Farnham Street Neighbourhood Learning Centre

TOID: 22203   ABN: 30 202 169 571

28 Farnham Street Flemington, Victoria 3031 Australia

Tel: 03 9376 9088   Fax: 03 9376 7739   Email: info@fsnlc.net   Web: www.fsnlc.net

Farnham Street Neighbourhood Learning Centre (FSNLC)

FSNLC Policies, Procedures and Plans

Index

Our Principles

FSNLC adheres to the principles and practices of the Australian democracy, namely support of the elected government, the rule of law, the belief in equal rights to all before the law, religious freedom as well as freedom of speech and association and the values of openness and tolerance.

Upon enrolling at FSNLC students are directed to the information on our web site about courses and programs as well as the philosophy, policies, and procedures for operation.

FSNLC is committed to quality policy and planning procedures and students are welcome to read copies of any of the documents when they visit the office at Farnham Street.

Student Enrolment Policy

Rationale

FSNLC aims to provide students with opportunities to develop and improve their skills and foster personal growth.

FSNLC classes are designed to improve our students' engagement with the community by increasing their ability to understand and communicate in English and to develop work and life skills.

Definitions
Enrolment: Official registration by FSNLC of a person who has been approved by FSNLC to participate in designated classes and programs

Legislative Context
All Victorian organisations, including FSNLC, must comply with Commonwealth and State human rights and other relevant legislation and directions such as:
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act (1995)
- Sex Discrimination Act (1984)
- Age Discrimination Act (2004)
- Equal Opportunity Act (2004) (Vic)
- Occupational Health & Safety Act (1985)
- Human Rights and Equal Opportunity Commission Act (1986)
- Public Authorities (Equal Employment Opportunity) Act (1990)
- Education and Training Reform Act (2006) (Vic)
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement

The major purpose of many of the above is to eliminate discrimination against people because of their disability, race, gender or age.

Principles
This policy is based on the principles that:
- All members of the Flemington community are able to apply for enrolment at FSNLC
- Every endeavour is made to enable people with disabilities to participate in FSNLC classes and programs
- Enrolment at FSNLC is based on an interview with the student and an assessment of the student's skills and particular needs
- Priority for enrolment is given to Australian residents and those living in Australia for humanitarian reasons e.g. refugees and asylum seekers.

Procedures

Information about courses and programs
Advertisements of courses and programs offered at FSNLC include clear information on the aims of the courses and any requirements or minimum standards for entry.

Responsibility for enrolment
The FSNLC Manager and Further Education Coordinator are responsible for overseeing the student enrolment process at FSNLC.

Staff training
Staff conducting student interviews to assess enrolment applications must be familiar with the International Second Language Proficiency Rating (ISLPR), the ESL Framework, assessing skills in vocational competence and the student management database.

Enrolment procedures
All prospective students will have a preliminary interview with the Further Education Coordinator or a Student Assessor to determine level of priority for enrolment, their English language skills, ICT skills, and vocational competencies and whether a mutually satisfactory placement can be made in terms of days and times of suitable classes.

An Enrolment Form will be completed, a receipt and timetable will be issued and the student will be directed to the policy and procedures section of the FSNLC website and given an orientation of the training venue.

Where it is not possible to enroll a student in a course, the reasons will be clearly explained and other options will be suggested, including referrals to other registered training organisations.

In accredited courses, a Pre-Training Review will be conducted and an initial draft Individual Training and Assessment Plan will then be undertaken for each student. As the student progresses through the course, this Plan will be updated.

Waiting lists
When a class role has the maximum student's enrolled, a waiting list will be maintained. If a vacancy arises, students will be enrolled in the class in the order they appear on the waiting list.

Associated documents
Student Enrolment Form
Training and Assessment Plan

Fees and Refunds Policy

Rationale

FSNLC charges tuition and amenities fees to participate in FSNLC courses. The charges are imposed to assist FSNLC to cover its running costs and ensure the continued financial viability of FSNLC. As an Adult Community and Further Education (ACFE) provider, FSNLC follows the ACFE 2009 Ministerial Directions on Fees (Directions) for government funded courses and for the granting of concessions.

Definitions
- Directions: ACFE 2009 Ministerial Directions on Fees
- ACFE: Adult Community and Further Education
- Accredited: Courses funded by Skills Victoria
- Pre-accredited: Courses funded by ACFE

Legislative Context

All Victorian RTOs, including FSNLC, must comply with relevant Commonwealth and State legislation and directions which include:
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act (1995)
- Sex Discrimination Act (1984)
- Age Discrimination Act (2004)
- Equal Opportunity Act (2004) (Vic)
- Occupational Health & Safety Act (1985)
- Human Rights and Equal Opportunity Commission Act (1986)
- Public Authorities (Equal Employment Opportunity) Act (1990)
- Public Records Act (1973)
- Information Privacy Act (2000)
- Electronic Transactions Act (2000) (Vic)
- Disability Act 2006
- Equal Opportunity Act 1995
- Charter for Human Rights and Responsibilities
- Education and Training Reform Act (2006) (Vic)
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement

See also:
- Ministerial Directions about Fees
- Adult, Community and Further Education
- Victorian Training Guarantee
- Skills Victoria

Students eligible for government subsidised training:
- Australian citizen
- Australian Permanent Resident
- Holder of a Special Category Visa
- East Timorese asylum seeker

- Holder of a Temporary Protection Visa
- Asylum Seeker (confirmed by ASRC)
- Victim of Human Trafficking (confirmed by ARC)

Students not eligible for government subsidised training:
- Non-permanent residents, i.e. Travellers, working, spousal, study visa holders, etc

See Fee Guide below.

Principles

This policy is based on the principles that, in relation to all FSNLC courses and programs:
- Prospective participants and current students are kept fully informed of all fees and charges.
- Low income and disadvantage are not barriers to participation.
- Terms and conditions for funding are adhered to according to the specifications of the relevant funding agreement.

Procedures

Charging of Fees for FSNLC courses:

FSNLC charges each student participating in accredited or pre-accredited courses according to the student's eligibility for government funding. Payment must be made prior to the commencement of training.

See Fee Guide below.

Fees for non concession and concession students eligible for government funded training:
- Fees are calculated according to the Directions.
- As all FSNLC courses are at Foundation Skills levels, eligibly in regard to previous qualifications do not apply.
- A $50 fee is the Minimum Fee that must be charged, for the existing calendar year, under the Directions.
- The fee is for the calendar year the student is enrolled in; regardless of when during the year the student has enrolled.
- Ongoing students need to pay the fee annually, for the calendar year.
- If students are already enrolled in an ACFE or Skills Victoria funded training course at FSNLC, they can enroll in another ACFE or Skills Victoria funded training course at FSNLC at no charge, for that calendar year, subject to availability and eligibility.
- If a fee is being paid for by a Commonwealth Government agency, the student will pay the fee themselves and then seek reimbursement from the agency. More information here.

See Fee Guide below.

Fees for students not eligible for government funded training
- Concessions do not apply to students who are not eligible for government subsidised training
- Full fees range from $140 to $860 per term, depending upon the number of scheduled hours and classes a course has per week
- Fees must be paid for each separate course the student is enrolled in
- Ongoing students need to pay the fee each term, before the start of the term

Hardship
- FSNLC may grant an exemption or concession on fees in cases of demonstrated extreme hardship
- People who may be considered to be in extreme hardship could include refugees, humanitarian entrants and migrants
- Individual cases will be assessed by the FSNLC Further Education Coordinator.
- The appropriate Discretionary Concession section on the Enrolment Form will be completed, along with any supporting documentation
- Student fees may be paid as per an installment payment agreement as agreed to and signed by the student

Additional fees and charges may apply in cases of excursions or field trips which are not a requirement of an accredited course.

Service and Amenities Fee is payable for all ICT courses

Refunds
A student requesting to withdraw from a course may do so by filling out a Student Withdrawal Form. The student will be refunded fees where a request is made up to four weeks after the commencement of the course.

Teachers must inform the Further Education Coordinator within two weeks of a withdrawal.

Costs paid by a student for an excursion or field trip will not be refunded if the student does not advise FSNLC of their withdrawal from the activity at least one week before the event.

Concession
Students are eligible for a Concession if they meet one of the following conditions:

- Commonwealth Health Care Card holder and their dependants
- Pensioner Concession Card holder and their dependants
- Veteran's Gold Card holder

Receipts
All students will be given receipts with the following information:
- Details of fees collected
- Course name
- Student's name
- Date of payment

Fee Guide

I want to do a course at FSNLC...

Am I eligible for a government subsidised training place?	Am I eligible for a Concession?	
You are eligible for a government subsidised training place at FSNLC if you meet one of the following citizen / residency categories: • **Australian citizen** • **Australian Permanent Resident** (holder of a permanent visa) • Special Category Visa (sub-class 444, New Zealand citizen) • East Timorese asylum seeker • Temporary Protection Visa • Asylum Seeker (confirmed by ASRC) • Victim of Human Trafficking (confirmed by ARC) **YES** ➡ **NO** ⬇	You are eligible for a Concession if you meet one of the following conditions: • **Commonwealth Health Care Card** holder and their dependants • Pensioner Concession Card holder and their dependants • Veteran's Gold Card holder **YES** ➡ **NO** ⬇	
ICT introductory courses Full Fees - not subsidised $360 Plus ICT Service and Amenities fee of $25 **Total $375** *(50 SCH per semester)*	**ICT introductory courses** Pre-accredited **-** ACFE funded $50 Plus ICT Service and Amenities Fee of $25 **Total $75** *(50 SCH per semester)*	**ICT introductory courses** Pre-accredited **-** ACFE funded $50 Plus ICT Service and Amenities Fee of $25 **Total $75** *(50 SCH per semester)*
ICT Project Management Full Fees - not subsidised $720 Plus ICT Service and Amenities fee of $25 **Total $745** *(120 SCH per semester)*	**ICT Project Management** Accredited - Skills Victoria funded - CGEA $130 Plus ICT Service and Amenities fee of $25 **Total $155*** *(120 SCH per semester)*	**ICT Project Management** Accredited - Skills Victoria funded - CGEA $50 Plus ICT Service and Amenities fee of $25 **Total $75*** *(120 SCH per semester)*
ESL courses	**ESL courses**	**ESL courses** Accredited - Skills Victoria funded -

Full Fees - not subsidised **Total $860 per TERM** *(480 SCH per annum)* **Other accredited and pre-accredited courses** **Total - Varies**	Accredited - Skills Victoria funded - ESL **Total $50** *(480 SCH per annum)* **Other accredited and pre-accredited courses** **Total $50**	ESL **Total $50** *(480 SCH per annum)* **Other accredited and pre-accredited courses** **Total $50**

Additional courses, in ICT, in the same calendar year, incur the ICT Service and Amenities Fee of $25.
Previous tuition fees, paid in a calendar year, are taken into account in new enrolment fees.
Details here and here:

Associated documents
Enrolment Form
Student Withdrawal Form

Training, Assessment and Evaluation Policy

Rationale

FSNLC delivers accredited and pre-accredited courses in both English as a Second Language (ESL), Vocational and Computer studies. Training, assessment and evaluation processes are an important part of ensuring quality provision of course delivery at FSNLC.

Definitions

- Training: Refers to the delivery of a course which will lead to the acquisition of knowledge, skills, and attitudes that relate to specific competencies
- Assessment: Refers to the measurement of course outcomes which in themselves are observable, measurable and unambiguous
- Evaluation: Refers to the review of training and assessment strategies to ensure that course outcomes are achieved
- Australian Qualifications Framework (AQF): The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training. The Framework was introduced Australia-wide on 1 January 1995
- Australian Quality Training Framework (AQTF): The AQTF 2010 Essential Conditions and Standards is the national set of standards which assure quality training and assessment for Australia's vocational education and training (VET) system: The AQTF 2010 became effective on 1 July 2010
- Registered Training Organisation (RTO): A training organisation, such as FSNLC, which has been granted registration by the relevant state Registering Authority to issue a nationally recognised qualification (e.g. Certificate I, II or III) or a Statement of Attainment on partial completion

Legislative Context

All RTOs, including FSNLC, must comply with relevant Commonwealth and State legislation and directions which include:

- Education and Training Reform Act (2006) (Vic)
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement

Principles

This policy is based on the principles that

- Training and assessment at FSNLC is consistent with the requirements of all RTOs to comply with the AQTF 2010 - Essential Conditions and Standards
- Evaluation of training and assessment is undertaken for all courses and includes the monitoring of student satisfaction
- Evaluation of training and assessment is fundamental to continuous improvement
- Recognition of prior learning (RPL) is available to all prospective students

Procedures

Training

FSNLC delivers training for accredited and pre-accredited courses.

The FSNLC Learning and Assessment Strategy is the basis for ensuring that high quality training is delivered by FSNLC teachers.

The FSNLC Learning and Assessment Strategy has been developed on the basis of:
- Guidelines published for delivery of training in nationally endorsed units of competency, where these are available as part of a VET course
- Where nationally endorsed units of competency are not available, as for pre-accredited courses, training is responsive to the educational and social needs of students in the Flemington community

Training at FSNLC can lead to the following outcomes for students:
- A qualification and course outcomes that are consistent with the AQF qualification descriptor identified for the course
- A Statement of Attainment, issued at no cost to the student, which outlines partial completion of an AQF qualification
- A Certificate for full completion of all units of an accredited course
- Completion of a pre-accredited course which involves the attainment of knowledge and skills which meet student needs

Assessment
Teachers at FSNLC adopt a range of assessment tools developed under the FSNLC Learning and Assessment Strategy.

The assessment tools determine a student's achievement of the units of competency which comprise any accredited course, and achievement of defined knowledge and skills in pre-accredited courses.

Assessment tools are available for each unit of competency of all accredited courses being delivered and are kept on file.

These assessment tools:
- Are valid, flexible and fair
- Support the collection of evidence that is sufficient and current
- Are consistent with the assessment guidelines of any course where nationally endorsed units of competency are used
- Enable evidence to be collected of achievement of all units of competency in order for a student to be awarded a Vocational Education and Training (VET) certificate
- Enable evidence to be collected of achievement towards a Statement of Attainment when partial completion of a VET certificate occurs

Plagiarism / cheating
Plagiarism or cheating may occur when a student copies or partly copies other people's work and then submits the work as their own for assessment. When supervising the completion of assessment tasks, teachers at FSNLC must ensure that:
- Clear instructions are given that assessment is a measure of the student's own work
- Students understand that plagiarism or cheating is a breach of the FSNLC Code of Conduct and could lead to action by the FSNLC
- Reasonable effort is taken to ensure that other students' work could not be copied or plagiarised during an assessment task
- Students undertake to properly safeguard their own work so that plagiarism or cheating does not occur

Course evaluation - Student Satisfaction

Course evaluation is undertaken in order to determine the appropriateness of course content, levels of student satisfaction and improvements that should be implemented.

From the teacher's perspective, this is an on-going process, as lesson plans are evaluated at the end of each lesson to determine what has been achieved and what part of the plan needs to be varied for the next lesson.

A more formal evaluation is conducted by FSNLC at the end of each semester on a class-by-class basis. The evaluation takes two forms:

- An on-line student survey focusing on common aspects of course provision
- An evaluation designed by the teacher which focuses on feedback regarding the class activities and learning experiences during the semester

Course evaluation provides an opportunity for students to express a preference for topics, content, learning styles and personal needs.

FSNLC uses the results of the formal course evaluation as part of its ongoing cycle of improvement; the results of annual evaluations lead to the review of the FSNLC Learning and Assessment Strategy which ensures continuous improvement.

Industry Consultation

The ESL qualifications delivered at FSNLC do not have a clear vocational outcome; the FSNLC has developed a procedure for industry consultation which includes input from those community groups and job service agencies involved in the provision of services in the Flemington community.

These industry participants understand the characteristics and needs of the students at FSNLC. The industry consultation is undertaken on an annual basis with the intent of engaging industry participants in the monitoring and improvement of the FSNLC Learning and Assessment Strategy.

By undertaking industry consultations, FSNLC ensures continuous improvement of its training and assessment strategies.

Recognition of Prior Learning (RPL)

All prospective students at FSNLC may apply for RPL. RPL acknowledges skills and knowledge already attained through:

- Prior work experience, including paid and voluntary work
- Formal or informal training or study
- Life experience

FSNLC has mutual recognition with other RTOs in that a Certificate or a Statement of Attainment from another RTO will be recognised at FSNLC.

RPL is arranged on request from the student who may be given credit for selected units of competency.

Implementation of policy
Personnel

- The Further Education Coordinator has oversight for the implementation of this policy.
- All FSNLC trainers and assessors are responsible for ensuring that the FSNLC Learning and Assessment Strategy is implemented in their planning and delivery of lessons.

Associated Documents
Learning and Assessment Plan
Class Record of Assessment
Individual Record of Assessment
Record of Unit Elements Delivered

Code of Conduct Policy

Rationale

FSNLC seeks to create an environment of cooperation and mutual respect in all training and courses that are delivered.

This policy aims to ensure that individuals attending FSNLC understand their obligations to one another so that all students are able to feel safe and participate fully in their own learning.

Legislative Context

All Victorian organisations, including FSNLC, must comply with Commonwealth and State human rights legislation and directions such as:
- Disability Discrimination Act1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)

The major purpose of these Acts is to eliminate discrimination against people because of their disability, race, gender or age.

Principles

This policy is based on the principle that all persons have a right to
- Be treated fairly
- Be treated with respect and patience
- Feel safe in the classroom
- Be free from harassment, discrimination, physical or verbal abuse
- Have a comfortable and welcoming environment
- Have their needs listened to and be supported

Procedures - Obligations

All persons attending FSNLC should:
- Treat each other fairly and equitably
- Respect other people's differences in culture, religious beliefs, politics and sexual preferences
- Conduct themselves in an appropriate manner
- Use equipment, computers and furniture carefully and thoughtfully
- Not use harassment of any form, including sexist or racist language, physical, emotional or verbal abuse, any form of bullying including cyber-bullying
- Be aware that harassment based on gender, race, religion, physical features, age, disability, sexual preference and political beliefs is a criminal offence

Making a complaint
- If you feel that you are being treated unfairly or inappropriately you can speak to a teacher or to the FSNLC Manager

- The FSNLC Manager will follow the Grievance Policy process
- If the person continues to behave inappropriately they may be asked by the FSNLC Manager to leave the class / centre
- When a complaint is made, an Incident Report should be completed where appropriate

Associated Documents
Incident Report - Grievance

Grievance Policy

Rationale
FSNLC aims to deliver courses in a safe and supportive environment.

In the event where a student has a concern about the behaviour of another person attending FSNLC, it is important to have in place a clear, structured process for reporting and resolving the problem.

This policy seeks to provide a grievance process that students may use to raise their concerns in an appropriate manner.

Definitions
- Grievance: a concern about the behaviour of another person, this can include harassment of any form such as sexist or racist language, physical, emotional or verbal abuse.

Legislative Context
All Victorian organisations, including FSNLC, must comply with Commonwealth and State human rights legislation and directions such as:
- Disability Discrimination Act1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)

The major purpose of these Acts is to eliminate discrimination against people because of their disability, race, gender or age.

Principles
This policy is based on the principles that:
- All students should have the opportunity to raise issues and all issues are recorded and addressed as appropriate
- A process should exist to determine whether a grievance is justified
- When a grievance is not upheld, an appeal process should be available to an independent authority
- All students should be confident about the grievance and appeal process available to them.

Procedures
If you have a problem, grievance or are unhappy about something that is happening at FSNLC:

1. Talk to your teacher
- Be clear about what you are unhappy about
- Suggest some ways that FSNLC can help
- Be open minded about how the problem can be resolved

- Your teacher will log your problem and may ask you to fill in an Incident Report

2. If you are still unhappy, you could write to, or make an appointment to meet with, the FSNLC Manager
- Explain why you are unhappy with the way your teacher dealt with the problem
- Be clear about what you are unhappy about
- Say what you think could help resolve the problem
- Be prepared to try different options
- The FSNLC Training Coordinator will log your problem and ask you to fill in an Incident Report if you haven't already done so

3. If you are unhappy with the FSNLC Training Coordinator's suggestions or actions
- You can put your problem or concern in writing and send it to the Committee of Management, addressed to the Chairperson
- The Chairperson will send you a written response

4. If you are unhappy with the Chairperson's response
You can appeal to ACFE or the VRQA
- A meeting will be scheduled for you to attend to discuss your concerns
- You may wish to bring a friend, advocate or translator to support you
- Any decision that is reached following this meeting will be final and binding

5. If you are still unhappy and you no longer want to continue studying at FSNLC, we will endeavour to assist you to find a suitable course of study elsewhere.

Associated Documents
Incident Report - Grievance

Diversity Policy

Rationale
FSNLC recognises that a culturally diverse community is able to offer the people living within it a range of life experiences - different life styles, cultural activities and religious traditions. This policy aims, wherever possible, to provide services, with practical and equitable outcomes for all participants.

Definitions
Diversity: the existence of different people within a group, where the differences may be ethnic, religious and cultural, which bring a variety of beliefs, values and practices.

Legislative Context
All Victorian organisations, including FSNLC, must comply with Commonwealth and State human rights legislation and directions such as:
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)

The major purpose of these Acts is to eliminate discrimination against people of diverse characteristics including disability, race, gender, age, religion.

Principles
This policy is based on the principles of:
- Mutual respect – for the cultural perspectives, allegiances and rights of individuals, families and groups who make up the community
- Equity – for people who are from a particular cultural, ethnic or religious group so that they do not experience disadvantage or discrimination.

Procedures

1. Provision of services
All services delivered by FSNLC:
- Are accessible to people from any cultural, linguistic and religious background
- Recognise and respond to specific issues of ethnicity, gender, disability, financial disadvantage, unemployment, sexual preference, social, cultural and geographic isolation.
- Reflect sensitivity, relevance and awareness to different cultural and religious practices
- Are fairly allocated based on need
- Ensure that participants have the opportunity to contribute to decision-making and to express views without suffering any prejudice
- Use appropriate data collection methods to enable FSNLC to target, plan, develop and evaluate all services in a way that is relevant, equitable and accessible

2. Provision of information
FSNLC provides accurate, high quality information in order to:

- Within the limits of FSNLC's resources, promote and advertise its services so that they are readily accessible by all members of the community
- Ensure that, where possible, all information in relation to the organisation and the services are made available in community languages and in ways that can be understood by everyone in the community

3. Employment

For all positions, FSNLC employment processes, includes in the selection criteria:

- A demonstrated awareness and knowledge of multicultural issues
- A demonstrated ability to involve people from diverse backgrounds in all activities

As well as:

- Include people on selection panels who are knowledgeable about education and social issues affecting diverse cultural, linguistic and religious communities
- Evaluate the prospective employee's knowledge and experience of the community in which FSNLC is located
- Provide appropriate, high quality cross-cultural training for all employees where the need is identified

Associated Documents

Incident Report - Grievance

Health and Safety Policy

Rationale

FSNLC has a legal and moral obligation to ensure that the working and learning environment is healthy and safe for all people who attend FSNLC.

This duty of care encompasses paid staff, unpaid volunteers and Committee of Management members, students, all service users and members of the general public.

Legislative Context

All Victorian organisations, including FSNLC, must comply with the Victorian Occupational Health and Safety Act 2004 and its regulations which set out legal responsibilities for both employers and employees.

Principles

This policy is based on the principles that:

- All individuals are expected to take reasonable care of their own health and that of others.
- FSNLC continuously improves the work environment
- Information on health and safety is communicated widely within FSNLC to all employees and FSNLC users via signs, notices and written documentation

Procedures

1. FSNLC obligations

As the employer and occupier, FSNLC's obligations in the area of health and safety include the provision of:

- A working environment that is safe and without risks to health

- Adequate resources, information, training and supervision
- Effective arrangements for consultation with staff in the development of health and safety procedures
- An effective system for identifying hazards, and for assessing and controlling risks to health and safety
- A practice of continuous improvement to minimise or eliminate any hazards in the workplace

2. Obligations of staff, volunteers and users of FSNLC services

The Occupational Health and Safety Act 2004 requires staff, volunteers, students and other users of the premises to take reasonable care of their own health and safely, and the health and safety of anyone else who might be affected by their actions.

All individuals have a responsibility to report hazards and incidents and to comply with any protocols for use of equipment and maintenance of a safe environment.

3. Implementation of Policy

Maintaining a safe and healthy environment at FSNLC:
- Risk identification at staff meetings, which are twice per term, assessment and control: FSNLC works to eliminate risks at the source through a process of hazard identification in the short term, and planned rectification. Particular attention is paid to office and classroom safety, including lighting, noise, indoor air quality, layout, workstations, storage, visual display units, radiation, copying equipment and hazardous substances
- Non-smoking: FSNLC is a no-smoking environment (Except outside)
- Drugs and alcohol: No person shall present for work or participate in FSNLC activities when they are under the influence of alcohol or illegal drugs
- Blood: in providing aid to injured people or cleaning up, care is taken to prevent possible blood-born infections
- Personal security: wherever possible, staff shall not be working alone at FSNLC. Staff are to lock the exit doors if they are the sole worker present at FSNLC outside opening hours

Staff training

FSNLC recognises the importance of training in preventing workplace injuries and illnesses.

At least one staff member is trained to hold a current First Aid certificate and other staff are encouraged to undertake CPR training.

All staff are given appropriate information and drills in what to do in case of emergencies and of risks to personal security.

Emergency Procedures

Up to date emergency procedures in the event of fire, explosion, bomb threats, chemical spills, flood or other emergencies are communicated to staff and displayed as appropriate on notice boards.
- All staff are informed of the exit and assembly points, and evacuation plans which are placed on display in prominent areas
- Emergency procedures and evacuation drills are carried out with staff, students and FSNLC users at least twice a year
- Checks of emergency equipment (smoke and heat detectors, fire extinguishers, duress and other alarms) are to be carried out by the Office of Housing at regular intervals. A record of the dates these checks occur will be displayed in the kitchen

Continuous Improvements

The Manager is responsible for ensuring that WorkCover procedures are up to date and implemented. These include:

Maintenance of a workplace file for all reports of work related incidents i.e. injuries and illnesses. Filling out an FSNLC Health and Safety Incident Report Form for all reports of work related incidents.

- Confidentiality of all reports.
- Provision of information to staff about reporting health and safety incidents
- Analysis of incident reports to determine injury trends as a basis for developing strategies for prevention
- Notification to WorkCover immediately of any workplace death or serious injury or any incident that could have caused serious injury or death
- Enabling a WorkCover Claim Form to be completed within 30 days of an incident. (It is up to the employee to decide to make a WorkCover claim
- Development of a return to work plan for employees in receipt of WorkCover (i.e. off work for more than 20 days)

Associated Documents

Incident Report - Health and Safety

Staff Policy

All staff administering or delivering courses funded under ACFE and / or Skills Victoria are required to refer to, be aware of the terms and conditions, and understand their obligations in relation to the requirements below -

- The National Quality Council - Check for updates and resources on AQTF
- Victorian Registration and Qualifications Authority - See VRQA Guidelines for VET Providers
- training.com.au - All staff providing training, assessment or services must adhere to AQTF 2010 compliance
- Skills Victoria Training System - See the Training and Further Education Coordinator for login requirements. Staff involved in or delivering any Skills Victoria Accredited or ACFE Pre-accredited courses
- 2011 Service Agreement Skills for Victoria Program - Staff are required to understand and be aware of their responsibilities, obligations, as well as the terms, conditions and all relevant laws, in regard to this Service Agreement including Schedule One and Two. Please ask the Further Education Coordinator for the location of the printed copy of the Service Agreement for your reference
- Public Records Act 1973 - Requirements for record keeping
- Information Privacy Act 2000 - Requirements for record keeping
- Electronic Transactions (Victoria) Act 2000 - Requirements for record keeping
- Charter for Human Rights and Responsibilities - Staff must be aware of their responsibilities and requirements
- Disability Act 2006 - Staff must be aware of their responsibilities and requirements
- Working With Children Act 2005 - Staff must be aware of requirements, in relation to persons under 18 years of age
- Equal Opportunity Act 1995 - Promotions need to encourage those with disabilities to apply

Other useful resources and information for staff

- Adult, Community and Further Education
- National Training Information Service - FSNLC Scope of Registration
- Association of Neighbourhood Houses and Learning Centres
- ACE Vic
- Adult Learning Australia

- Skills Victoria
- Securing Jobs for Your Future - Skills for Victoria

Further information

Pre-accredited training

- The A-Frame is a tool to guide planning of ACFE Board funded pre-accredited training

Accredited training

- For information on extending scope of registration see here
- Accredited training contractual information can be found on the Skills Victoria website
- For information on the range of nationally accredited qualifications and Training Packages see here
- Course summaries and curriculum are available from the Training Support Network
- Advice on planning accredited Further Education programs can be obtained from the General Studies and Further Education Curriculum Maintenance Manager (CMM) located at Victoria University. Email sicmm.generalstudies@vu.edu.au; phone (03) 9919 8375 or (03) 9919 8327

Fraud Risk Management Policy

Purpose

The purpose of this policy is

1. To ensure that all parties are aware of their responsibilities for identifying exposures to fraudulent activities and for establishing controls and procedures for preventing such fraudulent activity and/or detecting such fraudulent activity when it occurs
2. To provide guidance to staff/volunteers as to action which should be taken where they suspect any fraudulent activity
3. To provide a clear statement to staff forbidding any illegal activity, including fraud for the benefit of the organisation
4. To provide assurance that any and all suspected fraudulent activity will be fully investigated

Committee of Management

The Committee of Management of FSNLC has ultimate responsibility for the prevention and detection of fraud and is responsible for ensuring that appropriate and effective internal control systems are in place.

Centre Management

All Co-ordinators must ensure that there are mechanisms in place within their area of control to:
- assess the risk of fraud
- educate employees/volunteers about fraud prevention and detection
- facilitate the reporting of suspected fraudulent activities

Staff/Volunteers

All staff shares in the responsibility for the prevention and detection of fraud in their areas of responsibility.

All staff has the responsibility to report suspected fraud. Any staff member who suspects fraudulent activity must immediately notify their supervisor or those responsible for investigations.

In situations where the supervisor is suspected of involvement in the fraudulent activity, the matter should be notified to the next highest level of supervision.

Any fraud by any staff member shall constitute grounds for dismissal.

Procedures

- Fraud prevention accounting procedures shall be incorporated in the organisation's policies related to Cash Management, Credit Card Use, Commercial Transactions, and Investment
- All complaints of suspected fraudulent behaviour will be investigated, whilst also providing for the protection of those individuals making the complaint and natural justice to those individuals being the subject of any such complaint

- Where a prima facie case of fraud has been established the matter shall be referred to police. Any action taken by police shall be pursued independently of any employment-related investigation by the organisation
- Recruitment strategies shall incorporate fraud prevention;
    - Applicants shall be required to undergo police checks where required by the duties of the position
    - Previous employers and referees shall be contacted
    - Transcripts, qualifications, publications and other certification or documentation shall be validated
- Fraud prevention and detection issues will be included in relevant staff development and induction activities
- Vendors and contractors shall be asked to agree in writing to abide by these policies and procedures

Disability Action Plan

Background

Farnham Street Neighbourhood Learning Centre was established in 2008 with the amalgamation of the Flemington Neighbourhood House and the Flemington Reading and Writing Program to meet the needs of the local community. This community consists of a high proportion of people from the following groups: non-English speaking backgrounds, refugees, older adults, unemployed, intellectual and psychiatric disabilities and sole parents.

FSNLC is funded by the Department of Planning and Community Development through their Neighbourhood House Co-ordination program, Skills Victoria, City of Moonee Valley. The Centre is run by a Committee of Management and dedicated staff, all of whom are responsive to the changing needs of our community.

Vision

The vision of FSNLC is to provide the local community with opportunities for learning and participation within a social justice framework.

Purpose

FSNLC aims to abide by the Disability Discrimination Act of March 1993, so that people from all walks of life and with all levels of ability feel welcome and able to participate in our programs.

FSNLC will fully implement and review the Disability Policy on a regular basis at staff meetings and Committee of Management meetings to ensure that it is fully compliant with all aspects of the Policy

Actions

Item One:

Ensure that FSNLC promotes a warm and caring environment that is welcoming to all, to be adopted by all staff & users of this Centre, including tutors, admin, committee members, volunteers, community groups, and other students and stakeholders.

Action	Timeframe	Whom
Ensure that all participants are considered fully. Where necessary, people with disabilities who need additional assistance must not be left unattended by their carer.	Ongoing	Admin
Ensure that new staff members and Centre users are familiarised with FSNLC Disability Policy	Ongoing	Co-ord
Ensure that all staff are assisted to deal with people with disabilities by providing training and information sessions on an on-going basis	When needed	Co-ord & COM

Ensure that access & equity information is kept up to date and relevant through newsletters, memos etc.	As required	Admin & Program Manager
Ensure that FSNLC is aware that people have a range of disabilities, including psychiatric and intellectual, and that some people are not obviously disabled	Ongoing	Admin & Co-ord

Item Two:

Work toward ensuring that physical access is correct for all persons wishing to access our courses and services.
NB: Physical inspections and consultations FSNLC clients and users should provide feedback into relevant documents and resources.

Action	Timeframe	Whom
Where current physical access is provided, such as ramps and toilet facilities, ensure that this access is adequate and well maintained. This could be during regular physical inspections & getting advice from centre users.	Ongoing	Co-ord
Ensure that all physical access is kept to a high standard and any maintenance issues are reported to Moonee Valley Council	Ongoing	Admin & Co-ord
Structural improvements to the building and surrounding approaches will be documented and taken into account whenever any upgrading work is being carried out, or when finance is available for improvements	Ongoing	Admin Co-ord & COM

Item Three:

Ensure that FSNLC produces courses and provides services that are accessible by all persons wishing to attend this centre, and encourages all its partners towards inclusion.

Action	Timeframe	Whom
The relevant course co-ordinator and tutor will ensure that classes are suitable for all participants, in particular those with disabilities	Ongoing	Program Manager & Co-ord
FSNLC staff needs to be up to date on the needs of access and inclusiveness prior to planning meetings around courses and services.	Ongoing	All staff
All programs offered by FSNLC will be inclusive of people with disabilities, and all program users will be encouraged to be accepting of this	Ongoing	All staff
When undertaking regular planning for programs and activities, FSNLC will ensure that all participants will	Ongoing	COM

be taken into consideration		

Item Four:

Ensure that FSNLC maintains links with relevant disability services.

Action	Timeframe	Whom
FSNLC has networks with a vast number of disability services, including Yooralla, Scope, DHS Disability Services, DGCHS Mental Health and Complex Needs Program who provide support and information in regard to clients attending FSNLC programs	Ongoing	Volunteer Co-ord, Co-ord &Admin Programs Mgr COM
Where possible and available, FSNLC staff could attend meetings and forums around disability service provision, with a view to sharing information	Where available	COM, staff

Item Five:

Ensure that FSNLC is open to input from and full participation by persons with a disability. Actively seek input from persons with a disability or workers to plan and act on improvements for our Centre.

Action	Timeframe	Whom
FSNLC will provide student surveys to all students attending classes at this Centre, in particular people with disabilities, and act upon information gained from the surveys	Ongoing	Program Manager, Co-ord COM
All people with disabilities involved in FSNLC programs and activities will be encouraged to participate in future directions by making suggestions for improvements	Ongoing	Admin
All suggestions made will be taken into account when planning for classes and events held at FSNLC	Ongoing	All
People with disabilities will be encouraged to participate in all events held at FSNLC	Ongoing	All

Further Information

Job Access website (Federal government)

Related Documents

- Access and Equity Policy

Privacy Policy

Purpose:
This policy documents a proactive commitment to ensuring the privacy of all documentation and personal information in all forms, forums and media. In this commitment, we will follow the ten national privacy principles in the handling of personal information of students and employees.

Scope:
This policy covers all training function activities and documents associated with the AQTF Standards for Registered Training Organisations.

Definitions:

Training Records covers all documentation and information relating to training and assessment activities.   It includes but is not limited to:
- student enrolment data
- commencement and completion dates for individuals of all competency units
- individual student assessment information for each unit of competency
- information on awards issued (award, date, certificate number)
- individual student participation data (assignments / assessments where practicable, attendance)
- documentation / records of grievances, complaints, appeals
- Pre - Training Review

Policy:

1. FSNLC is committed to maintain and safeguard the confidentiality and privacy of all individual student information.   It will document and implement procedures to assure the integrity, accuracy and currency of records.
2. Individual student records will be stored (including electronic records) in a secure area and with safeguards in place to minimise loss, unauthorised access and use, modification or misuse.
3. Student results will be archived for a period of not less than 30 years.
4. Training records will be collected and stored to meet the requirements of external reporting requirements.
5. Access to individual student training records must meet Commonwealth and State Privacy legislation and will be limited to:
   - Individuals wishing to access their personal records
   - Individuals authorising releases of specific information to third parties
   - FSNLC staff that require the information for their job role
   - Skills Victoria and ACFE
   - Legal requirements (eg. subpoena / search warrants / social service benefits / evidence act)
6. FSNLC Further Education Manager will be the person responsible for the implementation and maintenance of the policy.

Procedure:
1. Each individual student will have a personal file for storage of training records.

2. Student training documentation will be stored in a secure manner (individual files in locked cabinets; electronic files with access by password).
3. All trainers / assessors involved in the program will be informed of their responsibilities under this policy.
4. Requests for access to the information must be in writing and the release of information the decision of the Further Education Manager.

Records of student results for each unit of competency will be as per Skills Victoria requirements which are:

Value	Description
20	Competency achieved / pass
30	Competency not achieved / fail
40	Withdrawn
50	Recognition of Prior Learning
60	Credit Transfer
70	Continuing enrolment
81	Non-assessable enrolment – Satisfactorily completed
82	Non-assessable enrolment – Withdrawn or not satisfactorily completed
90	Result not available

Information included in student folders.

5. Information to be retained as a minimum, but not limited to:
   - Student full name
   - Date of Birth
   - Address
   - Enrolment / commencement date
   - Course code
   - Course Title
   - Result
   - Credit transfer
   - Date finished

6. Information included in student Training and Assessment Plan.

Includes:

   - Unit codes and titles

FSNLC documents version control & electronic archives

All FSNLC policy documents, manuals, timetables and forms, staff and student handouts are available as downloadable documents from the fsnlc website.

The active or latest version of a document is the one available for download. Redundant documents and previous versions are not downloadable.

Each document has a version number and a file creation date which is coded onto the document name. This allows for comparing versions if required. Old versions and redundant documents are automatically stored and backed up by the website and can be retrieved if required.

Record of changes to Policies & Procedures

Date reviewed	Date altered	Date of executive approval	Date of Committee approval	Due date of next review
Jan 2011	Jan 2011	Jan 2011		Feb 2011
Feb 2011	Feb 2011	Feb 2011		March 2011
March 2011	March 2011	March 2011	8 April 2011	June 2011
June 2011	June 2011	June 2011		August 2011