

# One World for Children Training Information Handbook



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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.

# Course Suitability

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.

**P**rior to enrolment you are asked to complete a Pre-training Assessment 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.

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.

**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.**

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 additional learning, reading, writing, maths or speaking skill support can be provided.
- 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.



# 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.

## 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.

## 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.

## ONLINE

The Advanced Diploma is delivered online.

In this course you are provided with an online library, online recorded sessions and live online classes.

There are many networking opportunities.

Unlike many online courses, this program is supervised by Trainer Assessors who are in regular contact with you via online live classes, phone, email and SMS.

For trainees you will receive face to face visits.

Your allocated Trainer Assessor would have contact with you at least monthly.

## IN A CLASSROOM

If you live within the Geelong area, we hold classroom delivery from our Children's Service Centre.

This venue not only provides a vibrant backdrop for you to work within, but allows you to observe and utilise the children's rooms and building as an example for learning.

Throughout the study period your allocated Trainer Assessor will be in contact with you weekly.

# 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 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.**



“Our Trainer Assessor is almost part of our service family.”



# Qualifications

## **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 CHC30113**

**Diploma of Early Childhood Education and Care CHC50113**

## **School Age qualifications**

Working with children 5-12 years

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

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

## **Education Support qualifications**

Working as a teacher's aide or integration aide

**Certificate III in Education Support CHC30213**

**Certificate IV in Education Support CHC40213**

# 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 organization
CHCMGT005	Facilitate workplace debriefing and support processes
CHCPRP004	Promote and represent the service

# Early Childhood qualifications

Working with children 0-6 years

## Certificate III in Early Childhood Education and Care CHC30113

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard.

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

Depending on the setting, educators may work under direct supervision or autonomously.

*Includes 120 hours minimum work placement within a regulated education and care service*

## 18 UNITS

This qualification includes:

- 15 core units
- 3 elective units

### Core Units

CHCLEG001	Work legally and ethically
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE010	Support the holistic development of children in early childhood
CHCECE011	Provide experiences to support children's play and learning
CHCECE013	Use information about children to inform practice
CHCPRT001	Identify and respond to children and young people at risk
HLTAID004	Provide an emergency first aid response in an education and care setting
HLTWHS001	Participate in work health and safety
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

### Elective Units

CHCECE006	Support behaviour of children and young people
CHCECE012	Support children to connect with their world
CHCCOM002	Use communication to build relationships

# Early Childhood qualifications

## Working with children 0-6 years

### Diploma of Early Childhood Education and Care CHC50113

This qualification reflects the role of early childhood educators who are responsible for designing and implementing curriculum in early childhood education and care services.

In doing so they work to implement an approved learning framework within the requirements of the Education and Care Services National Regulations and the National Quality Standard.

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

*Includes 240 hours minimum work placement within a regulated education and care service*

## 28 UNITS

This qualification includes:

- 23 core units
- 5 elective units

### Core Units

CHCLEG001	Work legally and ethically
CHCECE001	Develop cultural competence
CHCECE002	Ensure the health and safety of children
CHCECE003	Provide care for children
CHCECE004	Promote and provide healthy food and drinks
CHCECE005	Provide care for babies and toddlers
CHCECE007	Develop positive and respectful relationships with children
CHCECE009	Use an approved learning framework to guide practice
CHCECE016	Establish and maintain a safe and healthy environment for children
CHCECE017	Foster the holistic development and wellbeing of the child in early childhood
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
CHCECE022	Promote children's agency
CHCECE023	Analyse information to inform learning
CHCECE024	Design and implement the curriculum to foster children's learning and development
CHCECE025	Embed sustainable practices in service operations
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
HLTAID004	Provide an emergency first aid response in an education and care setting
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTWH003	Maintain work health and safety

### Elective Units

CHCINM002	Meet community information needs
CHCPRP003	Reflect on and improve on professional practice
CHCMGT003	Lead the work team
CHCEDS031	Provide support to students with autism spectrum disorder
CHCCOM002	Use communication to build relationships

# School Age qualifications

Working with children 5-12 years

## Certificate IV in School Age Education and Care CHC40113

This qualification reflects the role of educators who work with school age children in outside school hours care and vacation programs.

In doing so they support the implementation of an approved learning framework.

They may work under direct supervision or autonomously.

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

*Includes 120 hours minimum work placement within a regulated education and care service*

## 19 UNITS

This qualification includes:

- 15 core units
- 4 elective units

### Core Units

CHCLEG001	Work legally and ethically
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
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
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTWHS001	Participate in work health and safety

### Elective Units

CHCECE006	Support behaviour of children and young people
CHCECE012	Support children to connect with their world
CHCECE021	Implement strategies for the inclusion of all children
CHCCOM002	Use communication to build relationships



# School Age qualifications

Working with children 5-12 years

## Diploma of School Age Education and Care CHC50213

This qualification reflects the role of educators who are responsible for the day-to-day running of a before and after school care and/or vacation care service, including planning, implementing and managing programs which address regulatory and duty of care requirements.

They will have responsibility for the supervision of volunteers and or other staff

*Includes 240 hours minimum work placement within a regulated education and care service*

## 25 UNITS

This qualification includes:

- 18 core units
- 7 elective units

### Core Units

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

### Elective Units

CHCECE022	Promote children's agency
CHCECE023	Analyse information to inform learning
CHCECE025	Embed sustainable practices in service operations
CHCPRP003	Reflect on and improve on professional practice
CHCMGT003	Lead the work team
CHCEDS031	Provide support to students with autism spectrum disorder
HLTWH003	Maintain work health and safety

# Education Support qualifications

Working as a teacher's aide or integration aide

## Certificate III in Education Support CHC30213

This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

*Includes 100 hours minimum work placement within an education provider service*

### 17 UNITS

This qualification includes:

- 12 core units
- 5 elective units

### Core Units

CHCECE006	Support behaviour of children and young people
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment
CHCEDS002	Assist implementation of planned educational programs
CHCEDS003	Contribute to student education in all developmental domains
CHCEDS004	Contribute to organisation and management of classroom or centre
CHCEDS005	Support the development of literacy and oral language skills
CHCEDS006	Support the development of numeracy skills
CHCEDS007	Work effectively with students and colleagues
CHCEDS017	Contribute to the health and safety of students
CHCEDS018	Support students with additional needs in the classroom environment
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety

### Elective Units

CHCEDS008	Comply with school administrative requirements
CHCEDS011	Search and assess online information
CHCEDS012	Set up and sustain individual and small group learning areas
CHCCOM002	Use communication to build relationships
HLTWHS001	Participate in work health and safety

# Education Support qualifications

## Working as a teacher's aide or integration aide

### Certificate IV in Education Support CHC40213

This qualification reflects the role of workers in a range of education settings, including public and independent schools and community education settings, who provide assistance and support to teachers and students under broad-based supervision.

Some job roles may require tasks to be performed with a moderate level of autonomy and/or the provision of supervision/ leadership to other staff/ volunteers.

*Includes 100 hours minimum work placement within an education provider service*



### 17 UNITS

This qualification includes:

- 12 core units
- 5 elective units

### Core Units

CHCECE006	Support behaviour of children and young people
CHCEDS001	Comply with legislative, policy and industrial requirements in the education environment
CHCEDS021	Assist in facilitation of student learning
CHCEDS022	Work with students in need of additional support
CHCEDS024	Use educational strategies to support Aboriginal and/or Torres Strait Islander education
CHCEDS025	Facilitate learning for students with disabilities
CHCEDS032	Support learning and implementation of responsible behaviour
CHCPRP003	Reflect on and improve on professional practice
CHCPR001	Identify and respond to children and young people at risk
CHCDIV001	Work with diverse people
CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety
HLTWHS001	Participate in work health and safety

### Elective Units

CHCCEDS031	Provide support to students with autism spectrum disorder
CHCDIS009	Facilitate ongoing skills development using a person-centred approach
CHCEDS019	Support students mathematics learning
CHCEDS020	Support students literacy learning
CHCLLN001	Respond to client language, literacy and numeracy needs

# Credit Transfer

**Credit transfer is based on the code of the unit of competence and the code must be the same. If the code is different you must either complete training to acquire the unit or use an RPL process.**

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 as to what you should demonstrate.

We apply a range of RPL strategies for completion, each an assessment of your knowledge and skills against the Australian Qualifications Framework (AQF) level guidelines, the qualification and relevant training package, and industry guidelines (such as the National Quality Framework and Early Years Learning Framework).

There are two main methods we use to collect evidence of competence if you are suited to a full course RPL method.

- You collect the evidence of your RPL by providing samples of evidence to show how you meet assessment criteria. We assess this and use observation of your skills and third party evidence to assess your on the job competence.
- Our Assessor comes to your workplace or placement service and collects the evidence for you.

**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.

# Enrolment

At One World for Children we employ an enrolment process that ensures that you are prepared, well supported and appropriately enrolled into your course of study.

The following steps are indicative of the process we take during pre-enrolment.

1. An enquiry is received by phone, in person or through an online Expression of Interest.
2. You are contacted to clarify your needs, identify appropriate courses, check eligibility for funding and share required information.
3. An email is provided which includes a link to a Pre-training Application, an invoice and details of the qualification being applied for.
4. The Pre-training Application is returned.
5. A Trainer Assessor profiles the information provided and contacts you to clarify further details and arrange a sign up visit. At this time the Trainer Assessor will be identifying any credit transfer, RPL or foundation skill needs.
6. An invoice statement of fees and a payment plan (if required) is emailed.
7. For Certificate and Diploma courses, an enrolment interview is completed and training is commenced.

For Online courses, an Online Enrolment process is completed.

**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.**

# 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 that you must access a WWC check prior to working or completing a placement in a children's 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.**



# 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:

<http://www.skills.vic.gov.au/victorianskillsgateway/Pages/Home.aspx?Redirect=1>

Our friendly staff can clarify your eligibility over the phone, and our online 'Expression of interest' asks questions to clarify your eligibility.

Go to: [owfc.com.au](http://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](http://owfc.com.au) for more details or call us on 1800 006 533.**

# 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.

## Support and Resources

Your resources are provided to you when your Trainer Assessor comes to visit you or you can email or telephone us if you require a resource. If you lose any of your books a replacement fee does apply.

While our Advanced Diploma course is assessed through the submission of work online, the delivery and assessment of our child focused qualifications is on the job, and that means we can assess many competencies in the workplace during your hands on practice. There are still written requirements that must be completed in order for you to be deemed competent, these are important as they show your Trainer Assessor that you can complete tasks that include written skills in the workplace.

One World for Children are flexible and will cater to your personal individual needs.

Assessments are submitted online through our uniquely designed learner login, the benefit being a quick marking process with a one week maximum turn around.

In addition to Trainer Assessor support and online assessment materials, we provide a range of useful resources through our interactive web site.

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

Your individual Trainer Assessor is available to speak to you, to discuss any issues or just to answer a question.

**One World for Children provides you with the reference books and documents you need to complete your training at no extra cost.**



**While enrolled with One World you have free access to our professional development resources.**



## Login

Each Learner has a unique password protected Login with direct access to assessment uploads, Trainer Assessor communication and Training and Assessment Records.



## Professional Development

Online and face to face professional development opportunities available Australia wide to educators.

# Plagiarism

**If you just copy another person's work, you are not learning.**

**You are not processing the information in any way.**

**You are just copying.**

**This will put you in danger of making dangerous mistakes later.**

**P**lagiarism 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.

# Statement of Attainment

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

One World for Children will collect your certificate from Pagination 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.

## Our Policies

If you are unable to access these online, please contact us and we will provide these for you via email or hard copy.

Online policies include:

- Privacy Policy
- Fee Policy
- Quality Policy
- Equal Opportunity Policy
- Complaints and Appeals Policy
- Online Service Standards

**You can access relevant policies online at:**

**[owfc.com.au](http://owfc.com.au)**

**Select: Qualifications**

**Select: Training Policies**



# Learner at Risk

One World for Children is committed to supporting you to complete your 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.

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

Should this be unsuccessful our Training 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, our Training Manager will contact you to discuss your suitability for the continuation of the qualification.



# Complaints, Appeals and Disciplinary 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/getting-started-making-complaint-about-training-provider>

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.

## **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.

**ACN:** 076 297 400    **RTO code:** 4607

407-411 Thompson Road (off Kelly Court), North Geelong 3215

PO Box 701, North Geelong Delivery Centre, Victoria, 3215

**Telephone:** (03) 5272 2714 or 1800 006 533    **Fax:** (03) 5272 3039

**Email:** [training@owfc.com.au](mailto:training@owfc.com.au)    **Web:** [www.owfc.com.au](http://www.owfc.com.au)