



# Accredited Training

# Student

# Handbook

CHC40113 Certificate IV in School Age Education and Care  
CHC50213 Diploma of School Age Education and Care



NATIONALLY RECOGNISED  
TRAINING

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<b>1. INTRODUCTION.....</b>	<b>3</b>
1.1 About Network of Community Activities .....	3
1.2 Network Professional Learning and Development Programs .....	3
1.3 Network as a Registered Training Organisation (RTO) .....	3
1.4 Legislative Information .....	4
<b>2. NETWORK TRAINERS AND ASSESSORS .....</b>	<b>4</b>
<i>Language, Literacy and Numeracy (LLN)</i> .....	5
3.	
<b>4. TRAINING AND ASSESSMENT .....</b>	<b>5</b>
4.1 Recognition of Prior Learning (RPL) .....	5
<i>What is it?</i> .....	5
<i>Benefits of RPL:</i> .....	5
<i>How does RPL work?</i> .....	6
4.2 Mutual Recognition and Credit Transfer .....	6
4.3 Training Delivery .....	7
<i>Attendance</i> .....	7
<i>Attendance Only – No Assessment</i> .....	7
<i>Competency Based Training and Assessment</i> .....	7
4.4 Assessment .....	7
<i>Assessment Methods</i> .....	8
4.5 Submitting Assessment Tasks .....	8
4.6 Assessment Results and Re-submission .....	9
4.7 Assessment Review and Appeals .....	9
<i>Assessment Review/Appeal Process</i> .....	9
<b>5. ENROLMENT, PAYMENT AND WITHDRAWAL.....</b>	<b>10</b>
5.1 Enrolment .....	10
5.2 Payment of Fees .....	10
<b>6. LEARNER RECORDS AND CONFIDENTIALITY.....</b>	<b>11</b>
<b>7. LEARNER FEEDBACK .....</b>	<b>11</b>
<b>9. HEALTH AND SAFETY.....</b>	<b>12</b>
9.1 Emergencies .....	12
9.2 Evacuations .....	12
9.3 Harassment and Discrimination .....	12
<b>10. COMPLAIN AND GRIEVANCE PROCEDURES.....</b>	<b>13</b>
10.1 <i>Informal approach</i> .....	13
10.2 <i>Formal Grievance Process</i> .....	13
<b>11. NETWORK POLICIES AND PROCEDURES.....</b>	<b>14</b>
Appendix 1 .....	15
<i>Learner Code of Conduct</i> .....	15
Appendix 2: .....	17
<i>List of Qualifications and Units of Competency</i> .....	17

## 1. INTRODUCTION

*This handbook provides information about the Accredited (VET) training available from Network of Community Activities (Network). It includes important information about qualifications, assessment and support services and the relevant policies and procedures to assist you to have an exceptional learning experience.*

**If you have any questions, after reading this handbook, please contact us by email or telephone.**



### 1.1 About Network of Community Activities

Network of Community Activities (Network) is the peak body for Outside of School Hours Care (OSHC) services in NSW. Since its establishment in 1974, Network has provided advocacy, resources, support programs, information and training for all levels of management and staff who work with school age children.

### 1.2 Network Professional Learning and Development Programs

Network's professional learning and development team aims to provide accessible and affordable professional development opportunities targeting people working with children in Outside School Hours Care, recreation and creative play programs.

Network of Community Activities provides accredited and non-accredited professional development programs through our training calendars, conferences and events, qualifications and customised training to meet the specific professional development needs of services.

### 1.3 Network as a Registered Training Organisation (RTO)

Network is a Registered Training Organisation (90537) approved by the Australian Skills Quality authority (ASQA), the National Vocational Education and Training (VET) regulator. We are approved to deliver the following nationally accredited qualifications and associated units of competency for these qualifications:

- Certificate IV in School Age Education and Care (CHC40113)
- Diploma of School Age Education and Care (CHC50213)

Appendix 2 provides a list of the units of competency within the qualifications. More details can also be found at [www.training.gov.au](http://www.training.gov.au).

Network specialises in delivering these qualifications through a range of learning pathways to suit learner needs and a skills recognition pathway. This is an evidence-based program that uses a range of assessment methods.

It involves:

- developing an evidence portfolio,
- completing written assessment tasks,
- workplace-based assessment.

Some Units of Competency from these qualifications can also be completed via face to face training or by webinar. These training sessions are followed by the completion of independent research and assessment tasks.

These courses provide immediate benefit to those working in OSHC Services and can be credited towards qualifications they are currently enrolled in or for further study in the future. Upon satisfactory completion of one or more nationally recognised Units of Competency, learners will receive a Statement of Attainment.

Resources for these training qualifications were developed in consultation with the OSHC sector and the NSW Community Services and Health Industry Training Advisory Body (ITAB) and with funding by the NSW Department of Education and Training. In compliance with the regulatory body (ASQA) the learning and assessment materials are regularly reviewed and revised through industry consultation.

Please refer to our website for full details of entry requirements, fees, enrolment procedures and the training calendar: <http://networkofcommunityactivities.org.au/training/network-training/>

## 1.4 Legislative Information

Network staff, contractors, representatives and clients must comply with relevant state and national legislation, including regulatory requirements.

Network's RTO operates under the National Vocational Education and Training Regulator Act 2011. A copy of the Act can be downloaded from the Australian Government's ComLaw website: <http://www.comlaw.gov.au/Details/C2011A00012>.

As an RTO, we are required to comply with the requirements of the VET Quality Framework, including the current Standards for Registered Training Organisations 2015. A copy of these Standards is available from the ComLaw Website: <http://www.comlaw.gov.au/Details/F2014L01377>

Other laws that apply include:

- Education and Care Services National Law and Regulations 2011
- Work Health and Safety Act 2011
- Traineeships are covered by the Apprenticeship and Traineeship Act 2001
- Child Protection Act 1999 (Qld)
- Children and Young Persons (Care and Protection) Act 1998 (NSW)
- Privacy Act 1988 and Amendments
- Discrimination legislation.

This legislation can be viewed online at [www.comlaw.gov.au](http://www.comlaw.gov.au).

## 2. NETWORK TRAINERS AND ASSESSORS

All Network trainers and assessors have appropriate qualifications and current industry experience including:

- Qualifications in OSHC and/or relevant related fields such as children's services, education, special education, community services, youth work, welfare, recreation, psychology and adult education.
- Minimum of 5 years experience in the OSHC sector and/or relevant related field
- Certificate IV in Training and Assessment
- Involvement in other Network projects and activities, e.g.: industry reference groups, fieldworkers, regional facilitators
- Ongoing sector involvement, professional development and experience to maintain current skills and knowledge in their areas of delivery.

## 3. LEARNER SUPPORT

Network is committed to the welfare of all learners and supporting learners to achieve their potential to the best of their ability. All training materials and venues aim to be inclusive. Medical, health or other support needs will be treated confidentially unless it needs to be disclosed to others in order to provide adequate support for training and assessment purposes. Students are requested, at the time of enrolment, to provide any information about factors such as, but not limited to, illness, injuries or other conditions that may impact their ability to fully participate in training and/or assessment practices. This will allow Network

to determine the best way to access appropriate support service and make any necessary 'reasonable adjustments'. Failure to disclose any factors at enrolment may preclude the student from continuing their studies with Network as Network is committed to ensuring every student has a valuable training journey and therefore will only take enrolments where they can accommodate reasonable student needs and required student support services.

### **Language, Literacy and Numeracy (LLN)**

As part of the orientation learners will be assessed with regards Language, Literacy and Numeracy (LLN). This is used to identify where, and if, the RTO can assist the learner in attaining competency.

Individuals who require assistance with their language, literacy and numeracy can access information about their nearest LLN provider by calling the Reading Writing Hotline on 1300 655 506 or access their website at [www.literacy.edu.au](http://www.literacy.edu.au)

If there is any additional cost to the learner in order to provide support services, the learner will be informed about this at the earliest opportunity after support needs have been determined and prior to confirming enrolment.

Network assessors have the flexibility to modify the assessment process to accommodate the needs of individual learners (known as reasonable adjustment), but will at all times need to ensure that the assessment process also remains fair, valid and reliable for all learners.

To enable all learners to successfully participate in training and assessment activities, learners are expected to follow Network's Learner Code of Conduct (Appendix 1) and follow the health and safety procedures applicable to each training and assessment venue.

## **4. TRAINING AND ASSESSMENT**

Network aims to provide learners with a flexible, supportive and fair learning environment. We offer learning pathways to cater for the varying needs of those in the OSHC sector.

Learners should attend all programmed training sessions and/or workshops to maximise learning and success in the course. If you are unable to attend a session, please advise Network by calling the office as soon as possible so that your trainer can be advised.

The commencement of any course or Unit of Competency is always subject to sufficient numbers of enrolled learners.

### **4.1 Recognition of Prior Learning (RPL)**

#### **What is it?**

Recognition of Prior Learning is a process of assessing an individual's relevant prior formal, non-formal and informal learning against the assessment criteria of one or more accredited units of competency.

RPL is available to all learners enrolling in accredited training.

RPL recognises what you have already learnt from previous training programs, on-the-job training, work experience and relevant life experience.

RPL focuses on the current competency of the learner in relation to current qualification requirements rather than how, when or where the learning occurred.

#### **Benefits of RPL:**

- Systematically assesses existing skills and knowledge
- Reduced duplication of learning and assessment
- May result in a shorter training and assessment period
- Flexibility in the type of assessment evidence provided
- Workplace-based, reducing time spent away from work to attend training
- Building your understanding of the skills and knowledge required in your job role
- Identifies areas where individuals need further training or skill development

## How does RPL work?



RPL Fee:

RPL application for a full qualification costs:

Cert IV in School Age Education and care = \$2,350 for members and \$2,650 for non members

Diploma of School Age Education and care = \$3,000 for members and \$3,500 for non members

RPL application for single units = \$150 per unit for members and \$200 for non members.

### 4.2 Mutual Recognition and Credit Transfer

If you can show that you have completed one or more units that are the same or equivalent to the qualification you are enrolling in with us, you will not need to do the training and assessment for the unit/s again with us. This is known as Credit Transfer.

As an RTO, Network must accept the credentials issued by another RTO based in any State or Territory of Australia. Credentials may be a Statement of Attainment for specific modules or units of competency, an accredited course or a qualification such as a Certificate or Diploma.

Please alert Network staff on enrolment if you have previously completed accredited training in one or more units in the current qualifications.

In some cases, you may also need to provide evidence of the content and learning outcomes for the course you completed.

In some cases, we may only grant partial credit towards a unit if there have been changes in the assessment requirements for that unit or in related legislation since you completed the unit. Learners in this situation will be informed what additional evidence is required for them to complete the current version of the unit.

Network will verify with previous education providers to check authenticity of all credentials.

A student applying for Credit Transfer for an accredited course based on awards issued by other RTOs must submit original or certified Australian Qualifications Framework (AQF) certification (e.g. record of results, statement of attainment) that includes:

- the nationally recognised training logo for any nationally accredited course
- identification of the unit(s) of competency or the national course code
- carry an authorised signatory of the RTO and RTO code

#### 4.3

- carry the date of course completion.

### Training Delivery

Network is committed to providing high quality training that is flexible and interactive in order to cater for different learning styles. A range of delivery methods will be used for training to help you develop the necessary skills and knowledge.

Training delivery methods may include, but are not limited to:

- Lecture style presentations with visual aids such as presentation slides
- Small group work such as case studies, role plays and collaborative tasks
- Individual, small group and whole class discussions and questioning
- Brainstorming
- Video/DVD
- Quizzes and games
- Handouts and supplementary reading materials
- Practical demonstrations
- Practical activities
- Individual projects
- Self-paced learning
- Online meetings and webinars
- Written assessment tasks

#### **Attendance**

To be deemed competent in an accredited unit undertaken, through classroom-based training, E-learning, learners must attend all required training and then successfully complete an assessment task.

#### **Attendance Only – No Assessment**

Learners can choose to attend training without undertaking assessment, in which case they will receive a Certificate of Attendance; however, there is no reduction in fees.

#### **Competency Based Training and Assessment**

Training and assessment are competency based. This means that training concentrates on helping learners to develop skills and knowledge needed to perform effectively in the workplace. Hence, no grades are given. Students are assessed as:

**C - Competent or NYC - Not Yet Competent**

### 4.4 Assessment

Assessment is the process of collecting evidence and making a judgement on the nature and extent of progress towards performance requirements as set out in the national Competency Standards. Competency Standards in the current Community Services Training Package identify what a competent worker should be able to do, know and value in their role, as appropriate to the level of the qualification. Network adheres to the key principles of assessment by ensuring that assessment is fair, valid, reliable and flexible.



Assessment may be undertaken on and off the job. Most assessment tasks require learners to use existing workplace materials including organisational policies and procedures.

- **Fair:** Learners should understand what they need to do in order to demonstrate competence and any special needs of learners are taken into account. Reasonable adjustments may be made to the assessment process where this does not compromise the integrity of the assessment process.
- **Valid:** Assessment processes assess what it says it is assessing
- **Reliable:** Produces consistent interpretations and outcomes between learners. A reliable assessment is one that would produce the same results if it were repeated.
- **Flexible:** Takes into account the needs of learners and the many ways people may be able to demonstrate competence.

### Assessment Methods

The following range of assessment methods may be used to provide evidence of competency:

<p><b>On the job / workplace assessment</b></p> <ul style="list-style-type: none"> <li>• Observation of the learner performing work or specific tasks</li> <li>• Photographs</li> <li>• Video and sound recordings</li> <li>• Completed checklists and forms</li> <li>• Diary or journal entries</li> <li>• Log book</li> <li>• Workplace documents and products</li> </ul>	<p><b>Written Tasks</b></p> <ul style="list-style-type: none"> <li>• Short and long answer questions</li> <li>• Quiz questions</li> <li>• Story of practice</li> <li>• Case study</li> <li>• Reflective journal</li> <li>• Completed workplace documents</li> </ul>
<p><b>Oral Questioning</b></p> <ul style="list-style-type: none"> <li>• Interview</li> <li>• Case study</li> <li>• Role Play</li> <li>• Story of practice</li> </ul>	<p><b>Projects</b></p> <ul style="list-style-type: none"> <li>• Project documents and reports</li> <li>• Research references, summaries and explanation of its application to the workplace</li> </ul>
<p><b>Portfolio</b></p> <ul style="list-style-type: none"> <li>• Evidence Portfolio: Electronic documents, hard copy documents or a combination</li> </ul>	<p><b>Third Party Reports</b></p> <ul style="list-style-type: none"> <li>• Written Supervisor Report</li> <li>• Discussion or verbal feedback from current or previous workplace supervisor, co-worker or employer</li> <li>• Correspondence from third parties</li> </ul>

### 4.5 Submitting Assessment Tasks

- Assessment tasks must be **received by midnight on the due date.**
- A **completed assessment cover sheet** must be attached
- **Email all assessments** to [learning@networkofcommunityactivities.org.au](mailto:learning@networkofcommunityactivities.org.au)
- All components of the assessment task must be submitted together.
- Please include **page numbers** and your **name on each page** submitted.
- Learners must **keep a copy** of their assessment task.

If you are having difficulty completing an assessment task, please discuss the issues with your assessor at least **3 days before the due date.**

Learners may apply for an extension of the due date by emailing the Extension Request Form before the due date to [learning@networkofcommunityactivities.org.au](mailto:learning@networkofcommunityactivities.org.au) the learner will be notified of the application result.

Network keeps a record of the dates that tasks are received from learners, sent to assessors and returned to the office after marking.



## 4.6 Assessment Results and Re-submission

Results of assessment will deem a learner either Competent OR Not Yet Competent. Learners will be informed of the reasons for their assessment results, with feedback provided by the assessor.

Learners who are deemed Not Yet Competent on the initial assessment will be given the opportunity to re-submit assessment with instructions from the assessor.

Where learners remain Not Yet Competent after resubmitting, the assessor will provide an explanation of the result and may advise on options for further training that would be relevant to the individual's needs and circumstances.

There is no charge for the first resubmission however every assessment that needs to be re-submitted after that is charged @ \$50 each.

Learners with a Competent result will be issued with a Statement of Attainment for the relevant unit/s. For those enrolled in a full qualification with Network, the result will be added to their qualification record.

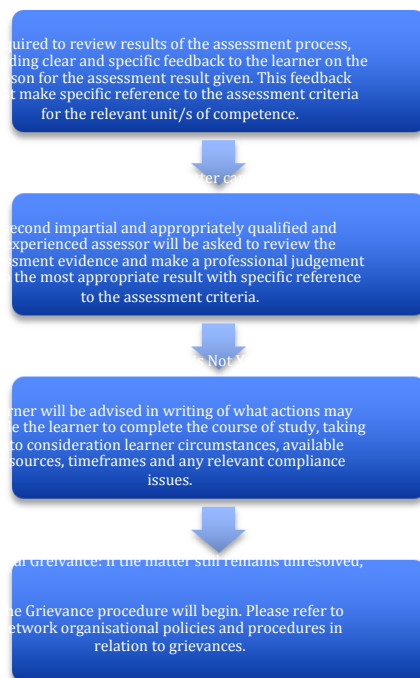
## 4.7 Assessment Review and Appeals

A learner has the right to apply for a review of assessment if they are not satisfied with the outcomes of assessment, do not understand the outcome or feel they have been treated unfairly.

Learners should approach their assessor for an explanation in the first instance if this is the case.

Following this, they may apply in writing for a review or appeal.

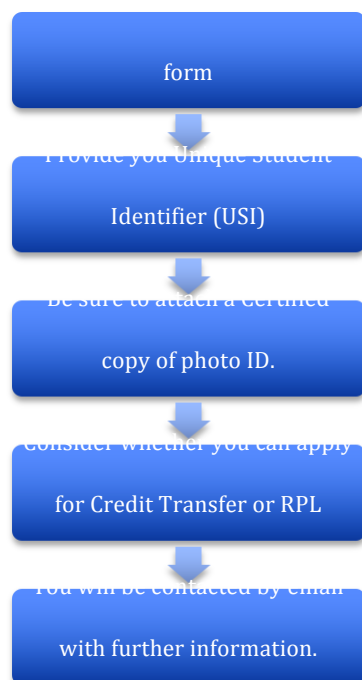
### **Assessment Review/Appeal Process**



Wherever possible the review and appeal process will be complete within 21 days. This time will be extended if the matter continues into the Formal Grievance process.

## 5. ENROLMENT, PAYMENT AND WITHDRAWAL

### 5.1 Enrolment



#### Who needs a USI and why?

If you are a new or continuing student undertaking nationally recognised training, you need a USI in order to receive your qualification or statement of attainment. If you don't have a USI you will not receive your qualification or statement of attainment.

Your USI will give you access to an online record of the training you have done since 1 January 2015. You will also be able to produce a comprehensive transcript of your training.

#### More Information

<https://www.usi.gov.au/students>

Full course details, prices and booking forms are available on the Network website: [www.networkofcommunityactivities.org.au](http://www.networkofcommunityactivities.org.au).

### 5.2 Payment of Fees

The course/unit fees and payment schedule are on Network's website. Students who are working with a Network member are entitled to the member's rate.

The first payment for a full qualification, \$1,500, must be paid on enrolment. Once payment is processed, learners are eligible to commence and will be contacted by Network to arrange an orientation and provide course documents to the learner. It is the learner's responsibility to inform and have their supervisors support to undertake the training, as their supervisor is required to complete necessary paperwork.

For qualifications subsidised by a grant, government program or other source, payments, claims and timeframes must follow the requirements of the associated funding agreement.

Non-subsidised qualifications have a payment plan option, as detailed in this document. This involves learners (or their employer) making periodic payments, after the initial payment, until the full fee is paid.

The qualification certification will not be issued until the full qualification fee due is paid in full. No statement of attainment will be issued until the full fee is paid. Cost of any single unit enrolment or skills set must be paid in full before enrolment is confirmed.

A fee of \$50 applies to **any and all requests** for the re-issue of any statement of attainment or qualification. The onus is on the learner to retain all issued documentation. Failure to notify Network of changes in personal contact details or 'not receiving and email' is not sufficient excuse to avoid the fee.

### 5.3 Enrolment Withdrawal

The Network office must receive a completed Withdrawal Form, from a learner, providing written notice of their withdrawal. There is NO refund of fees already paid. This notification form must be provided to enable finalisation of the learner's withdrawal.

For qualifications subsidised by a grant, government program or other financial source, cancellations and withdrawal procedures and timeframes must follow the requirements of the associated funding agreement.

For all other qualifications, there is NO refunds of fees paid if a student withdraws.

If a learner has already completed one or more units of competency at the time of withdrawal and their student fees are paid in full, in accordance with their individual payment plan, a Statement of Attainment may be issued for the units completed.

## 6. LEARNER RECORDS AND CONFIDENTIALITY

Records of learner enrolment, fee payment, training, assessment and certification are kept confidential at Network's office. Access to this information is only provided to authorised persons such as the learner, the learner's trainer, assessor, RTO administrators and auditors. Documents will not be used for any purpose other than training, assessment and RTO compliance unless the learner gives prior permission. Learners may access information from their own training and assessment records on request.

Learners including information that specifically identifies children or family members attending their services (such as photographs) should get permission from them before using their names or images in their assessment tasks, in accordance with their own service policies and procedures.

Learners can choose to protect the privacy of their service users, co-workers or other stakeholders using strategies such as changing names, using codes or initials to refer to them in your assessment tasks or evidence, as long as the meaning of the evidence remains clear to the assessor and the record retains its authenticity, validity and currency.

Network trainers, assessors and RTO staff will at all times respect the privacy of all learners, and others who may be mentioned during the course of training and assessment, in accordance with Network's Privacy Policy.

Network keeps copies of learner assessment evidence for a period of 6 months, as required by the current RTO Standards. Where a subsidy agreement exists this timeframe may be longer.

Other records are kept for the period of time specified in current RTO Standards and other relevant legislation such as taxation law. Network as an RTO has a responsibility to keep student completion records for 30 years after credentials are issued.

**Please contact us to request information or if you have any concerns regarding learner records.**

## 7. LEARNER FEEDBACK

Network is dedicated to providing the highest possible standard of service by meeting the objectives of the training and assessment program and the needs of the learners. Learners and their employers will be asked to complete an evaluation form after course completion.

This feedback will be incorporated into our future programs and procedures as part of the continuous quality improvement process.

## 8. LEARNER RESPONSIBILITIES

Learners are expected to follow the Learner Code of Conduct included in the appendix and available on the website. This outlines learners' responsibility in areas including attendance, participation and assessment. Network retains the right to exclude learners or terminate their enrolment for inappropriate, unlawful and unprofessional behaviour and/or a failure to adhere to the Code of Conduct.

Failure to attend a training or assessment session or meeting for the full scheduled period of time may result in learners being ineligible for a Certificate of Attendance or completion of an assessment task as the session may include components of assessment.

It is up to the learner to inform Network of any changes to their employment or personal details. Once Network has issued any relevant documentation, statement of attainments or qualifications it is the learner's responsibility to retain them securely. Any and all requests to re-issue any documentation must be accompanied by the \$50 re-issue fee.

Terms and Conditions of enrolment, as detailed on enrolment forms also apply.

## 9. HEALTH AND SAFETY

Network is responsible for providing learners with a safe and healthy training environment. No process or operation of Network is as important as the safety of employees and learners. Reasonable adjustments may be made to the assessment process for health and safety reasons where this does not compromise the integrity of the assessment process.

Workplace Health and Safety is everyone's responsibility and therefore all persons are required by law to report any hazards, near misses, incidents or accidents to the trainer, supervisor or event organiser as soon as possible.

### 9.1 Emergencies

If you have an accident or suffer any kind of injury while undertaking classroom based training or assessment at Network offices, please advise a member of staff or the trainer immediately so that they can arrange any necessary first aid or medical help.

The Emergency and reporting policies and procedures of the training venue apply and must be followed. It will be necessary to complete a Network Accident/Incident Report. Please also complete an Incident Report and inform Network staff in the case where an accident almost happened or could have happened.

If a learner has an accident or suffers from illness or an injury during a workplace assessment or external place the emergency and reporting policies and procedures of that place apply and must be followed.

First aid kits are available in all Network training venues.

### 9.2 Evacuations

At the commencement of any training or assessment session or meeting, the trainer will alert learners to the closest fire exits and the evacuation procedures. In the event of an emergency or evacuation, learners are asked to remain calm, cease work immediately, follow directions and, when directed to do so, leave the building in an orderly manner. Go to the designated area, stay with the trainer and do not re-enter the building until directed to do so by an authorised person from the training venue.

If evacuation is required during a workplace assessment visit or meeting in the workplace, the evacuation and reporting policies and procedures of the workplace apply and must be followed.

### 9.3 Harassment and Discrimination

Harassment is verbal or physical behaviour that is unwanted, unwelcome and which may be offensive.

Verbal harassment may include:

- repeated suggestive comments
- insulting jokes or remarks
- persistent personal invitations or requests.

Physical harassment may include:

- unwanted physical contact
- persistent staring or rude gestures
- displaying sexually graphic or offensive materials
- destruction of personal belongings.

All social media comments, pictures and posts must abide by the code of conduct. Any student using social media to harass, abuse or to make derogatory comments about other students, Network staff, trainers or assessors will be deemed as breaking the code of conduct and potentially removed, without refund, from their enrolled course. Legal action may also be taken.

Don't ignore it! Speak to the trainer, assessor or supervisor so that they may assist and address these issues as soon as possible.

## **10. COMPLAINT AND GRIEVANCE PROCEDURES**

Network aims to ensure that there is a transparent process for ensuring learner complaints and appeals are dealt with fairly, consistently and promptly. Learners may have valid grounds for making a complaint where they consider themselves to be adversely affected by one or more of the following:

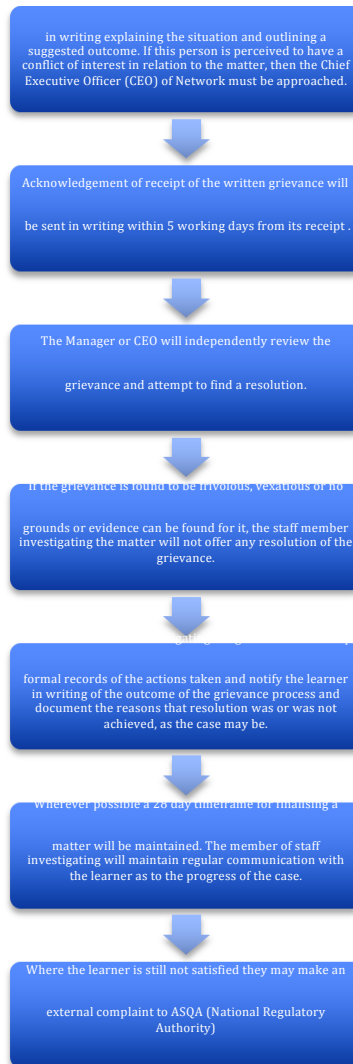
- Improper, irregular or negligent conduct by a Network staff member or trainer.
- Failure by a Network staff member or trainer to act fairly.
- A decision that has been made without sufficient consideration to facts, evidence or circumstances of specific relevance to the training learner/learner.
- Failure by Network to make a decision within a timely manner.
- A penalty that, where applied, is or would be too harsh.

### **10.1 Informal approach**

When a learner has a complaint about any of the matters listed above, he or she should first discuss the matter with the person concerned. If the learner has concerns about raising the matter with this person, then he or she should discuss it with a member of Network team. The student should keep a record of the informal approach should be documented as soon as practical, giving an outline of the situation and resolution. This may be in the form of a written message, email or Incident Report.

### **10.2 Formal Grievance Process**

If the informal approach to dealing with the learner's concerns does not lead to an acceptable resolution, the learner should pursue the formal process for resolution of the matter as set out below.



## 11. NETWORK POLICIES AND PROCEDURES

Further relevant policies and procedures are available on the website.

- Privacy Policy
- Complaints Policy

## Appendix 1



### Network of Community Activities Professional Learning and Development

#### ***Learner Code of Conduct***

*All learners are expected to abide by the following Code of Conduct when participating in training and assessment. Network retains the right to exclude learners or terminate their enrolment for inappropriate, unlawful and unprofessional behaviour and/or a failure to adhere to the Code of Conduct.*

All learners must:

- Behave in a professional and ethical way during training and assessment.
- Communicate with trainers, assessors and other Network staff in a calm and respectful way.
- Show respect to other group members. Where group discussions may lead to a difference of opinions, we ask that participants can 'agree to disagree'.
- Present yourself and your written work in a way that is neat, tidy and professional, to the standard expected in a workplace in our sector.
- Inform your trainer and assessor of any medical, literacy or other issues that may affect your ability to participate fully in training and assessment.
- Refrain from behaving in a way that is unlawful or constitutes a danger to anyone's health, safety or personal well-being. This includes physical abuse, threatening behaviour, harassment, discrimination, possession of dangerous weapons, stealing, participating in training or assessment whilst under the influence of alcohol or illegal drugs or encouraging such behaviour in others.
- Complete course evaluation.
- Alert your trainer, assessor or the Director, Professional Learning and Development as soon as possible if issues or problems arise in order to address and resolve problems as soon as possible.
- Advise your assessor or Professional Learning and Development staff in the Network office as soon as possible if there is any reason you need to withdraw, cancel your enrolment, or temporarily suspend your enrolment.

In relation to classroom based training, webinars and meetings with assessors:

- Prepare and bring along any requested documents and resources
- Attend all scheduled training sessions and meetings
- Arrive on time and stay for the whole session. For webinars or online meetings, log in at least 10 minutes before start time to allow time for set up.
- Identify yourself, sign in and provide any required identification documents.
- For webinars, mute your phone or microphone and minimise background noise or disruptions during the session.
- Abide by any group rules established at the start of the training period
- Participate in training and assessment activities
- Maintain confidentiality and privacy of your service users, coworkers or other parties referred to during group discussions
- Smoking is not permitted within Network's premises or in the courtyard and in the majority of venues.
- Switch off mobile telephones and other electronic devices during training sessions unless they are being used for training or assessment activities during the session.
- Follow venue rules and procedures, including Work Health and Safety guidelines, and respect venue property and equipment

In relation to assessment:

- Submit assessment tasks by the due date, including a completed cover sheet, pages numbered and all components of the task together.
- Written work must be presented in a way that is neat, legible and professional, to the standard expected in a workplace in our sector in a job role appropriate to the qualification level being assessed.



- If unable to complete assessment task by due date, submit an Extension Request Form by email to the Network office before the due date. [Assessment@networkofcommunityactivities.org.au](mailto:Assessment@networkofcommunityactivities.org.au)
- Provide authentic evidence that is your own work and written in your own words.
- Where other sources of information have been used or referred to in your assessment task or evidence, provide acknowledgement and details of the source, such as by including a list of reference.

In relation to workplace assessment:

- Phone your assessor at least 24 hours in advance if you are unable to attend any workplace assessment session
- Be prepared for each workplace visit or assessor meeting by completing tasks, reading resource materials and preparing any necessary materials, equipment, spaces and people involved.
- Advise your employer, workplace supervisor and other relevant staff members about assessment visit date in advance.
- Advise other staff if they are to be involved in the assessment in any way
- Make regular contact with your assessor, as agreed in your Training Plan.

## Appendix 2:

### List of Qualifications and Units of Competency

#### **CHC40113 Certificate IV in School Age Education and Care:**

CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE004	Promote and provide healthy food and drinks
CHCECE009	Use an approved learning framework to guide practice
CHCECE011	Provide experiences to support children's play and learning
CHCLEG001	Work legally and ethically
CHCPRT001	Identify and respond to children and young people at risk
CHCSAC001	Support children to participate in school age care
CHCSAC002	Develop and implement play and leisure experiences in school age care
CHCSAC003	Work collaboratively and respectfully with children in school age care
CHCSAC004	Support the holistic development of children in school age care
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS001	Participate in work health and safety
<b>Electives</b>	Four Units to be selected

More information can be found at:

<https://training.gov.au/Training/Details/CHC40113>

#### **CHC50213 Diploma of School Age Education and Care:**

CHCECE001	Develop cultural competence
CHCECE004	Promote and provide healthy food and drinks
CHCECE009	Use an approved learning framework to guide practice
CHCECE011	Provide experiences to support children's play and learning
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE018	Nurture creativity in children
CHCECE019	Facilitate compliance in an education and care services
CHCECE020	Establish and implement plans for developing cooperative behaviour
CHCECE021	Implement strategies for the inclusion of all children
CHCECE024	Design and implement the curriculum to foster children's learning and development
CHCECE026	Work in partnership with families to provide appropriate education and care for children
CHCPRT001	Identify and respond to children and young people at risk
CHCSAC001	Support children to participate in school age care
CHCSAC002	Develop and implement play and leisure experiences in school age care
CHCSAC003	Work collaboratively and respectfully with children in school age care
CHCSAC005	Foster the holistic development and wellbeing of the child in school age care
HLTAID004	Provide an emergency first aid response in an education and care setting
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
<b>Electives:</b>	Seven Units to be selected

More information can be found at:

<https://training.gov.au/Training/Details/CHC50213>

