhood	<ol style="list-style-type: none"> <li>1. Provide planned and spontaneous experiences to foster the physical development of children</li> <li>2. Create opportunities for children to develop a wide range of physical skills</li> <li>3. Interact with the child to foster skill development</li> </ol>
CHCFC503A Foster social development in early childhood	<ol style="list-style-type: none"> <li>1. Support children to build and maintain trusting relationships</li> <li>2. Plan experiences for children to support and cooperate with others</li> <li>3. Provide <i>opportunities for social interaction</i></li> </ol>
CHCFC504A Support emotional and psychological development in early childhood	<ol style="list-style-type: none"> <li>1. Encourage children's independence and autonomy</li> <li>2. Foster children's self-esteem and developing self concept</li> <li>3. Create opportunities and provide experiences that encourage children to express their feelings, needs and ideas</li> </ol>
CHCFC505A Foster cognitive development in early childhood	<ol style="list-style-type: none"> <li>1. Assist children to develop thinking and problem solving skills</li> <li>2. Promote opportunities for a wide range of developmentally appropriate experiences in science mathematics technology and the environment</li> </ol>
CHCFC506A Foster children's language and communication development	<ol style="list-style-type: none"> <li>1. Stimulate the child's use and understanding of language</li> <li>2. Support the child's skills in their own (non English) language as relevant</li> <li>3. Contribute to assessment of language and communication skills and planning of appropriate support strategies</li> <li>4. Plan and implement <i>developmentally appropriate language and literature experiences for children</i></li> </ol>
CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	<ol style="list-style-type: none"> <li>1. Facilitate an organisation self evaluation process</li> <li>2. Facilitate the development of a quality improvement plan</li> <li>3. Implement a quality improvement plan</li> <li>4. Coordinate the organisation for an external evaluation</li> <li>5. Interpret and evaluate regulations and quality assurance standards relating to children's services</li> <li>6. Manage legislative and regulatory compliance in children's services organisation</li> </ol>



# Units of Competency - Diploma of Children's Services (Early childhood education and care) CHC50908

Unit title	Elements
CHCIC510A Establish and implement plans for developing cooperative behaviour	<ol style="list-style-type: none"> <li>1. Identify and review behaviour causing concern</li> <li>2. Establish and apply <i>limits and guidelines</i> for behaviour</li> <li>3. Develop a plan to guide a particular child's behaviour</li> <li>4. Implement and monitor behaviour plan</li> </ol>
CHCIC512A Plan and implement inclusion of children with additional needs	<ol style="list-style-type: none"> <li>1. Identify <i>children with additional needs</i></li> <li>2. Develop a plan for inclusion</li> <li>3. Implement strategies to meet the child's additional needs</li> <li>4. Consult with others about ongoing issues that arise</li> <li>5. Monitor and review strategies</li> </ol>
CHCPR502D Organise experiences to facilitate and enhance children's development	<ol style="list-style-type: none"> <li>1. Establish an environment that can foster children's development</li> <li>2. Provide creative and challenging opportunities which stimulate learning and development of the child</li> <li>3. Plan, implement and evaluate developmentally appropriate experiences for children</li> <li>4. Encourage children's involvement in experiences</li> </ol>
CHCPR509A Gather, interpret and use information about children	<ol style="list-style-type: none"> <li>1. Gather and document detailed information about the child</li> <li>2. Monitor children's developmental progress and develop understanding of individual children</li> <li>3. Use information from observations with others</li> <li>4. Use information to plan the program</li> <li>5. Design observation systems with others</li> </ol>
CHCPR510A Design, implement and evaluate programs and care routines for children	<ol style="list-style-type: none"> <li>1. Design and implement <i>programs</i> with all those involved</li> <li>2. Design and implement programs to enhance development of children</li> <li>3. Design and implement programs that are relevant to cultural and social contexts of children and their community</li> <li>4. Develop appropriate settings and environments</li> <li>5. Monitor and evaluate programs</li> </ol>
CHCRF511A Work in partnership with families to provide appropriate care for children	<ol style="list-style-type: none"> <li>1. Consult <i>family members</i> about the child, and the child's needs</li> <li>2. Reach agreement with family members about care practices</li> <li>3. Provide <i>opportunities for family members to participate</i> in the service/ program</li> <li>4. Provide information to parents/carers about incidents and develop care strategies together</li> <li>5. Respond to a family member's concerns about a child</li> </ol>

# Units of Competency - Diploma of Children's Services (Early childhood education and care) CHC50908

Unit title	Elements
CHCIC511A Implement and promote inclusive policies and practices in children's services	<ol style="list-style-type: none"> <li>1. Support the development of inclusive policies</li> <li>2. Demonstrate inclusive practices</li> <li>3. Support the development of inclusive practices in the service</li> <li>4. Support the development of inclusive resources</li> <li>5. Promote respect for diversity among children</li> </ol>
CHCORG506C Coordinate the work environment	<ol style="list-style-type: none"> <li>1. Contribute to and promote effective work practices</li> <li>2. Promote effective workplace relations</li> <li>3. Facilitate work group activities</li> <li>4. Develop and implement staffing processes as required</li> <li>5. Advocate for workplace health and safety and fair employment practices</li> </ol>
CHCFC507A Use music to enhance children's experience and development	<ol style="list-style-type: none"> <li>1. Provide a range of developmentally appropriate music and movement experiences</li> <li>2. Support facilitate and extend children's participation in music and movement</li> </ol>
CHCFC508A Foster children's aesthetic and creative development	<ol style="list-style-type: none"> <li>1. Plan and provide <i>aesthetic experiences</i> for children</li> <li>2. Provide developmentally appropriate dramatic and imaginative play experience for children</li> <li>3. Support children to participate in the expressive arts</li> <li>4. Provide a variety of experiences to develop children's creativity, imagination and self expression</li> </ol>
HLTOHS400A Maintain OHS processes	<ol style="list-style-type: none"> <li>1. Provide information to the work group</li> <li>2. Ensure others are able to implement safe work practices</li> </ol>

## CHC60208

### Advanced Diploma of Children's Services

This qualification covers children's services workers who may operate at an advanced level in early childhood education and care to:

- Provide specialist services
- Act as a resource for other workers
- Provide practice supervision of staff including volunteers
- Work intensively with clients
- Work with clients with complex needs.

### Occupational titles may include:

- Child and family support service coordinator
- Children's services coordinator
- Inclusion support facilitator
- Service director

### Entry requirements

To gain entry into *CHC60208 Advanced Diploma of Children's Services* candidates must be recognised as competent, through a recognised training program or recognition process, against *CHC50908 Diploma of Children's Services (Early childhood education and care)*.

#### Packaging Rules

13 units must be selected for this qualification including:

- 7 compulsory units
- 6 elective units

A wide range of elective units is available and may include:

- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at this level or higher in other relevant Training Packages

### Compulsory Units

BSBMGT608B	Manage innovation and continuous improvement
CHCCS502A	Maintain legal and ethical work practices
CHCCS604A	Manage the delivery of quality services to clients

CHCORG611A	Lead and develop others in a community sector workplace
CHCORG620C	Promote and represent the service
CHCORG624C	Provide leadership in community services delivery
CHCORG627B	Provide mentoring support to colleagues

## Relevant Electives

Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is intended to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.

## Electives

CHCORG428A	Reflect on and improve own professional practice
CHCORG502A	Work autonomously
BSBMGT605B	Provide leadership across the organisation
CHCORG615C	Promote the organisation
CHCORG612C	Review organisation's effectiveness
CHCORG619C	Manage quality organisation's service delivery outcomes

## Units of Competency - Advanced Diploma of Children's Service CHC60208

Unit title	Elements
BSBMGT608B Manage innovation and continuous improvement	<ol style="list-style-type: none"> <li>1. Review programs, systems and processes</li> <li>2. Develop options for continuous improvement</li> <li>3. Implement innovative processes</li> </ol>
CHCCS502A Maintain legal and ethical work practices	<ol style="list-style-type: none"> <li>1. Promote the importance of applying legislation and common law relevant to work role</li> <li>2. Monitor application of organisation policies and practices</li> <li>3. Monitor ethical work practices</li> <li>4. Take corrective action when client rights and interests are not being protected</li> </ol>
CHCCS604A Manage the delivery of quality services to clients	<ol style="list-style-type: none"> <li>1. Manage service delivery to address client needs</li> <li>2. Plan client service delivery</li> <li>3. Review client services</li> </ol>
CHCORG611A Lead and develop others in a community sector workplace	<ol style="list-style-type: none"> <li>1. Provide leadership, direction and guidance to the organisation</li> <li>2. Maximise own performance outcomes</li> <li>3. Manage effective work relationships</li> <li>4. Manage and improve the performance of individuals</li> <li>5. Support, participate and review group development</li> <li>6. Support and develop staff</li> </ol>
CHCORG620C Promote and represent the service	<ol style="list-style-type: none"> <li>1. Promote community awareness of the clients, their needs and their importance</li> <li>2. Promote the service to increase its profile in the community</li> <li>3. Represent the service</li> <li>4. Respond to negative publicity and perceptions, as required</li> </ol>
CHCORG624C Provide leadership in community services delivery	<ol style="list-style-type: none"> <li>1. Develop effective leadership role</li> <li>2. Provide direction</li> <li>3. Promote community work and maintain quality performance</li> </ol>
CHCORG627B Provide mentoring support to colleagues	<ol style="list-style-type: none"> <li>1. Establish a relationship with mentoree</li> <li>2. Offer mentoring support</li> </ol>
CHCORG615C Promote the organisation	<ol style="list-style-type: none"> <li>1. Design and implement a promotional strategy</li> <li>2. Monitor, evaluate and review the promotion strategy</li> </ol>
CHCORG612C Review organisation's effectiveness	<ol style="list-style-type: none"> <li>1. Respond to the external environment</li> <li>2. Implement continuous improvement</li> <li>3. Refocus the organisation/service</li> </ol>
CHCORG619C Manage quality of organisation's service delivery outcomes	<ol style="list-style-type: none"> <li>1. Evaluate outcomes for clients accessing the service</li> <li>2. Plan and implement changes/strategies to improve outcomes</li> <li>3. Ensure client service standards and codes of practice</li> <li>4. Manage quality assurance processes</li> </ol>

## Units of Competency - Advanced Diploma of Children's Service CHC60208

Unit title	Elements
BSBMGT605B Provide leadership across the organisation	<ol style="list-style-type: none"> <li>1. Communicate organisational mission and goals</li> <li>2. Influence groups and individuals</li> <li>3. Build and support teams</li> <li>4. Demonstrate personal and professional competence</li> </ol>
CHCORG502A Work autonomously	<ol style="list-style-type: none"> <li>1. Undertake work activities</li> <li>2. Accept responsibilities</li> <li>3. Set performance requirements</li> <li>4. Maintain team performance</li> </ol>
CHCORG428A Reflect on and improve own professional practice	<ol style="list-style-type: none"> <li>1. Reflect on own practice</li> <li>2. Ensure continuing self-support and supervision</li> <li>3. Operate within an agreed code of ethics or practice</li> </ol>

## CHC41208 Certificate IV in Children's Services (Outside school hours care)

This qualification covers workers who conduct vacation programs as well as before and after school care activities for children of school age.

Outside school hours care workers:

- Plan activities and provide care to children, facilitating their leisure and play and enabling them to achieve their developmental outcomes
- May work under direct supervision or autonomously
- May have some supervisory responsibilities for volunteers and other workers.

Occupational titles may vary depending on jurisdiction and legislation and may include:

- Assistant OSHC coordinator
- Mobile assistant
- OSHC assistant
- Outside school hours care supervisor / coordinator
- Play leader
- Program leader
- Recreation assistant
- Recreation leader
- Senior play leader
- Team leader
- Vacation care supervisor

### **PACKAGING RULES**

16 units must be selected for this qualification including:

- 12 compulsory units
- 4 elective units

A wide range of elective units is available and may include:

- Relevant electives listed below the compulsory units for this qualification
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages



## Compulsory units

CHCCHILD401A	Identify and respond to children and young people at risk
CHCCN301A	Ensure the health and safety of children
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCS400A	Work within a relevant legal and ethical framework
CHCFC301A	Support the development of children
CHCOSHC401A	Support children to participate in outside school hours care
CHCOSHC402A	Develop and implement activities in outside school hours care
CHCOSHC403A	Work effectively with children in outside school hours care
CHCPR301A	Provide experiences to support children's play and learning
HLTFA301B	Apply first aid
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
HLTOHS300A	Contribute to OHS processes

## Electives

Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is intended to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.

CHCFC506A	Foster children's language and communication development
CHCFC512A	Foster physical development in middle childhood
CHCFC513A	Foster social development in middle childhood
CHCFC514A	Support emotional and psychological development in middle childhood
CHCFC515A	Foster cognitive development in middle childhood
CHCIC512A	Plan and implement inclusion of children with additional needs
CHCORG303A	Participate effectively in the work environment
CHCPR502D	Organise experiences to facilitate and enhance children's development

# Units of Competency - Certificate IV in Children's Services (Outside School Hours Care) CHC41208

Unit title	Elements
CHCCHILD401A Identify and respond to children and young people at risk	<ol style="list-style-type: none"> <li>1. Implement work practices which support the protection of children and young people</li> <li>2. Report indications of possible risk of harm</li> <li>3. Apply ethical and nurturing practices in work with children and young people</li> </ol>
CHCCN301A Ensure the health and safety of children	<ol style="list-style-type: none"> <li>1. Maintain a clean and hygienic environment</li> <li>2. Recognise and respond to signs of potential illness</li> <li>3. Provide a safe environment</li> <li>4. Supervise the safety of children</li> <li>5. Travel with children safely</li> <li>6. Administer medication within guidelines</li> <li>7. Manage and respond to allergy/anaphylaxis</li> </ol>
CHCCN303A Contribute to provision of nutritionally balanced food in a safe and hygienic manner	<ol style="list-style-type: none"> <li>1. Plan food and drink provision</li> <li>2. <i>Maintain food safety</i> while carrying out food handling activities</li> </ol>
CHCCS400A Work within a relevant legal and ethical framework	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of legislation and common law relevant to work role</li> <li>2. Follow identified policies and practices</li> <li>3. Work ethically</li> <li>4. Recognise and respond when client <i>rights</i> and interests are not being protected</li> </ol>
CHCFC301A Support the development of children	<ol style="list-style-type: none"> <li>1. <i>Support the development of children</i></li> <li>2. Support the <i>physical development</i> of children</li> <li>3. <i>Support the social development</i> of children</li> <li>4. Support the emotional and psychological development of children of the same age</li> <li>5. Support the language development of children</li> <li>6. Support the creative development of children</li> <li>7. Support the cognitive development of children</li> </ol>
CHCOSH401A Support children to participate in outside school hours care	<ol style="list-style-type: none"> <li>1. Identify the support needs of children in outside school hours care</li> <li>2. Implement appropriate support and guidance strategies in care environment</li> <li>3. Determine effectiveness of individual support provided</li> <li>4. Monitor and adjust support strategies to include review outcomes</li> </ol>
CHCOCH402A Develop and implement activities in outside School hours care	<ol style="list-style-type: none"> <li>1. Identify activity and/or program needs of children in outside school hours care</li> <li>2. Prepare activity and/or program plan</li> </ol>
CHCOCH403A Work effectively with children in outside school hours care	<ol style="list-style-type: none"> <li>1. Communicate effectively with a diversity of children in the outside school hours care context</li> <li>2. Reflect an understanding of developmental stage of middle childhood</li> <li>3. Work within the framework of outside school hours care</li> </ol>

# Units of Competency - Certificate IV in Children's Services (Outside School Hours Care) CHC41208

Unit title	Elements
CHCPR301A Provide experiences to support children's play and learning	<ol style="list-style-type: none"> <li>1. Create a stimulating, positive and developmentally appropriate <i>environment</i> to foster development, play and learning</li> <li>2. Actively guide and encourage children to undertake a variety of developmentally appropriate activities</li> <li>3. Facilitate children's play, learning and physical activity</li> </ol>
HLTFA301B Apply first aid	<ol style="list-style-type: none"> <li>1. Assess the situation</li> <li>2. Apply first aid procedures</li> <li>3. Communicate details of the incident</li> <li>4. Evaluate own performance</li> </ol>
HLTHIR403B Work effectively with culturally diverse clients and co-workers	<ol style="list-style-type: none"> <li>1. Reflect cultural awareness in <b><i>work practice</i></b></li> <li>2. Accept <b><i>cultural diversity</i></b> as a basis for effective work place and professional relationships</li> <li>3. Communicate effectively with culturally diverse persons</li> <li>4. Resolve cross-cultural misunderstandings</li> </ol>
HLTOHS300A Contribute to OHS processes	<ol style="list-style-type: none"> <li>1. Plan and conduct work safely</li> <li>2. Support others in working safely</li> <li>3. Contribute to OHS participative processes</li> <li>4. Contribute to hazard identification, OHS <b><i>risk assessment</i></b> and <b><i>risk control</i></b> activities</li> <li>5. Participate in the control of emergency situations</li> </ol>
CHCFC512A Foster physical development in middle childhood	<ol style="list-style-type: none"> <li>1. Provide planned and spontaneous experiences to foster the physical development of children</li> <li>2. Create opportunities for children to develop a wide range of physical skills</li> <li>3. Interact with the child to foster skill development</li> </ol>
CHCFC513A Foster social development in middle childhood	<ol style="list-style-type: none"> <li>1. Support children to build and maintain trusting relationships</li> <li>2. Plan experiences for children to support and cooperate with others</li> <li>3. Provide <i>opportunities for social interaction</i></li> </ol>
CHCFC514A Support emotional and psychological development in middle childhood	<ol style="list-style-type: none"> <li>1. Encourage children's independence and autonomy</li> <li>2. Foster children's self-esteem and developing self concept</li> <li>3. Create opportunities and provide experiences that encourage children to express their feelings, needs and ideas</li> </ol>
CHCFC515A Foster cognitive development in middle childhood	<ol style="list-style-type: none"> <li>1. Assist children to develop <i>thinking</i> and problem solving skills</li> <li>2. Promote opportunities for a wide range of developmentally appropriate experiences in science mathematics technology and the environment</li> </ol>

## CHC51008 Diploma of Children's Services (Outside school hours care)

This qualification covers workers who are responsible for day-to-day running of a before and after school care and/or vacation care service, including planning, implementing and managing programs which address licensing, accreditation and duty of care requirements.

At this level:

- Workers have responsibility for supervision of other staff and volunteers
- In most states this diploma is the minimum qualification required under the national standards for outside school hours care coordinator positions.

### Occupational titles may include:

- Director
- Group coordinator
- Group leader
- Outside school hours care coordinator
- Outside school hours care worker
- Program leader
- Service director
- Service manager
- Team leader
- Vacation care coordinator

### Entry requirements

To gain entry into *CHC51008 Diploma of Children's Services (Outside school hours care)* candidates must demonstrate competence through a recognised training program or recognition process, in the following units of competency:

CHCCHILD401A	Identify and respond to children and young people at risk
CHCCN301A	Ensure the health and safety of children
CHCCN303A	Contribute to provision of nutritionally balanced food in a safe and hygienic manner
CHCCS400A	Work within a relevant legal and ethical framework
CHCFC301A	Support the development of children
CHCOSHC401A	Support children to participate in outside school hours care
CHCOSHC402A	Develop and implement activities in outside school hours care
CHCOSHC403A	Work effectively with children in outside school hours care

CHCPR301A	Provide experiences to support children's play and learning
HLTFA301B	Apply first aid
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
HLTOHS300A	Contribute to OHS processes

### **PACKAGING RULES**

18 units must be selected for this qualification including:

- 11 compulsory units
- 7 elective units

A wide range of elective units is available and may include:

- Relevant electives listed below the compulsory units for this qualification
- Units of competency to address workplace requirements and packaged at the level of this qualification or higher in Community Services and/or Health Training Packages
- Where appropriate, to address workplace requirements, units of competency packaged at this level or higher in other relevant Training Packages

### **Compulsory units**

CHCCN511A	Establish and maintain a safe and healthy environment for children
CHCFC512A	Foster physical development in middle childhood
CHCFC513A	Foster social development in middle childhood
CHCFC514A	Support emotional and psychological development in middle childhood
CHCFC515A	Foster cognitive development in middle childhood
CHCIC501A	Manage children's services workplace practice to address regulations and quality assurance
CHCIC510A	Establish and implement plans for developing cooperative behaviour
CHCIC512A	Plan and implement inclusion of children with additional needs
CHCPOL504B	Develop and implement policy
CHCPR510A	Design, implement and evaluate programs and care routines for children
CHCRF511A	Work in partnership with families to provide appropriate care for children

## Electives

Electives are to be selected in line with specified Packaging Rules. The following list of relevant electives is intended to facilitate selection. Employers may specify certain electives as required to address specific workplace needs.

CHCFC507A	Use music to enhance children's experience and development
CHCFC508A	Foster children's aesthetic and creative development
CHCIC511A	Implement and promote inclusive policies and practices in children's services
CHCPR502D	Organise experiences to facilitate and enhance children's development
CHCPR509A	Gather, interpret and use information about children
CHCINF403C	Coordinate information systems
CHCINF407C	Meet information needs of the community
HLTOHS400A	Maintain OHS processes

# Units of Competency - Diploma of Children's Services (Outside school hours care) CHC51008

Unit title	Elements
CHCCN511A Establish and maintain a safe and healthy environment for children	<ol style="list-style-type: none"> <li>1. Assess and improve the safety of environments</li> <li>2. Coordinate the response to accidents and emergencies</li> <li>3. Plan and monitor supervision</li> <li>4. Promote hygiene and safety practices</li> <li>5. Promote appropriate <i>practices to respond</i> to illnesses</li> <li>6. Monitor travel and excursions</li> <li>7. Provide guidance to workers when abuse is identified or investigated</li> <li>8. Monitor care provided by others</li> </ol>
CHCFC512A Foster physical development in middle childhood	<ol style="list-style-type: none"> <li>1. Provide planned and spontaneous experiences to foster the physical development of children</li> <li>2. Create opportunities for children to develop a wide range of physical skills</li> <li>3. Interact with the child to foster skill development</li> </ol>
CHCFC513A Foster social development in middle childhood	<ol style="list-style-type: none"> <li>1. Support children to build and maintain trusting relationships</li> <li>2. Plan experiences for children to support and cooperate with others</li> <li>3. Provide <i>opportunities for social interaction</i></li> </ol>
CHCFC514A Support emotional and psychological development in middle childhood	<ol style="list-style-type: none"> <li>1. Encourage children's independence and autonomy</li> <li>2. Foster children's self-esteem and developing self concept</li> <li>3. Create opportunities and provide experiences that encourage children to express their feelings, needs and ideas</li> </ol>
CHCFC515A Foster cognitive development in middle childhood	<ol style="list-style-type: none"> <li>1. Assist children to develop <i>thinking</i> and problem solving skills</li> <li>2. Promote opportunities for a wide range of developmentally appropriate experiences in science mathematics technology and the environment</li> </ol>



# Units of Competency - Diploma of Children's Services (Outside school hours care) CHC51008

Unit title	Elements
CHCIC501A Manage children's services workplace practice to address regulations and quality assurance	<ol style="list-style-type: none"> <li>1. Facilitate an organisation self evaluation process</li> <li>2. Facilitate the development of a quality improvement plan</li> <li>3. Implement a quality improvement plan</li> <li>4. Coordinate the organisation for an external evaluation</li> <li>5. Interpret and evaluate regulations and quality assurance standards relating to children's services</li> <li>6. Manage legislative and regulatory compliance in children's services organisation</li> </ol>
CHCIC510A Establish and implement plans for developing cooperative behaviour	<ol style="list-style-type: none"> <li>1. Identify and review behaviour causing concern</li> <li>2. Establish and apply <i>limits and guidelines</i> for behaviour</li> <li>3. Develop a plan to guide a particular child's behaviour</li> <li>4. Implement and monitor behaviour plan</li> </ol>
CHCIC512A Plan and implement inclusion of children with additional needs	<ol style="list-style-type: none"> <li>1. Identify <i>children with additional needs</i></li> <li>2. Develop a plan for inclusion</li> <li>3. Implement strategies to meet the child's additional needs</li> <li>4. Consult with others about ongoing issues that arise</li> <li>5. Monitor and review strategies</li> </ol>
CHCPOL504A Develop and implement policy	<ol style="list-style-type: none"> <li>1. Design and implement programs with all those involved</li> <li>2. Design and implement programs to enhance development of children</li> <li>3. Design and implement programs that are relevant to cultural and social contexts of children and their community</li> <li>4. Develop appropriate settings and environments</li> <li>5. Monitor and evaluate programs</li> </ol>
CHCPR510A Design, implement and evaluate programs and care routines for children	<ol style="list-style-type: none"> <li>1. Design and implement programs with all those involved</li> <li>2. Design and implement programs to enhance development of children</li> <li>3. Design and implement programs that are relevant to cultural and social contexts of children and their community</li> <li>4. Develop appropriate settings and environments</li> <li>5. Monitor and evaluate programs</li> </ol>

# Units of Competency - Diploma of Children's Services (Outside school hours care) CHC51008

Unit title	Elements
CHCRF511A Work in partnership with families to provide appropriate care for children	<ol style="list-style-type: none"> <li>1. Consult family members about the child, and the child's needs</li> <li>2. Reach agreement with family members about care practices</li> <li>3. Provide opportunities for family members to participate in the service/ program</li> <li>4. Provide information to parents/carers about incidents and develop care strategies together</li> <li>5. Respond to a family member's concerns about a child</li> </ol>
CHCFC507A Use music to enhance children's experience and development	<ol style="list-style-type: none"> <li>1. Provide a range of developmentally appropriate music and movement experiences</li> <li>2. Support facilitate and extend children's participation in music and movement</li> </ol>
CHCFC508A Foster children's aesthetic and creative development	<ol style="list-style-type: none"> <li>1. Plan and provide <i>aesthetic experiences</i> for children</li> <li>2. Provide developmentally appropriate dramatic and imaginative play experience for children</li> <li>3. Support children to participate in the expressive arts</li> <li>4. Provide a variety of experiences to develop children's creativity, imagination and self expression</li> </ol>
CHCIC511A Implement and promote inclusive policies and practices in children's services	<ol style="list-style-type: none"> <li>1. Support the development of inclusive policies</li> <li>2. Demonstrate inclusive practices</li> <li>3. Support the development of inclusive practices in the service</li> <li>4. Support the development of inclusive resources</li> <li>5. Promote respect for diversity among children</li> </ol>
CHCPR502D Organise experiences to facilitate and enhance children's development	<ol style="list-style-type: none"> <li>1. Establish an environment that can foster children's development</li> <li>2. Provide creative and challenging opportunities which stimulate learning and development of the child</li> <li>3. Plan, implement and evaluate developmentally appropriate experiences for children</li> <li>4. Encourage children's involvement in experiences</li> </ol>
CHCPR509A Gather, interpret and use information about children	<ol style="list-style-type: none"> <li>1. Gather and document detailed information about the child</li> <li>2. Monitor children's developmental progress and develop understanding of individual children</li> <li>3. Use information from observations with others</li> <li>4. Use information to plan the program</li> <li>5. Design observation systems with others</li> </ol>
CHCINF403C Coordinate information systems	<ol style="list-style-type: none"> <li>1. Gather and record <i>information</i></li> <li>2. Prepare and present <i>reports</i></li> <li>3. Supervise processes for collection, use, storage and dissemination of information</li> </ol>
CHCINF407C Meet information needs of the community	<ol style="list-style-type: none"> <li>1. Identify information requirements</li> <li>2. Address information requirements</li> </ol>

# Code of Practice For Provision of Quality Training

## One World for Children's Mission Statement is

- To strive passionately for excellence and quality outcomes for all.

We are committed to these principles in its provision of vocational education and training.

## Educational Standards and Learner Welfare

### Information for Learners and Staff

One World for Children believes that all employees and learners are entitled to have available to them professional welfare and guidance resources and appropriate measures will be taken to safeguard the educational interests and welfare of learners.

### What to do

If you feel you require professional services or support, please contact the Training Manager who will support you or refer you to the relevant specialised professional . All discussions will be confidential.

The following measures will be taken to safeguard the educational interests and welfare of learners:

- Welfare and Guidance services are available to those learners who require this service.
- Providing training that is dynamic and innovative in approach
- Ensuring educational material reflects current thinking and are models of best practice
- Motivating staff to achieve the highest standards in service delivery
- Regularly inservicing staff
- Ensuring that training and assessment occurs in accordance with the requirements of the accredited training program
- Maintaining confidentiality at all times
- Encouraging a climate of trust and respect
- Developing positive, supportive relationships with learners/trainees based on open communication and sharing of knowledge and skills
- Using a range of assessment styles and tools to accommodate a range of abilities and learning styles

- Providing external support (where required) to those learners who have additional needs
- Adhering to principles of good management, accountability and financial viability
- Maintaining accurate and secure student records
- Actively supporting the organisation's Equal Opportunity Policy to protect individual rights and to prevent harassment and discrimination
- Providing Recognition of Prior Learning for previous studies and relevant life/work experiences.

## Language, literacy and Numeracy (LL&N)

One World for Children will offer assistance to learners requiring additional support in any of the LL&N areas. External support services may be sourced as required.

It is recommended that you use the following strategies when completing written work:

- Ask someone to check your work to ensure it is clear to understand and your spelling is correct
- Make a list of often used words, especially words you misunderstand or continually spell incorrectly
- Ask One World for Children staff for a 'commonly used words' list.

## Training Environment

One World for Children will:

- Provide a learning environment that complies with all occupational health and safety, fire and local government laws and regulations
- Ensure that training premises are of adequate size, and have adequate heating, cooling, lighting and ventilation
- Ensure that training facilities, equipment and other resource materials are adequate for and relevant to the Scope of Registration and are maintained in good order and repair

## Marketing

One World for Children will:

- Market their programs with integrity, accuracy and professionalism at all times
- Avoid vague and ambiguous statements
- Never make false or misleading comparisons with other providers or training programs
- Ensure that all learners are given information that is true and correct at that time
- Have a commitment to increasing access for people from specific client groups and where possible we identify other relevant groups

## Access and Equity

Recruitment for all training will be conducted in an ethical and responsible manner, consistent with the principles of access and equity.

Qualified staff will assess the extent to which potential learners are likely to achieve the stated competencies and learning outcomes. Successful applicants will be provided with assistance relevant to their learning needs, and styles.

Staff are responsible to implement the Access and Equity policy.

One World for Children abide by the Privacy ACT 1988 (Commonwealth)

## Financial Safeguards

Fees will be refunded in accordance with the fee refund policy.

## Quality Assurance and Improvement

One World complies with SAI Global ISO 9001, and the Australian Quality Training Framework (AQTF).

Both national quality systems ensure that One World maintains and improves its overall performance and capabilities in order to meet our customers expectations.

## Privacy

One World for Children staff will not give any information about your studies to anyone unless required by law.

One World staff will not disclose any information about you or your studies without your written permission or as required under law (unless you are a trainee your training progress will be discussed with your employer).

Should you require specific information about your training such as results, an appeal or a problem and you are ringing the training centre you will be asked to identify yourself by quoting your date of birth and your password.

If you believe information held by the training centre is inaccurate you can request that the information be changed. Staff at One World for Children will complete a change of information form and place it on your file.

For further information relating to the privacy legislation you can go to [www.austlii.edu.au](http://www.austlii.edu.au) or gain information from the Privacy ACT 2000.

# Delivery of Training

Training packages are developed to maximise flexibility for all parties. They recognise that there are many different learning styles, and that there is more than one way to effectively deliver training and assessment.

As a progressive, forward thinking training organisation, we have remained committed to innovation and flexibility in the implementation of the Community Services Training Package. This is evident in the range of training delivery modes, and the choice in assessment tools we offer.

Whether you prefer to read training materials, view videos, observe others, engage with online materials, or join in discussions, you will find a mode of delivery and assessment to fit your individual learning style. Our flexible training programs are tailored especially for your learning style.

## What books/resources do I need?

One World provides you with all of the necessary resources/materials that you need to complete your training. However, if you lose any of your books a replacement fee does apply. These resources are given to you when the trainer comes to visit you or you can email or telephone us when you require more work. Due to the delivery of our training we assess many competencies on the job as the Children's Services industry is very much hands on. However there is still a written requirement that must be completed in order for you to be deemed competent on and off the job.

One World trainers pride themselves on having a mentor approach to training you as opposed to a teacher/student relationship. Trainers are available to speak to you at any time to discuss any issues or just to answer a question. As in the term flexible delivery we are flexible and will cater to your personal individual needs.



## Online [www.owfc.com.au](http://www.owfc.com.au)

The One World for Children training web site offers all One World training learners a valuable opportunity to gain knowledge that is relevant to training and working within the children's services industry.

The site offers specific information about our service and the programs that One World offers. The information pages are presented in an orderly and logical sequence for ease of navigation. Having read the Service information pages you will have a clearer understanding of what One World offers.

### **Learners World**

Learner's World provides a range of online resources and networking tools. Includes:

- Instant Chat Messaging
- Forums/Blogs
- Virtual Discussion rooms
- Individual Profiles
- Communities
- Video Resources
- Image – Slideshows
- PDF/Word Documents
- Connection to Enews and other feeds
- And more...

Learner's World provides all resources, networks and communities organised by category. All of our online workshops and specialised training programs are linked through Learner's World to provide an up-to-date and organised system for all our students and participants.

### **My World**

My World is a feature of Learners World which is in effect your own One World homepage. All learners are offered the opportunity to access Learners World using the email address and password that you provide with your enrolment.

Through My World you will have access to your own emails, read or add to forum view your own profile and check your progress on your online training plan.

## Replacement of statements of attainment or qualifications

Should you require a replacement statement of attainment or qualification please contact One World for Children administration department and request the relevant document. For all lost or misplaced statements of attainment and qualifications a replacement fee will apply. On receipt of payment the document will be ordered and will be sent to you via registered post.



# Recognition of Prior Learning

At One World for Children we know the needs of the children's services industry because we are part of this industry. This along with the fact that we fully embrace competency based training, makes us different from other training organisations.

One World for Children acknowledges skills and knowledge gained through life experiences, work experiences, other courses and on-the-job training through its RPL process.

A qualified assessor is able to measure these experiences against the skills/ and knowledge to be gained from the course to see if a learner can be exempt from doing parts, or all of those competencies.

Advantages of gaining "Recognition of Prior Learning"

- It may mean you complete your qualification sooner or that you have more time to spend on other competencies
- You will not be repeating learning you have already gained
- You will be given formal recognition of knowledge you have gained in other situations.

## Gain a qualification through Recognition of Prior Learning

With the introduction of the Community Services Training Package, we have been able to develop a RPL assessment process that will enable people to gain or to work towards gaining a qualification in children's services.

Assessment is undertaken by our trained assessors against competency standards required for the qualification.

At your request, One World assessors can undertake an up-front assessment of your current competencies against the competency standards required for a Certificate III in Children's Services, Diploma of Children's Services (Early childhood education and care), Advanced Diploma of Children's Services, Certificate IV in Children's Services (Outside school hours care) or Diploma of Children's Services (Outside school hours care).

## Process of applying for "Recognition of Prior Learning"

On enrolment you will be given a summary of the skills/ knowledge to be gained from each competency. If you believe that you have completed any of these outcomes or competencies, you are eligible to apply for RPL. You need to provide One World for Children with documentary evidence of the completed courses and/or experiences for the competencies you are enrolling in.



Any qualification or Statement of Attainment that is identical to that which you are studying that is awarded by another Registered Training Organisation will be recognised and relevant credit transfers given.

To commence the RPL process you will need to take the following steps:

\*Enquire at One World for Children

1. Complete an enrolment form, and confirm your enrolment by paying a non-refundable deposit
2. On confirmation of enrolment you will receive a “Guide to Up-front Assessment”. This guide provides details of the evidence required for RPL assessment of each competency, and will be a useful tool in working through the process.
3. After discussion with our assessors, choose the units of competence which you would like to be assessed against, in order to gain a qualification.
4. Using the guide, gather and collect evidence that will demonstrate to the assessors your current competency for each unit of competence you have selected.
5. When you are satisfied that the evidence you have gathered is ready for assessing, organise into a portfolio, and contact the assessors at One World.
6. After assessment of your portfolio, you will be contacted by our assessors to arrange a convenient time to meet at your workplace and to finalise the RPL process.
7. When all units of competence within the training package have been satisfactorily demonstrated, you will be issued with your qualification.

The cost of RPL assessment is largely dependent on how much, or how little preparation you put into developing your portfolio of evidence and any formal training that you may have completed.

Should you require to undertake some training to assist you to achieve competency in any of the units of competence, we can assist with flexible delivery of competency packages. The cost of this training is not included in the assessment fee.

One World for Children offer the entire RPL process online. Access the password protected program to document and submit all the evidence required. Contact a One World RPL assessor for further information.

## Using “Recognition of Prior Learning” to gain exemptions

In addition you may find that you can use your prior learning or experience to be deemed exempt from completing the theory component of the unit of competency. By providing evidence of your learning and experience your assessor will be able to identify whether you are required to complete the theory work in the particular workbook or whether you will be trained in practical work only.

# Recognising AQF Qualifications

If you have completed an identical competency in which you are intending to study with another registered training provider, you will be exempt for that competency.

Similarly, there are some VCE units that will enable you to gain a “credit transfer” for the training program you are enrolling in.

Any qualification or Statement of Attainment that is identical to that which you will be studying that is awarded by another Registered Training Organisation will be recognised and relevant credit transfers given.



# Learners Complaints and Appeals Process

One world for Children is committed to the principles of negotiation and mediation in dealing with any complaints or appeals learners may have.

This process can be used for dealing with complaints related to:

- Competency      ■ Trainers
- Assessment      ■ Any other matters as they arise

## Complaints:

In the instance of a learner wishing to lodge a complaint the following process is advised:

1. The learner should attempt to resolve issue with the trainer concerned if appropriate.
2. Should a satisfactory outcome not result, the learner should then arrange a meeting with the Managing Director or her nominated staff member, where a further attempt to resolve the issue will be made.
3. If a satisfactory outcome has still not been reached the learner should put their complaint in writing.
4. On receipt of the complaint the Managing Director or her nominated staff will arrange a meeting for an independent mediator (ACPET) to intervene at the expense of One World.
5. One World for Children makes the final decision.

## Appeals:

The nature of an appeal is that it is a written request by a learner to reconsider a decision made by the registered training organisation. In the instance of a learner wishing to lodge a complaint the following process is advised:

1. Learners appealing an assessment or RPL outcome will be given the opportunity for reassessment by a different assessor selected by the RTO. Costs of reassessment will be met by the RTO
2. When a learner makes an appeal, the registered training organisation **must** appoint an independent person or body (ACPET) to hear the appeal and propose a final resolution. Costs of mediation will be met by the RTO. The learner is entitled to nominate a person of **their choice** to represent them at the appeal.
3. ■ The appellant must have an opportunity to formally present their case·
  - The appeal must be recorded in writing and signed and dated by the complainant, the mediator and the Registered Training Organisation·
  - The outcome of the appeal and reasons for the decision must be recorded in writing and signed and dated by the complainant, the mediator and the Registered Training Organisation

# Disciplinary Procedure

One World for Children is committed to the principles of negotiation and mediation when dealing with any disciplinary issue, however at times this may not be possible due to the nature of the incident.

The procedure is as follows should an issue arise:

1. One World staff identify the issue

or

if placed within a child care environment One World staff are informed of an incident

2. the learner is notified by One World staff in person or by telephone that an incident has occurred and a meeting will be required

3. this meeting is then confirmed in writing and a time is made that is convenient to all parties involved

4. the meeting occurs and the issue/s is discussed and details are documented and placed on the individual's file

5. the issue/s is discussed and an outcome is reached with all parties being involved in the final decision

6. should not all parties agree the issue/s are taken to a MRM for discussion and a decision to be made on the ongoing training of the learner - the final decision is made by the Managing Director

7. should the incident be deemed serious ie breach of regulations, centre policies then the training will be either suspended or cancelled.

# Equal Opportunity Policy

One World for Children believes that all employees and learners are entitled to be treated on the basis of their true abilities and merit, and to work in an environment which is free of discrimination.

Accordingly, all employees are entitled to access employment, promotion, training and other benefits of employment on the basis of their skills, qualifications, abilities, prior work performance and aptitudes and their ability to fulfill the inherent requirements of the job.

Similarly, all potential learners are entitled to access One World for Children training programs on the basis of their skills, qualifications, abilities, prior work performance and aptitudes and their ability to fulfill the inherent requirements of the associated work placement.

Persons with physical or intellectual disabilities are encouraged to access funded training programs.

## Grounds of Discrimination

In accordance with the *Equal Opportunity Act 1995*, One World for Children recognises that it is unlawful to discriminate in employment and access to education on any of the following grounds:

- Age
- Disability
- Industrial Activity
- Lawful sexual activity/ sexual orientation
- Marital, parental or carer status
- Physical features
- Political belief or activity
- Pregnancy
- Race
- Religious belief or activity
- Sex
- Personal association with a person who could be discriminated against because of a characteristic listed above

One World for Children also recognises it is unlawful to request information (either orally or in written form) that may be used for discriminatory purposes.



## Sexual Harassment

A person sexually harasses another person if he or she makes an unwelcome sexual advance, request for sexual favours, or engages in any other unwelcome conduct of a sexual nature.

Sexual harassment is behaviour that is unwelcome, unsolicited and unreciprocated.

It is against the law for:

- trainers or other staff to sexually harass learners
- learners to sexually harass trainers or other staff
- learners to sexually harass other learners

Sexual harassment can consist of:

- unwelcome comments about a person's sex life or physical appearance
- suggestive behaviour such as leering or ogling
- unnecessary physical intimacy such as brushing up against a person
- sexual jokes, offensive telephone calls, photographs, reading matter or objects
- sexual propositions or continued requests for dates
- physical contact such as touching or fondling
- indecent assault or rape (which are also criminal offences)

## Workplace Harassment, Victimisation and Bullying

Workplace harassment almost always has a strong clear focus (eg sex, race, disability). It tends to focus on the individual because of what they are. It has a strong physical component eg: contact and touch in all its forms, intrusion into personal space and possessions, damage to possessions including a person's work, etc

Victimisation and bullying is persistent, offensive, abusive, intimidating or insulting behaviour, abuse of power which make the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress.

Victimisation and bullying differs from harassment in that the focus is rarely based on gender, race or disability. The focus is often on competence, or rather the alleged lack of competence.

These types of behaviour are not acceptable in any way by One World for Children and are considered as disciplinary offences.

One World for Children abide by the OHS ACT 2004



## What to do

If you feel you are being sexually harassed or discriminated against, please contact the One World for Children Equal Opportunity Officer who will follow up this matter. All reported matters will be investigated.

## Disciplinary Action

All learners/clients are expected to comply with all policies relating to:

- sexual harassment
- victimisation
- bullying

Any necessary action in accordance with legislation will be directed to the Equal Opportunity Officer.

Failure to respond to written warnings may lead to your training being suspended or cancelled.

For more information on equal opportunity go to [www.eoc.vic.gov.au](http://www.eoc.vic.gov.au)

## Industry related legislation:

Children's Services Regulations 2009

Children's Services ACT 1998

QIAS 2005



# Assessment in the Community Services Industry

Assessment of competency in the community services industry is unique in that it cannot rely solely on a measurement approach; competency in the industry includes a complex interrelationship of duty of care, ethical behaviour, and personal values in the context of provision of high quality service to individual clients. Registered Training Organisations undertaking assessment in the community services industry will do so in this context. Assessor qualifications are outlined later in this document.

Department of Education Science and Training have developed the following guiding principles for assessment in community services. We have included under each guiding principle how our organisation meets these requirements:

1. All people should be given the opportunity to seek recognition of their competency in one or all of the units of competency before participating in a training program.

*Prior to commencing a training program, One World trainers and assessors discuss with the learner the process of Recognition of Prior Learning (RPL).*

*All learners are then given an opportunity to undertake the RPL process for one or all units of competencies within the training program.*

2. Assessment must cover the range of skills, knowledge, values, attitudes and ethics as defined in the set of competencies as a whole and the individual units of competency being assessed.

*One World staff are not only qualified trainers and assessors, but they are also qualified practitioners in the children's services industry. All One World staff have a working knowledge of the range of skills, knowledge, values, attitudes and ethics as defined in the training package.*

3. Judgment made about competency must be based on sufficient evidence. Evidence may be gathered over a number of occasions and in a range of contexts (as listed in the range of variables) and using different methods (as indicated in the evidence guide) for each unit.

*Assessment is made only after One World staff have gathered evidence about each competency in accordance with the range of variables outlined in the evidence guides.*

4. Evidence collected should be sufficiently current to allow a sound assessment decision.

*All evidence collected for the purpose of assessing competencies is current.*

5. Evidence should demonstrate that all the performance criteria in a unit of competency have been met even where units are assessed concurrently.

*One World has developed an upfront assessment guide for assessing current competencies. This guide details all the performance criteria used for assessing each unit of competency.*

6. Appropriate processes need to be implemented to ensure consistency of judgment.

*To ensure consistency of judgment, One World trainers and assessors have processes to be followed, and assessment tools to use when assessing current competencies.*

7. Assessors must meet the qualifications detailed in these guidelines.

*All One World assessors:*

- *are competent in the National Competency Standards for Assessment, plan assessment, conduct assessment and review assessment, or the equivalent modules,*
- *are competent in the Community Services National Competency Standards to at least the level being assessed, or work in partnership with an assessor who has achieved the relevant competencies, and*
- *have a detailed understanding of the Community Services Competency standards and their use as benchmarks for assessment within the context and culture of the workplace, and the children's services industry.*

8. Reasonable adjustments are made to assessment procedures for people with special needs, such as people with disabilities, people with language or literacy difficulties.

*One World assessors utilise a range of methods and tools for assessing competencies, and appropriate adjustments are made to procedures for learners with additional support needs.*

9. The processes and criteria for assessment must be transparent to all persons being assessed.

*All learners being assessed by One World are provided with a detailed guide that outlines all competencies, elements and performance criteria, and the process for assessment.*

10. A collaborative approach to assessment of competency between trainer/s, assessor/s, the individual and the workplace, against one or all of the units in the standards may be used.

*When assessing competencies, One World assessors ensure that all relevant parties are actively involved in the process.*

11. Individuals being assessed must be advised of procedures for a review of assessment decisions.

*One World is committed to the principles of negotiation and mediation in dealing with any grievances or appeals learners may have. One World has a learners Grievance Appeals Process as stated in the training information handbook.*

12. All reasonable attempts should be taken to give sufficient choice of assessment options to meet:

- The needs of individuals and/or workplaces
- The context of assessment as outlined in the evidence guide of the unit of competency
- The approaches and the philosophies of different workplaces
- The location of the workplace or individual (e.g. rural/remote)

*As much as possible, and within the framework of the Community Services Training Package, One World offers flexibility in choice of assessment options that takes into account the needs of individuals, and the workplaces in which they are assessed.*

## Role of Registered Training Organisations

Assessment for national recognition purposes in the Community Services Industry must be undertaken or auspiced through a Registered Training Organisation. Under the Australian Recognition Framework, State and Territory Training and Recognition Authorities have the responsibility for monitoring assessments, including the reporting of outcomes, appeals and the issuance of qualifications and statements of attainment.

Registered Training Organisations may include public or private training organisations as well as enterprises within the industry. A Registered Training Organisation may provide both on and off the job training and/or assessment in the community services industry. The role of the Registered Training Organisation is to:

- Conduct and/or validate assessments against the units of competency in the Community Services Training Package.
- Ensure that the assessment is undertaken by individuals or a team who meet the qualifications requirements for the level of work they are assessing as established by the community services industry in Part Three of this document and the relevant national competencies for assessors.
- Ensure that the Community Services Assessment Guidelines are used as a basis for assessment processes and procedures.
- Develop and maintain quality assurance mechanisms to ensure assessment is fair, reliable, valid and flexible to provide outcomes consistent with the State/Territory Training Authorities' Requirements and the National Competency Standards for Assessment.

- Implement an appeals process consistent with the State/Territory Training Authorities' Requirements.
- Maintain secure records of assessment outcomes or arrange a reliable outsourced record keeping process to the unit of competency level.
- Provide access to the recording system for reporting and replacement of personal records of assessment on an ongoing basis.
- Issue the AQF qualification consistent with the packaging guidelines in the national Community Services Training Package.
- Where whole qualifications are not achieved or not sought by the trainee/worker, issue statements of attainment consistent with the packaging guidelines in the national Community Services Training Package.
- Assessments for national recognition purposes in the community services industry should be mutually recognised. All Registered Training Organisations throughout Australia must ensure that they recognise and offer credit for the assessment outcomes of all other Registered Training Organisations. This is regardless of whether assessment was conducted through a training and assessment pathway or an assessment only pathway.
- Any off the job assessment must be undertaken using the methodology outlined in each unit of competency Evidence Guide. Assessment off the job will generally be through workplace or community based simulation.

## Assessment Pathways

Assessment of an individual's competence against the Community Services National Competency Standards should lead to the issuance of a qualification or Statement of Attainment under the Guidelines of the Australian Qualifications Framework.

The Community Services Training Package provides a flexible framework to enable the full range of work situations to be recognised through meaningful qualifications (see the Qualifications Framework for more detail).

The acquisition of competencies by any means should be recognised for qualifications purposes provided they are assessed by a Registered Training Organisation. 100% up-front assessment is possible and should be offered to all trainees/workers seeking competency recognition.

The assessment pathways recognised by the Community Services Industry include:

<b>Training and assessment pathway undertaken entirely off the job</b>	Any off the job assessment must be undertaken using the methodology outlined in each unit of competency Evidence Guide. Assessment off the job will generally be through workplace or community based simulation.
<b>Training and assessment undertaken entirely on the job</b>	This pathway is particularly suited to New Apprenticeships pathways but may also be suitable for the many experienced workers in community services who have no formal qualifications.
<b>Training and assessment combining on and off the job components</b>	This pathway is particularly suited to New Apprenticeship pathways but may also be suitable for the many experienced workers in community services who may need some formal training to update their knowledge and skills.
<b>An assessment only pathway entirely off the job</b>	This pathway is suitable for those who have considerable industry experience but who hold no formal qualifications.
<b>An assessment only pathway entirely on the job</b>	This pathway is suitable for those who have considerable industry experience but who hold no formal qualifications.
<b>An assessment only pathway off and on the job</b>	This pathway is suitable for those who have considerable industry experience but who hold no formal qualifications.

## Assessment Policy

Assessment of learners will be in line with the Training Packages. Assessment tasks will vary from competency to competency.

A learner is seen to successfully complete competency when they have completed all the learning outcomes. Trainers will advise learners of those learning outcomes and when a learner has successfully completed all outcomes.

Learners are only assessed against competencies they have commenced. Assessments take place in the form of on the job demonstrations and observations, these occur at our 6 weekly visits. Written assessments through work projects, research and on-line communication tools are assessed as requested by the learner. All assessments are self paced and no learner is required to be assessed unless they feel ready. (see the training handbook for more details on assessment)

All assessors communicate to the learner on an individual basis in person or in writing giving feedback related to their assessment on and off the job. This is a two way process between the learner and the assessor.

Learners who feel they have been unfairly assessed should refer to the Grievances/Appeals Policy contained in the training handbook.

All results will be kept in accordance with the guidelines set down by the Victorian Qualification Authority. Results will be given at the end of each competency and certificates will be issued at the completion of each training program competency.

## Plagiarism

Plagiarism occurs when one steals or uses the ideas or writings of another and presents these writings or ideas as his or her own. When you do this, you are committing a form of academic dishonesty. In actuality, plagiarism is a type of stealing. The person whose ideas or sentences you are passing off as your own has worked hard to write down his or her ideas. If you just copy another's work, you are not really working at all, you are not learning anything, and you are not processing the information in any way. In fact, you are just copying.

*One World assessors **will not tolerate plagiarism**. Our trainers and assessors have processes to be followed, and assessment tools to use when assessing current competencies.*

*As part of your assessment process you are required to demonstrate the on-the-job or the practical skills gained from the underpinning knowledge, which is understanding the content of the written material. Written assessments form the basis of the groundwork that leads to such understanding.*

## Partnership arrangements

In the past training and assessment was usually conducted by RTO's acting more or less independently of enterprises. Under the Community Services Training Package, partnership arrangements between RTO's and workplaces are encouraged. Given the diversity of workplaces in community services these Assessment Guidelines provide for a range of partnership arrangements to auspice assessment.

The two broad types of assessment systems in the community services industry are:

- The training and assessment system is managed by a Registered Training Organisation.
- The training and assessment system is managed by a partnership arrangement between a community services workplace and Registered Training Organisation.



# Appendix 1

## **Education and Training Reform Act 2006**

### **2009 MINISTERIAL DIRECTIONS**

#### **TO**

#### **BOARDS OF TAFE INSTITUTES**

#### **AND**

#### **COUNCILS OF UNIVERSITIES WITH TAFE DIVISIONS**

#### **DIRECTIONS ABOUT FEES**

#### **Application of Directions**

These Ministerial Directions are given to Boards of TAFE Institutes and Councils of Universities with TAFE divisions, referred to in these directions as ‘providers’.

These directions are given to the Councils of Universities with TAFE divisions only in respect of their TAFE divisions.

These directions apply from 1 July 2009 to all enrolments in Victorian government-funded training and further education.

Sections 1 to 7 apply to enrolments that commence on or after 1 July 2009.

Section 8 applies only to enrolments that commenced prior to 1 July 2009.

Section 9 applies only to fee-for-service enrolments that commence on or after 1 July 2009.

#### **Purpose**

The purpose of these directions is to provide a framework for the collection of tuition fees and other fees for government-funded vocational training and further education and to set out financial and accountability requirements with regard to student fees.

#### **Authority**

These directions are given pursuant to section 5.2.1 (2) (b) and section 5.2.1 (3) of the *Education and Training Reform Act 2006* and section 41A of the *Interpretation of Legislation Act 1984*.

#### **Revocation**

Sections 6.1, 6.2 and Schedule 1 of the Ministerial Directions to Councils of TAFE Institutes and Universities with TAFE Divisions made on 17 August 2006, incorporating amendments until 19 September 2006, are revoked with effect on and from 1 July 2009.



## Definitions

Unless the context otherwise requires, or the contrary intention appears, terms defined in the *Education and Training Reform Act 2006* have the same meaning.

In this direction: **TAFE Institute** means an institution created under section 3.1.11 of the *Education and Training Reform Act 2006*, and includes the TAFE division of a university with a TAFE division.

## SECTION 1

### 1. Calculation of tuition fees for enrolments in courses that commence on or after 1 July 2009

- 1.1 For each enrolment a provider may calculate a tuition fee on the basis of an amount for each scheduled hour of government-funded training or further education which a person enrolls to undertake (rounded to the nearest dollar) in a calendar year.
- 1.2 If a course is undertaken partly in one calendar year and partly in a second or subsequent calendar year, tuition fees shall be calculated according to the fees applicable when the training is to be undertaken.
- 1.3 For the purpose of calculating tuition fees, each course is classified in one of five categories:
  - (a) Foundation Skills;
  - (b) Skills Creation;
  - (c) Apprenticeships and Traineeships;
  - (d) Skills Building; or
  - (e) Skills Deepening.
- 1.4 The Minister will approve the classification of courses to categories and may from time to time approve adjustments to the classification of courses.
- 1.5 The Minister will each year fix the amount of the maximum hourly rate, and the minimum and maximum tuition fees payable for enrolments in each category.
- 1.6 Subject to the concessions and exemptions provided for in section 2 the tuition fee payable is determined according to the hourly rate, minimum and maximum specified for each category.
- 1.7 A tuition fee may be charged at a rate no higher than the hourly rate specified for a category for a calendar year. The minimum fee is the minimum that must be charged in respect of a person's total enrolments within a category in a calendar year. The maximum fee is the maximum that may be charged for a person's total enrolments in courses within a category in a calendar year.

- 1.8 If a person enrolls in and commences more than one course within the same category in a calendar year, tuition fees already paid in that year shall be taken into account in calculating the fees applicable to the additional enrolments.
- 1.9 If a person enrolls in and commences more than one course in different categories in a calendar year, the tuition fees for each enrolment shall be calculated independently, within the minimum and maximum limits specified for each category.
- 1.10 Notwithstanding clause 1.9, the total tuition fees payable by a person in a calendar year shall not exceed a fixed annual maximum. The annual maximum for total enrolments shall be the same as the maximum applicable to the Skills Deepening category in that calendar year.

## SECTION 2

### 2. Tuition fee concessions and exemptions

- 2.1 Providers must allow concessions on tuition fees in accordance with these directions.
- 2.2 For enrolments in courses in all categories other than Skills Deepening, providers must not charge a tuition fee that is more than the minimum fee from a person who holds one of the following concession cards (or an alternative card or concession eligibility criterion approved by the Minister for the purposes of these directions):
  - (a) Commonwealth Health Care Card;
  - (b) Pensioner Concession Card; or
  - (c) Veteran's Gold Card.
- 2.3 The concessions provided for in clause 2.2 (a) and (b) also apply to a dependant spouse or dependant child of a card holder.
- 2.4 If a person who was previously eligible for a concession under clause 2.2 or 2.3 becomes ineligible for the concession before the completion of the hours for which they have paid tuition fees, this does not affect the tuition fees payable for the enrolment.
- 2.5 If a person who was previously not eligible for a concession under clause 2.2 or 2.3 becomes eligible for a concession and then enrolls in further training within a calendar year, the person will not be liable for any further tuition fees for that calendar year for a course in the same category.
- 2.6 The concessions provided for in clauses 2.2 and 2.3 do not apply if a person's tuition fee is being fully paid by a Commonwealth Government Agency or as part of a Commonwealth program or initiative.

- 2.7 A provider may grant a concession on tuition fees if it considers that collection in full would impose extreme hardship. This may include a concession on, or exemption from, the minimum fee.
- 2.8 A provider must not collect a tuition fee from a person whose enrolment is undertaken by arrangement with another education institution which provides payment to the provider for tuition.
- 2.9 A provider must not charge a tuition or other fee for an enrolment for which funding has been provided directly or indirectly by the Commonwealth Government and where a condition of the funding prohibits the imposition of a tuition or other fee.
- 2.10 A provider must not charge a tuition fee for enrolment by a person who is a prisoner within the meaning of the *Corrections Act 1986*, or who is -
- (a) detained (other than on weekend detention) in a youth training centre or remand centre under the *Children, Youth and Families Act 2005* or the *Sentencing Act 1991* or in a youth residential centre established under the *Children, Youth and Families Act 2005*; or
  - (b) held on remand in a youth justice centre established under the *Children, Youth and Families Act 2005*; or
  - (c) required to undertake the course pursuant to a non-custodial order made under the *Children, Youth and Families Act 2005*.

### SECTION 3

#### **3. Fees for recognition of prior learning within courses of government funded training and further education**

- 3.1 A provider may charge a fee for assessment of recognition of prior learning only if the assessment is conducted at the request, or with the consent, of the student.
- 3.2 If a fee is charged for recognition of prior learning the amount must not exceed the actual cost of the assessment.
- 3.3 For courses eligible for VET FEE-HELP, a provider may charge a fee for recognition of prior learning only if a person enrolls in a unit of study designated for recognition of prior learning.

## **SECTION 4**

### **4. Student Services and Amenities Fees**

- 4.1 A provider may impose a non-academic fee (whether described as a subscription or other term) for the purpose of providing student services and amenities.
- 4.2 If a provider imposes a student services and amenities fee, the provider must give itemised details of the fee prior to enrolment.
- 4.3 If a provider imposes a student services and amenities fee, the fee must be collected and expended for the sole purpose of providing facilities, services or activities of direct benefit to students at the institution.

## **SECTION 5**

### **5. Other fees**

- 5.1 A provider may charge a fee to recover no more than the actual cost of providing goods or materials to be retained by a student as his or her private property. However, a student must be permitted to use equivalent goods or materials obtained from sources other than the provider.
- 5.2 A provider may charge a fee to recover the cost of incidental goods and services provided in support of a student's tuition.
- 5.3 A provider must provide students with an itemised list of all fees and materials required, as detailed under clauses 5.1 and 5.2, before enrolment. Providers must advise students of when materials will be needed, to enable purchases to be spread over time.
- 5.4 A provider may not charge any fees in respect of enrolments in government-funded training and further education other than the tuition fees, recognition of prior learning fees, and student services and amenities fees referred to in these directions, and the fees indicated in clauses 5.1 and 5.2.

## **SECTION 6**

### **6. Refunds**

- 6.1 If a student withdraws, by written notice, from government-funded training or further education at any time up until 4 weeks after the scheduled commencement date of the course, the provider must refund the tuition fees paid in respect of the enrolment in excess of the minimum fee, and any other fees and charges paid by or on behalf of the student.

- 6.2 For the purposes of clause 6.1, if a student withdraws from only part of an enrolment, then the provider is required to refund only the portion of the tuition fee and materials fee applicable to that part of the training or further education.
- 6.3 If a course is cancelled by the provider at any time during the period of a person's enrolment, then the provider must refund the full tuition fees, the pro-rata portion of any student services and amenities fees, any incidental fees for goods and services that have not been used prior to the date of cancellation, and fees for materials that have not been used prior to the date of cancellation.
- 6.4 A provider may grant refunds in other circumstances or of greater amounts if it sees fit.
- 6.5 If a student has paid a fee for tuition which is no longer required because of recognition of prior learning, the provider must refund an amount equal to the difference between the tuition fee paid, and the tuition fee payable for the adjusted hours of tuition that are to be undertaken.
- 6.6 Notwithstanding clauses 6.1, 6.2, 6.3, 6.4 and 6.5, enrolments in courses eligible for VET FEE-HELP are subject to VET FEE-HELP requirements.

## **SECTION 7**

### **7. Accounts and records of tuition fees and other fees**

- 7.1 The accounts and records kept by a provider must clearly distinguish income and expenditure for fee-for-service training or further education from government-funded training and further education.
- 7.2 A provider must establish and maintain a separate general ledger account to record receipt of income from fees for tuition and the payment of refunds of tuition fees.
- 7.3 A provider shall keep records, including evidence, to support any claim for compensation for revenue foregone as a result of granting concessions or exemptions.

## **SECTION 8**

### **8. Tuition fees for enrolments in courses that commenced prior to 1 July 2009**

- 8.1 Subject to clauses 8.3, 8.4 and 8.5 a provider must charge a tuition fee on the basis of \$1.37 for each hour in which a person is enrolled, rounded to the nearest dollar, up to a maximum of \$877 in a calendar year or continuous 12 month period of enrolment (referred to as the 'fee maintenance' tuition fee).

- 8.2 Subject to exemptions specified in section 2 of these directions, the minimum fee maintenance tuition fee that must be charged in respect of total enrolments by a person in any calendar year or enrolment period is \$55.
- 8.3 The Minister may each year fix an amount by which the fee maintenance tuition fees will be adjusted for the next calendar year.
- 8.4 A provider must not charge a fee maintenance tuition fee that is more than the minimum charge from a person who is eligible for a concession according to section 2 of these directions.
- 8.5 A provider must not charge a fee maintenance tuition fee from a person to whom a fee exemption is applicable according to section 2 of these directions.
- 8.6 Fee maintenance tuition fees are only applicable to enrolments in continuous training, in which a person undertakes the next available scheduled training in the same course leading to the same qualification.
- 8.7 A provider may authorise a period of absence from otherwise continuous training and allow a person to resume later at the fee maintenance tuition fee rates.
- 8.8 If a person transfers from one provider to another during otherwise continuous training, the second provider may at its discretion charge tuition fees either at the fee maintenance rates, or according to sections 1 and 2 of these directions.
- 8.9 A provider may charge the hourly rate applicable under section 1 of these directions to a course classified in the Foundation Skills category for that part of the course that is undertaken after 1 July 2009 by a person who is otherwise paying the fee maintenance tuition fee, up to the maximum specified in clause 8.1.
- 8.10 A person who enrolls or re-enrolls to continue a course from 1 January 2010 may elect to pay tuition fees according to sections 1 and 2 of these directions, instead of the fee maintenance tuition fee, until completion of the course or other termination of the enrolment.
- 8.11 If a person paying fee maintenance tuition fees for a course commences a second course concurrently or subsequently after 1 July 2009 the second enrolment will be subject to tuition fees according to sections 1 and 2 of these directions.
- 8.12 If a second enrolment as described in clause 8.11 occurs in the same calendar year the tuition fees already paid in the calendar year will be taken into account in calculating progress towards the second fee maximum.
- 8.13 If a second enrolment as described in clause 8.11 is subject to a higher minimum fee, the difference in minimum will be charged. If it is subject to a higher maximum, fees may be charged up to the higher maximum.

- 8.14 If a second enrolment as described in clause 8.11 is followed by a re-enrolment in a course for which fee maintenance tuition fees apply in the same calendar year, the total fees paid in that year will be taken into account in calculating progress toward the applicable fee maximum.
- 8.15 For new enrolments after 1 July 2009 additional to a second enrolment as described in clause 8.11, tuition fees will be calculated according to sections 1 and 2 of these directions.
- 8.16 Fee maintenance tuition fees shall cease to apply if a person elects to pay tuition fees according to sections 1 and 2 of these directions, or completes or withdraws from, or is absent without authority from, a course to which fee maintenance tuition fees have been applied.
- 8.17 Notwithstanding clause 8.16, from 1 January 2013 tuition fees for all enrolments and re-enrolments shall be calculated according to sections 1 and 2 of these directions.

## **SECTION 9**

### **9. Fee-for-service**

- 9.1 Providers must charge for fee-for-service enrolments on a full cost recovery basis.

*(Signed)*

**JACINTA ALLAN MP**

Minister for Skills and Workforce Participation

19 MARCH 2009