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Quality Statement

OUR MISSION

“To strive passionately for excellence and quality outcomes for all.”

One World for Children Registered Training Organisation was established in 1997 and is recognised as a leader in innovative and flexible training for the Community Services Industry.

Our staff are regarded as our most precious resource because we know that the quality of our training primarily rests on the shoulders of these very special people. The breadth of their experience, the level of their training, along with the personal attributes which they each possess, places them in excellent stead for providing the standard of training that One World aspires to. We are committed to the involvement of our staff in our business management system and encourage their development.

Our staff are regarded as our most precious resource because we know that the quality of our training primarily rests on the shoulders of these very special people.

We value innovation and work responsively within the VET Quality Framework (VQF) as we deliver our courses which are focussed on early and middle childhood, education support and leadership.

In order to meet our continuous improvement goals, we have implemented a business management system that is accessible to all staff. Using this system, we aim to control our service to ensure a consistent, quality response every time. In addition we will participate in continual quality improvement actions that challenge ourselves and our system.

Along our eventful journey as an RTO, we have enjoyed providing for and nurturing our industry as a whole. Reflection on our experiences has helped us to realise that our greatest profits have been gained from supporting individuals along their career path; whether moving from unemployment to job ready, through recognising the skills and knowledge of those with more experience, or seeing participants achieving their dreams.

We continue to implement methods of training and assessment that are proven effective and are appreciated by our participants.

The Department of Education and Training (DET) approach of ‘Putting students first’ is also our goal. With Skills First program funding, we are in a position to not only ensure that the priorities of providing ‘suitable and appropriate’ training services is realised, but that we can offer ‘affordable and accessible’ training services as well.

OUR VISION is to:

- be a nationally recognised training provider of preference
- be dynamic, innovative and successful in all our endeavours within the community services industry
- provide service excellence at all levels with high quality outcomes for all stakeholders
- be responsive, flexible and client focussed
- offer our clients professional services that reflect current thinking and are models of best practice
- contribute to current community goals in regard to high quality trained and qualified educators being employed across Australia
- found all our practices on ethically sound principles and values
- implement sustainable policies, practices and programs.

Organisation Structure

One World for Children Pty Ltd is a registered training provider (RTO) of nationally recognised community services programs. One World for Children Pty Ltd also operates the One World Children's Centre long day care, kindergarten and after school care and vacation care which is located at North Geelong, Victoria.



At One World for Children, our staff are regarded as our most precious resource because we know that the quality of our training primarily rests on the shoulders of these very special people.

The breadth of their experience, the level of their training, along with the personal attributes which they each possess, places them in excellent stead for providing the standard of training that One World aspires to.

We are committed to the involvement of our staff in our business management system and to encouraging their development.

Enrolment

At One World for Children, we get to know you prior to enrolment to ensure you understand the qualification you wish to enrol into and to ensure you demonstrate appropriate interest in and suitability for work in the Community Services sector of your choice.

Prior to enrolment we find out more about you through collecting information and having discussions to enable us to identify the following things:

- That you have learning, reading, writing, maths and speaking skills at a level needed to be able to undertake training and assessment successfully.
- That you are aware of industry expectations, career paths and the resulting roles and responsibilities at each qualification level.
- Whether you may need additional support or guidance.
- The degree of experience and knowledge you hold already at the level you are applying for.

The community services industry requires you to be able to read, write and complete some math and learning tasks in order for you to be safe in the workplace.

There are no educational prerequisites for any qualification we deliver, however successful completion of year 10 or equivalent is recommended for Certificate and Diploma level qualifications.

For Advanced Diploma level, it is suggested that you have a Diploma level qualification, have been employed in a leadership role and/or have strong written and verbal communication skills.

Despite your learning, reading, writing, maths and speaking skills, 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.

If you require support with reading, writing, math or speaking skills, our Trainer Assessors will discuss options with you including the following points:

- Whether your skills are appropriate for the industry you are enquiring about, for example, they may hinder your ability to meet industry regulations or health and safety requirements.
- If a specific reading and writing program might be appropriate prior to your commencement of training. OWFC will support enrolment and completion of these programs.

You may not progress to enrolment if we feel you would be disadvantaged by a workplace based model or online method of training and assessment.

To participate in any enrolment process you must provide a Unique Student Identifier (USI). A USI is required prior to any person being accepted into a nationally recognised training program.

It is free to create a USI.

A USI means that you will have all your academic records compiled on a system that is accepted Australian wide. When you give approval for users to access your past training records, they will be able gain immediate access to identify pre-requisites, credit transfers and RPL.

Foundation Skills

Following are some things we feel you must be able to do prior to starting study in this field.

Certificate and Diploma

LEARNING

Can you:

- Make a checklist of tasks to be completed?
- Use a computer to search for possible jobs?
- Use a work roster?
- Work with others in a group?
- Use a spell checker, word list or bilingual dictionary?

READING

Can you:

- Read a timetable written in English?
- Read an application form written in English?
- Read forms and notices written in English and understand these?

WRITING

Can you:

- Write in English in a diary?
- Write a list of tasks in English?
- Write a short report in English?
- Provide written instructions in English?
- Complete forms independently in English?
- Record a simple message in English?
- Complete a log book or diary in English?

ORAL COMMUNICATION

Can you:

- Make a telephone call and respond to questions in English?
- Listen to a recorded telephone message and follow prompts?
- Follow instructions given in English?
- Explain a routine procedure in English?
- Ask questions to clarify instructions?

NUMBER

Can you:

- Use a street directory to locate your position?
- Measure items for a recipe?
- Use a timetable?
- Read tables and charts?
- Use a calculator?
- Fill in a time sheet?

Advanced Diploma

LEARNING

Can you:

- Search on the internet?
- Bounce ideas off others?
- Contribute to problem solving processes?
- Plan and organise jobs assessing risk?
- Use subheadings to organise written information?

READING

Can you:

- Read and respond to postings on a chat site?
- Identify key messages in an English text?
- Follow instructions for setting up office equipment?

WRITING

Can you:

- Compose a letter in English?
- Prepare an agenda for a meeting?
- Create a word document on a computer?
- Complete workplace records in English?
- Take notes in English?
- Use graphs or diagrams in English?
- Use email for routine communication in English?

ORAL COMMUNICATION

Can you:

- Express an opinion in English?
- Deliver a short talk in English?
- Give clear sequenced instructions of several steps?
- Give an oral presentation in English?
- Listen to English instructions and choose an appropriate action?

NUMBER

Can you:

- Create a personal weekly budget?
- Use a calculator to work out the cost of different items?
- Prepare a purchase order listing parts and costs?
- Prepare a report after collecting information?
- Measure a number of quantities?

Training and Assessment/Delivery

Training with One World for Children occurs in a range of ways. We provide resources to each individual based on their needs, with training being supported by materials and assessments that we develop and update to meet practical industry expectations.

TRAINING

We provide training through a range of methods depending on your enrolment and the level of qualification you are completing.

Training methods include:

- written resources
- face-to-face meetings
- online meetings
- online professional development workshops
- mentoring in the workplace

ASSESSMENT

We use the Cloud Assess online platform to conduct our written assessment components.

This platform provides Learners with a password protected, modern and flexible opportunity to manage their assessment.

The platform allows Learners to participate in a range of assessment types and to communicate with their Trainer Assessor.

Where skills must be demonstrated in a regulated education and care service, this will be conducted in your workplace or as part of a work placement.

IN THE WORKPLACE

Our Trainer Assessors visit you regularly throughout your study period and support you as you progress through each unit of study.

Your allocated Trainer Assessor will have contact with you and your workplace at least monthly.

While enrolled into the Advanced Diploma, you will need to access a workplace to complete your leadership tasks.

The Advanced Diploma is unique in that your Trainer Assessor will meet with you online rather than meeting you at a workplace.

IN A PLACEMENT

If you are not employed, One World for Children organise placement opportunities for you.

Each of the Certificate and Diploma qualifications require a hands on work component.

The Advanced Diploma does not require a placement.

Your allocated Trainer Assessor would have contact with you and your work placement supervisor at least monthly.

Working with Children Check

The Victorian Government insist that a mandatory Working with Children (WWC) Check is gained across Victoria for those working with children. The WWC Check helps to keep children under 18 years of age safe from physical and sexual harm by preventing those who pose a risk to the safety of children from working with them, in either paid or volunteer work.

This means you must apply for and have a valid WWC check prior to working (employees) or attending a placement (voluntary) in an education and care service.



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.

Support and Resources

One World Trainer Assessors pride themselves on having a mentoring approach to training as opposed to a teacher-student relationship.

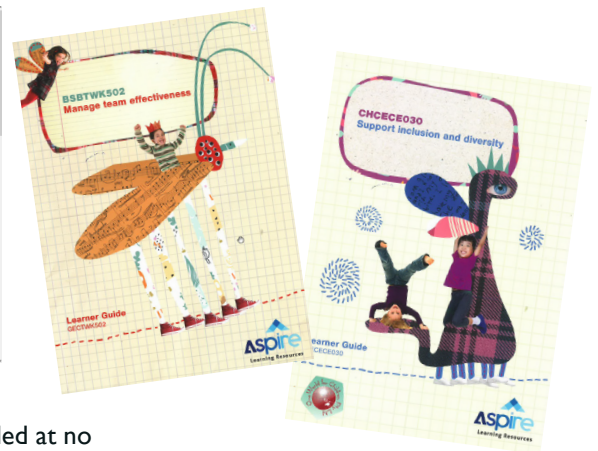
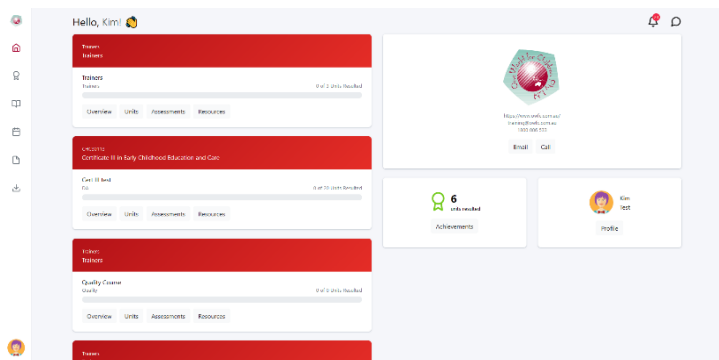
For those studying early childhood qualifications, the Trainer Assessor comes into the workplace regularly, so becoming part of the work team.

During these visits they support through role modelling, demonstrating, discussing and questioning. This allows the Trainer Assessor to understand how the workplace operates.

In addition, Learners are provided a range of supports so they are able to develop their knowledge and skill.

Employers and hosts are able to access their Learner records through the Cloud Assess portal. This makes keeping track of progress easy.

We use a Cloud Assess online portal. Learners will have a unique password protected Login with direct access to assessment uploads, Trainer Assessor communication, announcements, library resources and training and assessment records



Each unit is supported by a digital Learner Guide which is provided at no extra cost.

These resources complement our assessments and provide knowledge information necessary for success.

We use Zoom meetings to make one-to-one and group support possible.

From pre-enrolment we are using this technology to develop relationships, share information and to provide training and assessment.



Qualifications

A training package is a set of nationally endorsed standards and qualifications that are organised in ways that allow people to gain recognition of competence in the industry of their choice, mostly in acknowledgement of regulation requirements for minimum staff qualifications.

Training packages link individual units of competency into groups and these groups relate to levels of work, or qualifications which are meaningful across each industry sector.

By packaging these units into qualifications learners, employers, trainers and assessors know they are using the best combination of competencies required for the industry workplace.

In a training package the following are incorporated:

- Common units of competency which apply across all sectors of the industry at a range of AQF (Australian Qualifications Framework) levels.
- Specialisation units of competency which apply to a specific sector within the industry at a range of AQF levels.
- Optional units of competency called electives.

The following links provide further information about training packages, qualifications and units.

- Training package:
 - » SKILLSIQ – <http://www.skillsiq.com.au/>
 - » Training.gov – Department of Industry web site – <http://training.gov.au/>
- Qualifications and units:
 - » Training.gov – Department of Industry web site – <http://training.gov.au/>
 - » One World for Children – <http://www.owfc.com.au/> (Select Training then Qualifications)

At One World for Children we focus on delivering national qualifications that relate to the education and care of children, including the leadership ability of people working within this area.

Each qualification has a combination of units which meet packaging rules that registered training organisations (RTO's) must follow when developing courses of study.

A qualification is gained when you can demonstrate competence in all units of that qualification.

Leadership and Management Working in all Community Services

**Advanced Diploma of
Community Sector Management CHC62015**

Early Childhood qualifications Working with children 0-6 years

**Certificate III in
Early Childhood Education and Care CHC30121
Diploma of
Early Childhood Education and Care CHC50121**

Leadership and Management

Working in all Community Services

Advanced Diploma of Community Sector Management CHC62015

This management stream qualification covers workers who are responsible for coordination and management of smaller organisations or of branches/ departments of large organisations.

These people work independently and report to executive management or boards of management.

They undertake a range of functions requiring the application of knowledge and skills to achieve results in line with the organisation's goals and strategic directions.



Online course

13 UNITS

This qualification includes:

- 8 core units
- 5 elective units

Core Units

| | |
|------------|-------------------------------------------------|
| CHCDIV003 | Manage and promote diversity |
| CHCLEG003 | Manage legal and ethical compliance |
| CHCMGT001 | Develop, implement and review quality framework |
| CHCMGT003 | Lead the work team |
| BSBFIM601 | Manage Finances |
| BSBINN601 | Lead and manage organisational change |
| BSBMGT608 | Manage Innovation and continuous improvement |
| BSBRISK501 | Manage Risk |

Elective Units

| | |
|-----------|-------------------------------------------------------|
| CHCPRP006 | Lead own professional development |
| CHCCOM003 | Develop workplace communication strategies |
| BSBMGT605 | Provide leadership across the organisation |
| CHCMGT005 | Facilitate workplace debriefing and support processes |
| CHCPOL003 | Research and apply evidence to practice |

Early Childhood qualifications

Working with children 0-6 years

Certificate III in Early Childhood Education and Care CHC30121

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia.

They support children's wellbeing, and development in the context of an approved learning framework.

Educators use a range of well-developed skills and knowledge using discretion and judgment when carrying out their work in the context of established policies and procedures.

They may work independently or under the guidance of others, though in some contexts that guidance may not be on-site.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens..

To achieve this qualification, a total of least 160 hours of work in a regulated children's education and care service in Australia must be completed.

17 UNITS

This qualification includes:

- 15 core units
- 2 elective units

Core Units

| | |
|-----------|---------------------------------------------------------------------------------------|
| CHCECE030 | Support inclusion and diversity |
| CHCECE031 | Support children's health, safety and wellbeing |
| CHCECE032 | Nurture babies and toddlers |
| CHCECE033 | Develop positive and respectful relationships with children |
| CHCECE034 | Use an approved learning framework to guide practice |
| CHCECE035 | Support the holistic learning and development of children |
| CHCECE036 | Provide experiences to support children's play and learning |
| CHCECE037 | Support children to connect with the natural environment |
| CHCECE038 | Observe children to inform practice |
| CHCECE054 | Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures |
| CHCECE055 | Meet legal and ethical obligations in children's education and care |
| CHCECE056 | Work effectively in children's education and care |
| CHCPRT001 | Identify and respond to children and young people at risk |
| HLTAID012 | Provide First Aid in an education and care setting |
| HLTWHS001 | Participate in workplace health and safety |

Elective Units

| | |
|-----------|---------------------------------------------|
| CHCDIV001 | Work with diverse people |
| BSBPEF201 | Support personal wellbeing in the workplace |

Early Childhood qualifications

Working with children 0-6 years

Diploma of Early Childhood Education and Care CHC50121

This qualification reflects the role of educators in early childhood education and care who work in regulated children's education and care services in Australia.

Educators at this level are responsible for designing and implementing curriculum that meets the requirements of an approved learning framework and for maintaining compliance in other areas of service operations.

They use specialised knowledge and analyse and apply theoretical concepts to diverse work situations.

They may have responsibility for supervision of volunteers or other educators.

Early childhood educators work in long day care centres, family day care, pre-schools or kindergartens.

To achieve this qualification, a total of least 280 hours of work in a regulated children's education and care service in Australia must be completed.

Entry Requirements

Entry to this qualification is open to individuals who:

- hold a CHC30121 Certificate III in Early Childhood Education and Care or
- CHC30113 Certificate III in Early Childhood Education and Care.

15 UNITS

This qualification includes:

- 12 core units
- 3 elective units

Core Units

| | |
|-----------|-----------------------------------------------------------------------|
| BSBTWK502 | Manage team effectiveness |
| CHCECE041 | Maintain a safe and healthy environment for children |
| CHCECE042 | Foster holistic early childhood learning, development and wellbeing |
| CHCECE043 | Nurture creativity in children |
| CHCECE044 | Facilitate compliance in a children's education and care service |
| CHCECE045 | Foster positive and respectful interactions and behaviour in children |
| CHCECE046 | Implement strategies for the inclusion of all children |
| CHCECE047 | Analyse information to inform children's learning |
| CHCECE048 | Plan and implement children's education and care curriculum |
| CHCECE049 | Embed environmental responsibility in service operations |
| CHCECE050 | Work in partnership with children's families |
| CHCPRP003 | Reflect on and improve own professional practice |

Elective Units

| | |
|-----------|----------------------------------|
| CHCINM002 | Meet community information needs |
| CHCMGT003 | Lead the work team |
| HLTWHS003 | Maintain work health and safety |

Credit Transfer

A credit transfer is applied to a current unit of competency when:

- you have previously completed the unit of competency

OR

- you have previously completed a unit of competency that is equivalent.

If you have completed an identical unit of competency in previous study with another registered training provider, you will receive a credit transfer for that unit of competency from One World for Children.

One World for Children will recognise the AQF and VET qualifications and VET statements of attainment issued by any other RTO.

You will need to provide the original document to staff from One World for Children for authorisation and relevant documentation.

Once you have been deemed competent in a unit of competency through One World for Children, all other RTO's must also recognize your statement of attainment, this applies throughout Australia.

Recognition of Prior Learning (RPL)

The main focus of RPL is the learning you have developed through life experiences; not how, when or where the learning occurred.

Assessment is undertaken by our qualified Assessors using the Rules of Evidence; ensuring that assessment is gathered using evidence that is valid, sufficient, current and authentic.

The evidence that you are required to collect is listed within relevant units of competency and clear assessments are provided explaining what you should demonstrate.

- For RPL we use the same methods as used for all assessment. Your evidence is loaded into our online platform unit by unit.
- The unit by unit method allows us to clearly define the skills and knowledge you show throughout the training package while respecting that most applicants find there may be some units where training may be of benefit.
- Your Assessor will be a facilitator and will also be the person that assesses your practical skills.

One World for Children acknowledges skills and knowledge gained through:

- **Formal training**
- **Life experience**
- **Work experience**

You might RPL a selection of relevant units as part of your normal training and assessment process, or via a full RPL process.

If you commence a full RPL course, training is always available if during the process you feel you need more knowledge or skill.

Fees - Funding

The Victorian Government will provide funding through the Victorian Skills First program as a traineeship or non-traineeship (subject to eligibility).

Skills First is a commitment to the training system. It will ensure Victoria's training system is better managed and delivers programs that lead to jobs.

The Victorian Skills First program is making training more accessible to people who do not have a post-school qualification, or who want to gain a higher qualification than they already hold.

If you are eligible for Skills First funding you only pay an administration fee.

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, you are eligible for funded training that will get you a higher qualification than you already hold in any industry.

RESTRICTIONS

You may only commence:

- 2 courses in a year
- 2 courses at the same time
- 2 courses at the same level in your lifetime.

You can also find an online eligibility indicator at this website:

<https://www.skills.vic.gov.au/s/how-to-check-your-eligibility>

Our friendly staff can clarify your eligibility over the phone. Give us a call or complete an 'Expression of Interest' online and we will give you a call.

Go to: owfc.com.au

Fees - Self Funding

If you do not fit into the Victorian Skills First funding criteria a fee for service or self-funded arrangement can be made.

Go to: owfc.com.au for more details or call us on 1800 006 533.

Certification Documentation

On completion of your qualification our administration staff member will produce a statement of results and order your statement of attainment or qualification from Pagnation Design Services.

One World for Children will collect your certificate from Pagnation and send it to you via registered post.

Should you require a replacement statement of attainment or qualification please contact One World for Children on 1800 006 533 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.



National Centre for Vocational Education and Research

One World for Children is required under our Service Agreement to participate in the National Student Outcomes Survey managed by the National Centre for Vocational Education and Research (NCVER).

One World for Children would like to advise students of the possibility of receiving an NCVER survey and/or an invitation to participate in a Department endorsed project and/or being contacted by the Commission (or persons authorised by the Commission) for audit purposes.

Our Policies and Expectations

It is important that we make all Learners and Employers aware of our policies and expectations. The following pages provide details that help all parties understand how we operate.

ONE WORLD OBLIGATIONS

One World for Children are obliged to do the following things:

- To support all Learners to successfully complete their training program including providing the necessary resources and materials
 - To make ourselves available to Learners and Supervisors
 - To ensure that channels of communication are kept open
 - To check that Learners are receiving their structured study time per week (traineeships)
 - To meet with Learners at least 4 times per year to discuss your training progress (traineeships)
 - To provide a quality training and assessment process
 - To issue approved AQF certification documentation
 - To refund your fees and find an alternative training provider if we close or cease to deliver the qualification you are enrolled in
 - To report to DET any non-compliances to these obligations.

Individual Trainer Assessors are obliged to:

- Support Learners to successfully complete their training program including providing necessary information, resources and materials.
- Make themselves available to Learners, Employers and Supervisors within each service. They will do this within business hours and on the days of their employment.
- Mark assessments within two weeks of submission.
- Meet with Employers and Supervisors regularly to discuss Learner progress and training methods.
- To attend workplaces (not Advanced Diploma) in consultation with Learners, Employers and Supervisors, ensuring that assessment needs are being met as well as coordinating with the workplace timetables.
- To mentor in the workplace, participating in daily activities and supporting through mentoring, discussion, demonstration and reflection.

The actions of both One World and individual Trainer Assessors are founded on their commitment toward having Learners progress within:

- Durations of contracts, course durations and personal goals.
- Meet service regulatory requirements (ACECQA) for progression toward any qualification.
- Maintaining relationships and building partnerships.

ONLINE SERVICE STANDARDS

One World for Children is committed to providing a quality learning experience for learners studying online and these online service standards explain our commitment to learners in key areas.

Learner support

One World for Children will provide the following support to learners studying their course online.

Trainer Assessors:

- Learners will be allocated an individual Trainer Assessor who will manage their learning and assessment process. They will also support technical issues
- Trainer Assessors area available for enquiries through an online communication portal which will be responded to within business hours Monday to Friday, of the days the Trainer Assessor is working
- For technical issues, Learners are encouraged to contact our office by phone within business hours Monday to Friday
- Assessments will be marked within 14 days of submission.

Administration:

- Will be available for queries by phone or email between 8.30am and 5.00pm
- Will reply to queries within 48 hours.

Introduction

One World for Children conducts a comprehensive pre-enrolment process to determine whether a course is suitable and appropriate for a Learner's individual needs. As part of the pre-enrolment process we will identify the Learner's level of digital literacy, by asking them to:

- Complete online forms
- Cloud Assess can be accessed on all browsers with any device
- Provide evidence of their language, literacy and numeracy through an online assessment
- Be involved in a Zoom meeting.

Learner entry requirements

Learners are expected to participate in regular zoom meetings. Learners are also expected to complete programs within specified time frames and durations.

To participate in online learning with One World for Children the Learner will need:

- Reliable internet connection/wifi
- Tablet, ipad, laptop or PC
- Camera and microphone to be used for Zoom meetings.

Learning materials

One World for Children ensures that learning materials used in online training are presented clearly and reflect the requirements of Web Content Accessibility Guidelines 2.0 (WCAG). Materials show how they are mapped to the units of competency. Learners are provided:

- online readings
- library items
- research
- related Youtube links
- recordings
- access to shared files/recordings
- live online webinars/classes.

Mode and method of assessment

Assessments can be found in our Cloud Assess online portal in the qualification that is being completed. When an assessment has been released, Learners will see the assessment code and name in their dashboard 'To-Do' list. Information about each assessment is shown in the document including descriptions of how the unit will be assessed, training and assessment guides and resources that will be needed.

- **Written Assessments:** Written Assessments are tasks to identify whether Learners have an understanding of the knowledge required in a unit. Tasks ask questions, collect information, encourage reflection and the collection of documents.
- **Workplace Assessments:** Workplace Assessments are focussed on assessment of skill. They include skills that show Learners can apply the unit competently. Workplace Assessments are places where Trainer Assessors record specific conversations, and where they record evidence provided by third parties such as employers and supervisors.
- **Marking:**
 - Once Learners have submitted a written assessment, expect that it will be marked within two weeks.
 - 'Satisfactory' results mean that all information or demonstration required for the assessment have been provided.
 - 'Not Satisfactory' results mean that additional information or demonstration is yet to be provided. Learners will be given additional support to gain competence. Where RPL is applied, they will either be asked for additional evidence or moved to a training capacity so that they can be supported.
 - 'Competent' is a result provided for a unit when all assessments within the unit are satisfactory.
 - 'Not competent' result means that components of the assessments within the unit have not been met. This might occur due to a Learner having not been successful in demonstrating evidence within a reasonable time or that they have completed their study without completing all units.
- **Exporting:** Cloud Assess allows Learners to export all forms and assessments that have been completed. These are found as pdf format documents in the Learner dashboard.

Trainer Assessors

All Trainer Assessors delivering online courses at One World for Children are experienced in online delivery and have undertaken regular professional development in online delivery.

Assessors satisfy the Standards for Registered Training Organisations (RTOs) 2015 mandatory competency requirements for assessors.

EXPECTATIONS OF LEARNERS

Our model of training and assessment expects that:

- Learners **MUST** have access to a computer or laptop and wifi access throughout their entire enrolment period. Learners **MUST** also be able to participate in Zoom meetings.
- (Advanced Diploma excepted) Learners **MUST** be prepared to work with children in a workplace for 10 hours per week (2 days) throughout the duration of their training and/or assessment. For Trainees this will be 13 hours per week minimum.
- Learners to be able to work independently. This is called self-directed study. Learners **MUST** be prepared to participate in self-directed study for approximately 10 hours per week.
- Learners **MUST** remain in communication with your Trainer Assessor throughout their enrolment.

These expectations are unique to One World for Children and can be very demanding so it is important to us that we assess the suitability of Learners to our style of delivery very carefully.

To assess suitability Learners are supported to complete a:

- Comprehensive enrolment application form.
- Profiling assessment that reviews the Learners language, literacy and numeracy skills.
- Zoom meeting where a Learner Support Specialist gets to know the Learner and find out more about their motivations, abilities and capabilities.

Self-directed learning and study might include:

- reading Learner Resources
- contacting your Trainer Assessor for advice, questions or further training
- asking colleagues and supervisors questions
- attempting some practice tasks or assessments in the learner resource to see if you understand
- selecting some skills you are unfamiliar with and arranging to practice these
- researching a topic
- doing things you may not normally have time to do, things such as:
 - trying out some activity ideas
 - watching how another staff member does something
 - seeing how another room operates
 - visiting another service
 - attending a professional development session provided through One World for Children or another organisation
 - working with a different age group (you may be able to include this as experience if required)
 - gaining experience working with a child who has additional support needs
- completing written assessments
- adding evidence to your workplace assessments.

Time Management Tips include:

- Setting days to study and committing to this. If you think “I will do it later” usually you will not get back to study. Try to get the study done first and then you will have free time. An example of your study time might be every Tuesday and Thursday night, or one day on the weekend from 9.30-12.

- Make study a part of your normal work day. Add on an extra half an hour or hour before or after work.
- Set a goal to read before bed. Read for half an hour each night or complete one assessment question each weekday.
- If you get distracted easily, find a quiet space or room to work.
- Let others know this is important to you so they can show you respect by supporting you.
- Set yourself a goal. Break the work down into small chunks. For example, week one you might read every night, week two you might complete written assessment questions. Week three you might practice your skills at work.
- Find out what works for you. Some people need to study in small chunks, others learn better when they have an extended study session. Try a few ideas out and see what is best.
- Read through assessments and make lists. Let your supervisor know what you need to practice during work hours. Collect the things you need from work so when it comes to study time you will be ready to complete the tasks.
- Ask family members to help you at home. They might help with chores so you are freed up. For example someone else might make or organise dinner or bath the children. You might even have a take away night or a pre-prepared meal night for when you plan to study.
- If you have a long lunch break donate some of this time to reading or completing assessments.
- If you know an event is coming up, a wedding/21st/holiday etc, plan your time to get ahead so you can enjoy the event and don't come back feeling behind and overwhelmed.
- If your workplace provides study time, use this for tasks you find hard to do at home.

Learners are encouraged to follow these guidelines if they are stuck on an assessment, lack confidence, or don't understand something.

- Look back over their Learner Resources, Training Records, Visit Summaries and other information provided by their Trainer Assessor.
- Contact their Trainer Assessor and ask for help. Learners can use messaging in the Cloud Assess online portal, call our office on 1800006533 or 0352722714 between 8.30am and 5.00pm weekdays or email us at training@owfc.com.au
- Ask a supervisor or colleague for help.

ENGAGEMENT

Learners must maintain contact with their Trainer Assessor throughout their study.

This means:

- Completing assessments within due dates.
- Answering any messages from your Trainer Assessor.
- Attending class, placement or a workplace as agreed.
- Participating during class, placement or a workplace in a professional and consistent way.
- Letting your Trainer Assessor know if you are unable to complete assessments, attend placement or class, or continue study.

Your Trainer Assessor will maintain contact with you.

Should you fail to meet these engagement expectations, you may be sent an 'AT RISK WARNING'. An 'AT RISK WARNING' comes from your Trainer Assessor. It will tell you exactly what you must do to remain enrolled.

Should you fail to meet the requirements of the 'AT RISK WARNING' a Manager will provide an 'AT RISK LETTER'. This will be a final opportunity for you to meet engagement expectations.

PROFESSIONAL APPEARANCE

Dress standards whilst in a workplace should be appropriate to the tasks being performed and take into consideration: work health and safety, cultural expectations, local community standards and climate.

All clothing should be comfortable and you should be able to bend over, sit on the floor and complete physical tasks without being concerned about exposing yourself inappropriately.

- If you are provided with a student identification badge, this must be worn and visible at all times.
- Tops must cover your stomach, shoulders and tops of your arms. Low cut tops are unsuitable and unprofessional.
- Sun hats must be worn outdoors as per the service guidelines.
- Skirts must be long enough for you to bend over and sit on the floor comfortably without exposing yourself inappropriately.

PROFESSIONAL BOUNDARIES

Professional boundaries apply to ensure that relationships remain both safe and helpful. Whilst a professional relationship will follow many everyday courtesies and social conventions, it is very different to an ordinary social relationship or friendship.

You should greet family members and children warmly, but should not engage in conversations about the child's or their family's private life or that of other families and staff unless you are employed at the service and are given permission as part of your responsibilities.

PROFESSIONAL PRACTICE

Some things to do that show you are professional:

- Bringing your 'Working with Children Check' with you each day. Wearing your 'Working with Children Check' card if this is the policy of the service.
- Introducing yourself to all staff, family members and others you communicate with.
- Maintaining confidentiality and privacy.
- Receiving and relaying messages and instructions accurately.
- Accepting responsibility for all relevant aspects of your work within the limitations of the role as determined by your Trainer Assessor and the workplace.
- Behaving in a manner which is respectful and not disruptive to children, colleagues, supervisors, families and other staff, on and off duty.
- Performing nominated tasks agreeably, when asked.
- Acknowledging and responding to constructive criticism.
- Acknowledging and responding to individual needs. This shows respect for culture, diversity and authority within the setting you are working in.
- Demonstrating an understanding of the particular service approach, and showing a willingness to work within this framework.
- Demonstrating an awareness of individual workers' roles and referring to them appropriately.
- Following and abiding by the Early Childhood Code of Ethics.

PLAGIARISM

Plagiarism occurs when you use or steal the ideas or writings of another person and present these as your own. When you do this, you are committing a form of academic dishonesty. The person whose work you are passing off as your own has worked hard to write down their ideas.

One World Trainer Assessors will not tolerate plagiarism. Their role is to support your learning if you have difficulties.

As part of your assessment process you are required to demonstrate the on-the-job and through conversation, the underpinning knowledge you learn. Simply, this means that you are to show your understanding of what you do in your written assessments.

Should you be found to have cheated or plagiarized you will be sent an at risk warning and be required to submit an alternative assessment.

- A second event of plagiarism or cheating will result in you being sent an at risk letter. This letter will describe the assessments to be recommenced, the methods that will be used to assess your competence and the dates these assessments will be due. An at risk letter is a final warning.
- A third event of plagiarism or cheating will result in your enrolment being cancelled.
- It is your Trainer Assessor's responsibility to support your learning process. If you are experiencing difficulties documenting your assessments, talk with your Trainer Assessor.

Your Trainer Assessor may develop an Individual Support Plan that will help you achieve your goals. This may include:

- The inclusion of alternative tools, materials, communication or industry involvement.
- Additional support during the training and assessment process through increased contact or communication.
- Contact with other organisations through referral.

FEES POLICY

Our fees are calculated based on government guidelines about fees as well as related to One World for Children service policies. The Training Manager oversees this framework.

With the publication of the Department of Education and Training (DET) approach 'Putting students first' it has come to our attention that with the support of Skills First Program funding we are in a position to not only ensure that the priorities of providing 'suitable and appropriate' training services is realised, but that we can offer 'affordable and accessible' training services as well.

With this in mind we are offering administration fee only training and assessment to all Skills First Program eligible learners enrolling into training and RPL. This administration fee only offer is provided as our regular fee and is applied to each of the training courses we provide.

Self-funded training and assessment, including the provision of any materials, will not be provided until enrolment is complete and applicable fees are paid. An upfront fee per unit payment is expected with three units on commencement.

Additional fee information

First aid courses are not included in our fees. You are responsible for obtaining your own first aid qualification. The course must be HLTAID012 Provide First Aid in an education and care setting.

- Fees include unlimited online, phone and facebook contact with a Trainer Assessor. Participants can join our facebook page whether enrolled with us or another RTO - see 'ECE Facilitated Learning'.
- Following completion of any qualification, a replacement certificate and/or statement of attainment will incur a replacement fee. Qualifications completed within the past 5 years incur a \$50 fee and older qualifications \$100. For a statement of results (only) the fee is \$25. Fees paid for replacements are not refundable.
- A return of suspension fee will be charged should suspension occur. The return from suspension fee will be a

concession fee amount.

Skills First program

One World Children's Services offers government funded, nationally recognised programs of high quality. On successful completion of our training our graduates' receive a qualification which is recognised throughout Australia, and highly sought after by employers in the community services industry.

Community service training programs are from the Community Services Training Package CHC.

The Skills First Program is a Victorian Government initiative with an aim to improve and refocus the training system to make it easier for Learners to upgrade their existing skills to help them gain the qualification needed to enhance their professional career.

Refund

Funded Enrolments paying an Administration Fee

The fee charged is a non-refundable administration fee. However, if the Learner is deemed unsuitable for the course or not eligible for a funded place, the administration fee may be refunded.

Self-Funded Fees

If a course is cancelled, if One World for Children closes, or if a Learner withdraws in writing prior to 4 weeks after enrolment acceptance, a refund will be calculated for self-funded fees that have paid in advance. The refund will exclude:

- upfront cost of resources
- administration fee
- unit fee for any unit that has been commenced.

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/aptitudes and their ability to fulfil the inherent requirements of their jobs.

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

In accordance with the Equal Opportunity Act 1995, One World for Children recognizes 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 beliefs 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 recognizes 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 any learner or One World employee to sexually harass another learner or One World for Children employee.

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, Victimization and Bullying

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

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

Victimization and bullying differs from harassments 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 behaviours are not accepted in any way by One World for Children and are considered disciplinary offences.

What to do

If a learner or staff member feels they are being sexually harassed, victimized, bullied or discriminated against, they must contact the One World for Children who will follow up the matter. In the case of victimization and bullying, the victim may also discuss the matter with a senior member of staff whom they feel comfortable with. All reported matters will be investigated thoroughly and confidentially.

Disciplinary Action

All learners and employees are expected to comply with all policies relating to:

- Sexual harassment
- Victimization
- Bullying.

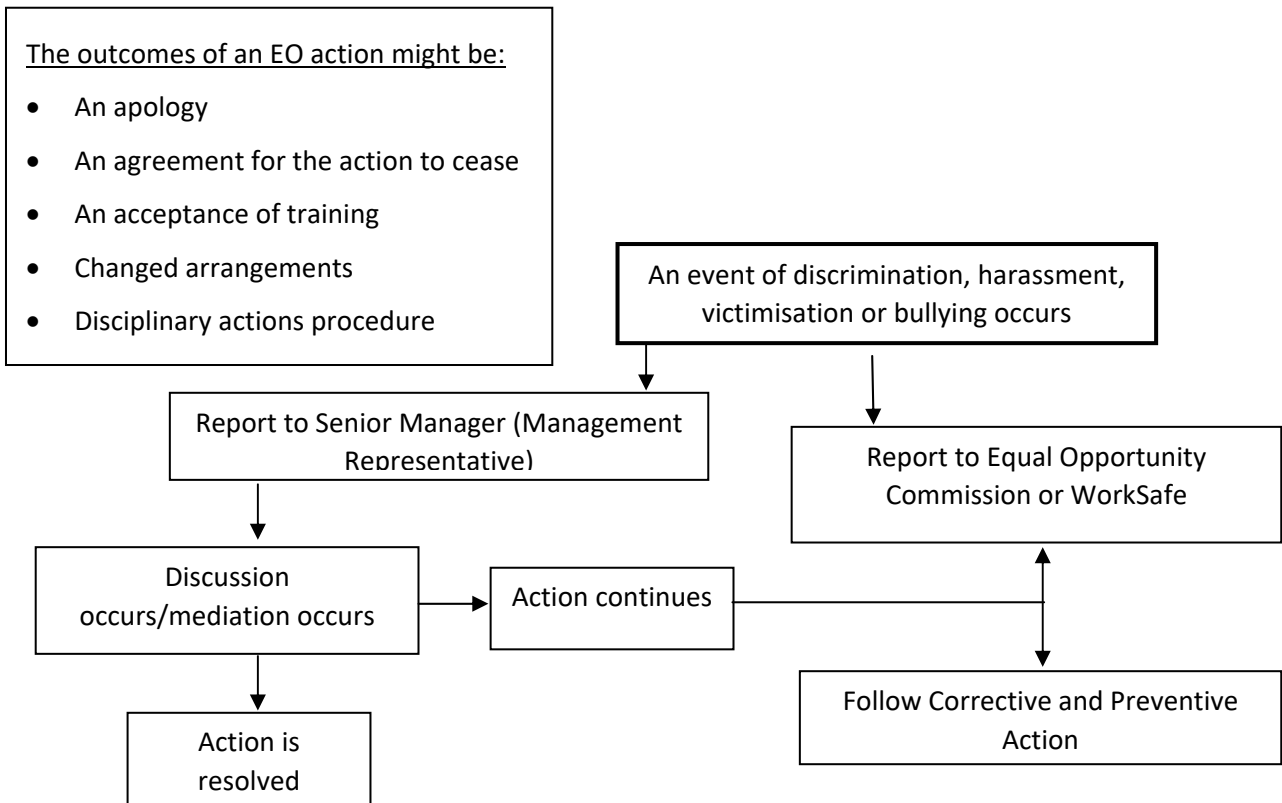
Any necessary action in accordance with legislation will be directed to the Senior Manager (Management Representative).

Failure to respond to written warnings may lead to termination of employment or termination of a course of study.

For more information on equal opportunity go to www.humanrightscommission.vic.gov.au

Taking corrective and preventive action – Equal Opportunity

PRIVACY



For information relating to privacy legislation go to: <http://www.privacy.gov.au/law/act>

One World for Children meet the Australian Privacy Principles in the following ways.

| Australian Privacy Principle | | How we meet this principle? |
|------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No | Title | |
| 1 | Open and transparent management of personal information | <p>One World for Children provides a variety of approvals that are signed</p> <p>One World for Children follows organisational procedures within policies, including the following:</p> <p>Compliance with legislation</p> <p>I.6 Control of records</p> <p>I.9 Feedback</p> <p>I.10 Corrective and preventive action</p> <p>If a person requests the Privacy policy in a particular form, One World for Children will take steps to provide this.</p> |
| 2 | Anonymity and pseudonymity | Where possible, One World for Children will respect an individual's right to anonymity or use of a pseudonym and provide requested information. |
| 3 | Collection of solicited personal information | <p>One World for Children only collect information that is directly related to enrolment and course completion which meets the statistical guidelines requirements as stated by the Department of Education and Training (DET), Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS), Australian Skills Quality Authority (ASQA).</p> <p>One World for Children collects most information through our enrolment application form.</p> |
| 4 | Dealing with unsolicited personal information | One World for Children will assess all unsolicited information received and identify if it should be collected as part of APP3 or if it should be destroyed or de-identified. |
| 5 | Notification of the collection of personal information | One World for Children collects most information through enrolment application form. This includes privacy statements and signed consents are requested. |
| 6 | Use or disclosure of personal information | <p>One World for Children collects most information through our enrolment application form. This form includes privacy statements and signed consents are requested.</p> <p>One World for Children will not disclose personal information unless there is consent. Exceptions include where there are reasonable expectations that the information will be disclosed, or where the information will prevent serious threat to life, health or safety to an individual or the public, or where there is suspected unlawful activity or serious misconduct.</p> <p>Except as required under the VET Quality Framework or by law, information about a client is not disclosed to a third party without the written consent of the client.</p> |
| 7 | Direct marketing | One World for Children collects most information through our enrolment application form. This form includes privacy statements and signed consents are requested. |
| 8 | Cross-border disclosure of personal information | One World for Children clients reside in Australia. |
| 9 | Adoption, use or disclosure of government related identifiers | One World for Children identify individuals by name, ICARE ID, date of birth or other personal information shown in their file. |

| Australian Privacy Principle | | How we meet this principle? |
|------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No | Title | |
| 10 | Quality of personal information | One World for Children collects most information through our enrolment application form. The form requests original certified documents are provided when or where original documents are not able to be sighted by an authorised delegate. |
| 11 | Security of personal information | One World for Children follows organisational procedures within policies, including the Control of records procedure. A confidentiality statement - internal will be signed by staff and all internal contacts. A confidentiality statement - external will be signed by all outside consultants. |
| 12 | Access to personal information | One World for Children follows organisational procedures within policies, including Control of records One World for Children staff or management will not give any information about a Learner's studies to anyone unless required under law. One World for Children staff and management will not disclose any information about a Learner and their studies without the Learners written permission or as required under law. If a Learner requires specific information about their training (such as results, an appeal or a problem) and they are ringing the training office, they will be asked to identify themselves by quoting their date of birth and address. They may also be asked their place of employment, their past place of employment, their past address or their title and date of their qualification. A Confidentiality statement - internal will be signed by staff and all internal contacts. A Confidentiality statement - external will be signed by all outside consultants. |
| 13 | Correction of personal information | If a client believes information held by the One World for Children is inaccurate they can request that the information be changed. This can occur through email, by personal contact, or by requesting key information identifying the person changing their details. |

LEARNER AT RISK

One World for Children is committed to supporting Learners to complete their training in a time frame that is appropriate to industry requirements, expected professional development and any funding or program guidelines. However, at times this is not possible due to a number of reasons. Our 'Learner at Risk' procedure has a clear process of action for responding to you if you have been identified as at risk through your regular training program. This at-risk procedure is only to be used as a final action.

An 'at risk' process will only be used once all regular support and management activities have been attempted. Each situation will have been assessed individually.

You will be considered to have disengaged if you:

- Lose contact with your Trainer Assessor and with One World.
- Fail to submit assessments within a reasonable time frame.
- Are absent from class or placement, particularly if you do not communicate your absence.
- Lack participation.
- Show to be unprofessional in your communication, language or actions.
- Demonstrate a severe lack of competence in areas that you have previously been deemed competent.

Assessments will all have due dates that must be adhered to. Assessments will automatically lock when a due date expires. This means Learners must message their Trainer Assessor early to ask for an extension. Failing to meet due dates may result in an extension at risk.

If you have disengaged, your Trainer Assessor will make every attempt to assist you to re-engage.

Should this be unsuccessful a manager will contact you to provide options for continuation of your study. This may include withdrawing from the qualification if you are unable to meet these requirements.

Where you are unable to demonstrate competence in your assessment, your Trainer Assessor will provide support in a range of ways.

You will be given three opportunities to develop and demonstrate your skills or knowledge.

Following this, we will contact you to discuss your suitability for the continuation of the qualification.

DISCIPLINARY PROCEDURES

Should an issue arise the following procedure will be followed:

1. One World staff will identify the issue, or if placed within a workplace or placement environment, One World staff are informed of an incident.
2. You will be 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 your 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 One World for Children management team meeting for discussion and a decision will be made in regard to any ongoing training - the final decision is made by the Managing Director.
7. Should the incident be deemed serious (ie breach of regulations or centre policies) then the training will be either suspended or cancelled.

COMPLAINTS AND APPEALS PROCEDURES

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, trainer assessors, assessment, any other matters as they arise.

The Australian Skills Quality Authority (ASQA) provides a guide to complaints at <https://www.asqa.gov.au/complaints/complaints-about-training-providers>

This includes a step-by-step guide providing information of who to contact and how.

In an instance where you wish to lodge a complaint or appeal the following process is advised.

1. You should attempt to resolve the issue with the Trainer Assessor concerned if appropriate. If you are making a complaint or appeal about an assessment outcome you will be given the opportunity for reassessment by a different Trainer Assessor. This will be at a cost to One World for Children.
2. Should the complaint or appeal be unresolved, you should arrange a meeting with the Managing Director, or her nominated staff member, where a further attempt to resolve the issue will be made. The Managing Director will consult with other staff as relevant.
3. If a satisfactory outcome has not been reached following this meeting, you should put your concerns in writing. On receipt, the Managing Director, or her nominated staff member, will arrange a meeting for an independent mediator to intervene at the expense of One World for Children and a final decision will be made.

ASQA advise that you should only pass on a complaint or appeal to them if you have first:

- Made a complaint directly to One World for Children.
- Received a response which does not resolve the issue.
- Requested an independent review of your complaint and your issue is still not resolved.

WITHDRAWAL, SUSPENSION AND CANCELLATION

One World for Children are responsible for the delivery of courses to approved traineeships funded by the State Government. Part of our obligations in this delivery is to ensure the Department of Education and Training (DET) is notified within two weeks of a trainee withdrawing or cancelling from a government funded traineeship.

Withdrawal or cancellation may impact on the Learner's future funding. The Learner is advised of this.

In the event of a death of a trainee, the Training Manager will contact DET by phone. This is to be done within 24 hours of being notified of the death of the trainee.

If a learner requires assistance to transfer to another RTO due to direction given by DET, One World for Children will contact relevant alternative RTO's and support the Learner to enrol into a suitable equivalent course of study as soon as possible.

For Learners experiencing disruptive life situations a hold may be applied. A hold period is limited to 6 weeks per year of an initial qualification completion duration. The Learner may take one 6 week block or two 3 week blocks per year commencing from the time enrolment. Hold times may not be accrued.

Learners may request to suspend their training and/or assessment from between 3 and 12 months. They may reduce their suspension time, however no longer than a 12 months suspension will be provided per qualification. Once the Learner returns from suspension they will not be eligible for any additional suspension. When returning from suspension they must complete a pre-enrolment process and must pay an additional administration fee. They may also be required to re-commence units that had not previously been completed fully.

Learners may cancel their training and/or assessment at any time. We have a responsibility to advise Learners that if they withdraw from the training program it may effect their ability to access funding at a later stage. On re-enrolment, Learners will also need to participate in a full pre-enrolment process.