

FOUNDATIONS

Diploma of Christian Ministry and Theology (10743NAT)

Course Handbook



NATIONALLY RECOGNISED
TRAINING



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Archdiocese of Brisbane

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DOCUMENT CONTROL

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1.4	Minor adjustments to workshop reference	14.10.2020
1.5	Unit review, competency update, delivery schedule	15.01.2021
1.6	Elective competency update	08.02.2021

Welcome!

Welcome to the Institute of Faith Education and *Foundations*, a course designed to provide essentials for teaching religious education in a Catholic context. In this course we aim to equip you to become an effective and confident religious educator, campus minister or lay worker in the Catholic tradition.



The IFE serves the formation needs of various agencies of the Catholic Church in Queensland and beyond. We provide tailored education and formation designed to resource learners to work effectively in the various agencies of the Catholic Church. We value being responsive to the needs of learners and to the agencies who use our courses to train their staff.

This Course Handbook is designed to provide you with a good understanding of the course, its outcomes, content, costs and delivery dates and locations. It also contains policies and procedures: what you can expect from us when you enrol in this course and what we expect from you as a learner in this course. It will provide a reference point throughout your studies with the Institute of Faith Education. Policies and procedures may change from time to time. The most current version of the Course Handbook will always be available on the IFE website.

We are here to help and to support you in your studies with the IFE. If you have any questions about the information in this Handbook, or if you need assistance, please get in touch with us.

A handwritten signature in blue ink, appearing to read 'Allie Ernst'.

Dr Allie Ernst
Director
Institute of Faith Education

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About the IFE

The Institute of Faith Education (IFE) is a Registered Training Organisation (RTO), RTO Code: 31402 and operates within the Vocational Education and Training (VET) Quality Framework and the *Standards for Registered Training Organisations (RTOs) 2015*.

The IFE is an agency of the Catholic Archdiocese of Brisbane. It exists to provide relevant, authentic and effective training and formation for staff in Catholic agencies and for the wider Australian community.

Five core values underpin the operations of the IFE:

Inclusion	We build a culture where everyone is welcome, grounded in respect and a commitment to human dignity, solidarity and participation.
Quality	We deliver our best in all we do and hold ourselves accountable. We make learning practical and accessible, grounded in contemporary best practice.
Integrity	We act ethically at all times, committed to justice, equity and transparency.
Responsiveness	We are responsive to learners and to our stakeholders.
Collaboration	We create opportunities to work together meaningfully and effectively.

Contact information

Web:	http://ife.qld.edu.au
Email:	ife@bne.catholic.net.au
Phone:	07 3324 3485
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Key staff for this course:

Senior Education Officer:	Mark Lavelle-Clark
Student Services:	Rachel Knudsen
Quality Assurance Officer:	Leslie Silva
Registrar:	Helen Pointon
Director:	Dr Allie Ernst
Mentors:	For each of the four units completed in the course learners will have an assigned mentor who will support learning and assess student work. The assigned mentor for the unit serves as a first point of contact for queries relating to content and assessment in that particular unit. A range of sessional staff serve as mentors.

Our commitment to you

Your rights as a learner and consumer are important to us.

The IFE has policies and management strategies to ensure high professional standards in training and assessment, client services, marketing, financial and administrative practices. We will ensure marketing of our courses and services is ethical and accurate. We will advise prospective learners of fees and charges prior to enrolment. We have a refund policy that is fair and equitable and available to learners prior to enrolment. We will maintain systems to ensure academic, financial and student records are maintained confidentially and in line with current VET reporting requirements. We have systems in place that safeguard the rights of learners and ensure that, if we cannot fulfil our obligations, learners will be offered an alternative training option or a refund.

Our commitment in these areas underpins our policies and procedures, which are set out in this Handbook.

Quality training and assessment

The IFE has a commitment to providing a quality service and a focus on continuous improvement. We use a quality assurance and improvement process which includes clearly documented procedures for managing and monitoring all training operations and reviewing learner and stakeholder satisfaction. We value feedback from learners, staff and industry representatives. We tailor formation to meet industry and learner needs. We will ensure that learners have access to a fair and equitable process for dealing with grievances and for appealing decisions which affect their progress. We participate in external monitoring and audit processes required by the National VET Regulator.

Qualified trainers and assessors

The IFE ensures courses are delivered by appropriately qualified trainers and assessors. This course has been written and is delivered by staff who hold post-graduate qualifications in theology or religious education and who bring many years' experience in religious education in school and/or parish contexts. IFE staff participate in professional development to maintain the currency of their skills and experience.

Engagement with industry

The IFE has consulted, and continues to consult, with various organisations and agencies to ensure the content of this course is relevant to learners and to employers. Such organisations include the Queensland Catholic Education Commission (QCEC), Brisbane Catholic Education, Catholic Education Offices of various dioceses across Queensland and Australia, principals and other staff of Catholic schools and colleges. We tailor course content and assessment to ensure workplace relevance.

Effective, equitable and responsive course processes

The IFE develops its policies and procedures to support learners and the effective administration and delivery of its courses. We may update policies and procedures from time to time as part of our continuous improvement processes. Learners will receive notification from the IFE of any significant changes to policies and procedures. The current Course Handbook with the current policies and procedures will always be available on the IFE online portal. The IFE will always apply the current policy in its dealings with learners in this course. We will apply policies fairly and consistently, while also ensuring equity and responsiveness to individual circumstances.

About this Course

Outcomes of this course

Learners in this course have opportunity to:

- acquire knowledge and skills in the disciplines of theology, ministry and religious education and become critically aware of current trends in these disciplines
- gain an historical perspective and an appreciation of developments in Christian theology and spirituality
- gain a deeper understanding of the pluralities of theologies and spiritualities in the Christian tradition and so better assess the relevance of these theologies and spiritualities for contemporary people
- investigate and consider the challenges presented to the Christian traditions by the modern world, particularly as these challenges are manifested in contemporary Australian culture and society
- deepen an understanding and lived expression of faith through reflection and application of learnings to life and ministries
- gain experience and resources in contemporary religious education or ministry in the Catholic tradition
- reflect on the challenges and opportunities faced in a Catholic school or parish
- understand the policies and expectations that shape the work of a teacher or campus minister in a Catholic school or a lay worker in a Catholic parish
- involve themselves in educational processes respectful of adult learning principles

Course accreditation

The *Foundations* course offers a nationally accredited qualification: Diploma of Christian Ministry and Theology (10743NAT). Learners who successfully complete the course will be issued with the Diploma. Learners who complete some, but not all, parts of the qualification are issued with a Statement of Attainment for those parts that have been successfully completed. This qualification is nationally recognised within the Australian Qualifications Framework and is recognised as an appropriate qualification for teachers seeking accreditation to teach religious education in a Catholic school.

Accredited Course Name:	Diploma of Christian Ministry and Theology
Accredited Course Code:	10743NAT
Course accreditation period:	01/01/2019 to 31/12/2023

Accreditation to teach religious education

Every registered teacher of religion in a Catholic school in Queensland requires formal accreditation to teach religion in a Catholic school. Religious educators must have appropriate and adequate knowledge of the Catholic faith, tradition and practice in order to competently prepare and deliver religious education. Competence in theology and Scripture are an essential component of accreditation.

Policy statement of the Queensland Catholic Education Commission (QCEC):

- Every registered teacher in a Catholic school in Queensland requires *Accreditation to Teach* in a Catholic school.
- Every registered teacher of religion in a Catholic school in Queensland requires *Accreditation to Teach Religion* in a Catholic school.

Each Catholic school authority in Queensland implements and monitors this Accreditation Policy within its own jurisdiction and within the parameters of the policy. Procedures to implement this policy may vary across Catholic school authorities in recognition of specific needs and conditions.

The QCEC Policy on Teacher Accreditation is implemented and administered by Brisbane Catholic Education (BCE) for the Archdiocese of Brisbane. Teacher Accreditation is a status evaluated at the point of employment and is not a prerequisite of employment with Brisbane Catholic Education. Registered Catholic teachers will be granted accreditation with Brisbane Catholic Education on the basis of evidence of:

- their Catholicity
- the equivalent of four semester units of tertiary studies in the areas of theology, spirituality, Catholic education, or religious education
- ability to apply theology and spirituality to the teaching of religion.

For the specific accreditation requirements of other dioceses, please contact the local Catholic Education Office in the diocese. This course provides four semester units of study that meet the study requirements for accreditation to teach religion in a Catholic school in the Archdiocese of Brisbane, the Diocese of Townsville and the Diocese of Rockhampton. For other dioceses, the local diocesan Catholic Education Office will confirm local requirements.

Course outline

This course is taught in four units.

Unit 1

Theology and Catholic Identity

Themes: *Catholic Story and Tradition* ▫ *Religious Education Curriculum* ▫ *Identity and Culture* ▫ *Catholic Community* ▫ *Faith* ▫ *Ethos and Charism* ▫ *Pedagogical Practice*

Each Archdiocesan school seeks transformation of the whole person so that those in the school community are empowered to live the gospel of Jesus Christ in their everyday lives. In the Catholic Christian tradition, education is a work of love and service. Schools seek to nurture and develop the faith of individuals in ways that are mindful of their cultural and religious identity.

(Religious Education Archdiocese of Brisbane 2013)

In this unit, learners explore professional expectations and requirements for those working in a Catholic school or parish as well as some of the issues faced by teachers, campus ministers and lay

workers in their work. Consideration will be given to the particular context and culture of Catholic communities which will include an examination of the BCE Religious Education Curriculum and its alignment with the religious life of the school.

Unit 2

Scripture: The World of the Bible

Themes: *Sacred Texts (Old and New Testament) ▫ Biblical Interpretation ▫ Historical and Cultural Contexts ▫ Jesus and the world of the New Testament ▫ Letters of Paul*

This unit considers the Old Testament, the story and history of Israel and some of the key themes that shape the faith of Israel: Creation, exodus, covenant, land, prophecy, exile, and wisdom. The early Christians were steeped in the Old Testament and they used the texts and concepts of the Old Testament to understand Jesus. The writings of the New Testament are full of references and allusions to the Old Testament – to Moses and Elijah, to the prophets, to the Exodus and covenant. The unit explores the world of Jesus and early Christian communities, the Gospels and letters of Paul.

Learners gain an understanding of the Bible and its practical application in an education or ministry setting. They will learn methods of biblical interpretation and practise developing activities on scriptural topics for learners at different age levels.

Unit 3

Spirituality: Church, Liturgy and Sacraments

Themes: *Church authority ▫ Celebration of Liturgy and Sacraments ▫ Eucharist ▫ Community ▫ Church History ▫ Ritual, Symbol and Ceremony ▫ Prayer ▫ Church in Australia ▫ Catholic Fundamentals ▫ Ecumenical Awareness*

This unit explores the liturgical rituals celebrated in the Catholic Church. Liturgy is ‘the official, public worship of the Church’ and is always a communal activity. An important characteristic of Catholic liturgical celebration is its emphasis on the principle of sacramentality. This means that everything is, in principle, capable of revealing God’s presence. On the other hand, humans can only respond to God’s self-communication through limited, finite expressions. The meeting point of this dialogue between God’s communication and our response is the point of sacramental encounter with God. For Christians, the pivotal point of sacramental encounter with God is Jesus Christ.

Catholicism also emphasises the mediating role of the Church in this dialogue. God’s relationship with each individual has an important community dimension. The Church as people of God is the pivotal point of sacramental encounter with Jesus Christ. The people who do the work of liturgy are the people of God – all the baptised – the Church.

The unit includes an historical overview of the Church from its beginnings to today, focusing on some key turning points. Most recently a major turning point for the church was the Second Vatican Council. Vatican II brought the Church into the modern world and changed the way in which Catholics view the

world. Learners gain an understanding of the liturgical life of the church and a depth of sacramental understanding.

Unit 4

Ethics & Catholic Social Teaching

Themes: ▫ *Human Existence* ▫ *Ethics and Morality* ▫ *Catholic Social Teaching* ▫ *Social Action and Justice*

Christians have responsibilities to care for the environment, to protect the poor, weak and oppressed from exploitation, and to show care and concern for the underprivileged. Christianity combines justice with the great commandment of love – just as Jesus modeled God’s love.

Ethics (Catholic Moral Theology) and Catholic Social Teaching are distinct topics. They are integrated in this unit because they both address questions of justice, doing right, and making good choices. Moreover, ethical issues have a social dimension and in some cases overlap extensively with areas of Catholic Social Teaching. For example, environmental ethics links closely with concern for the poor because the exploitation of the world’s resources is closely linked with the unequal consumption of the world’s resources and the unequal distribution of wealth.

Learners gain an understanding and appreciation of the connection between ethics and spirituality. With knowledge of the key principles of Catholic social teaching, learners will apply Catholic social teaching to contemporary social issues.

Course structure and delivery

Course design is flexible. Learners can complete the four units in this course in any order. Learners have two (2) years from the commencement of their first unit to complete the course. This enables learners to complete all units either over one or two years.

Each unit involves twelve weeks of structured learning that integrate private study with online workshops. Competencies are assessed through projects, presentations, written assessments and learning journals.

Workshop attendance is a mandatory requirement of this course. Learners will not normally be able to complete the requirement of a unit without attending the workshops associated with that unit.

The IFE reserves the right to alter workshop dates after a scheduled date is advertised and/or learners have registered to attend in response to unforeseen circumstances. Learners affected by such a change will be notified immediately by the IFE and have the opportunity to re-schedule that unit enrolment, if required.

Assessment

Competency-based assessment

Assessment in this course is competency-based. There is no grading; rather the assessment process determines whether a student is *competent* or *not competent*.

This approach supports high quality outcomes: competence is not the same thing as a pass/fail approach to assessment. While achieving 51% might be considered a ‘pass’ in a pass/fail approach, a surgeon who is able to perform 51% of a surgery would hardly be considered ‘competent’. Rather, competency requires the ability to perform the skill to the requisite (professional/workplace) standard and to do so consistently.

This approach is also highly focused on learner needs. It recognises that learners differ in their prior knowledge and skills and that some learners take longer to acquire a new skill than others. The length of time taken to learn the skill is not as important as the outcome.

In VET courses, learning and assessment is based around units of competency. A competency is “the specification of knowledge and skill, and the application of that knowledge and skill, to the standard of performance expected in the workplace”.

Learners are considered competent when they can consistently apply their knowledge and skills to the expected standard of performance. Assessment is not graded and students are not compared with other students; rather assessment *gathers evidence of competence* through observation, through the work learners complete or through other sources (such as reports from third parties).

If a learner is considered “not yet competent”, they can continue to develop the skills and knowledge and can continue to gather evidence towards competence.

Competencies

Completion of the Diploma of Christian Ministry and Theology (10743NAT) requires completion of the following ten competencies to obtain the qualification.

CMTTHE501	Analyse and interpret Christian Scripture and Theology
CMTTHE502	Utilise the analysis of theological data
CMTTHE503	Research and analyse information within a theological theme or issue
CMTTHE504	Analyse and apply new theological insights
CMTMIN501	Facilitate personal or social change through the application of theological ideas
CMTMIN502	Present theological beliefs and their implications
BSBPEF302	Develop self-awareness
CHCEDS011	Search and assess online
SIRXHWB001	Maintain personal health and wellbeing
BSBCRT412	Articulate, present and debate ideas

These competencies are taught and assessed in the four units of the course.

Learners will develop competencies through all the processes which form part of this course:

- written reflections
- critique of websites, books, journals or audio-visual resources
- presentations and participation in discussion
- peer assessment
- third party reports
- projects and assignments

Volume of learning and assessment

The design of this course recognises that participants typically bring substantial relevant prior experience, gained through work in a Catholic school and/or participation in a Catholic school or parish. In many cases, learners are working in a Catholic context while completing this course. These experiences contribute substantially to the learning journey and mean that the outcomes in this course are achieved through a combination of formal study completed in this course and (prior and concurrent) practical experience in a Catholic workplace or parish.

The amount of time learners can generally expect to spend on formal learning and assessment activities for each of the four units in this course is roughly equivalent to the amount of time spent per semester unit in an undergraduate university course. Thus, over the entire course, learners can expect to spend the equivalent of four semester units of university study on completing the requirements for this course.

Learners will typically spend substantial additional time in relevant informal learning activities including participation in the religious life of a Catholic school or parish and relevant work or volunteer experience in a Catholic context.

Assessment design: resourcing for professional practice

Assessment tasks in this course include a broad range of activities including written tasks, presentations, development of learning resources, personal reflections, peer assessment and workplace tasks. Each learning activity and assessment in the course is designed to support professional work in a Catholic context. Thus tasks are not designed to be abstract, academic tasks, but are closely related to developing and assessing skills and knowledge used regularly in professional work in a Catholic school or parish. They are also designed to resource participants for their work in a Catholic school or parish. Wherever possible, the learning activities and assessment tasks are designed for practical application in the workplace, to be used again, rather than to be filed away or completed simply for their own learning purposes.

Learner rights and responsibilities

Learners in IFE courses are expected to behave in a manner which respects the rights of all individuals enrolled in this course.

Learners have the right to:

- be treated fairly and with respect by course facilitators, other staff and learners
- learn in an environment free of discrimination and harassment
- pursue educational goals in a supportive and stimulating learning environment
- have their IFE records and personal information stored and maintained in a confidential, secure environment
- receive information about assessment procedures and progress in the course in a timely and professional manner

As part of the learning process, learners are required to:

- treat all staff and learners with respect and courtesy
- have access to a personal computer with internet and email access and camera to enable participation in online workshops including being visually present to other participants in the group
- pay all associated fees within IFE's required timeframes
- expect study hours equivalent to that of four units of tertiary study
- be punctual
- commit to attending all workshops which form a key part of the course and include assessment
- complete any required tasks in preparation for the workshops
- complete the required assessment tasks for each unit
- participate in group activities and presentations and contribute equally to group work
- gain practical experience in a Catholic school or college of your choice (for learners not currently employed in a Catholic school who are undertaking this course for the purposes of gaining accreditation to teach religion in a Catholic school)
- meet the set deadlines for assessment submission or seek an extension of time
- complete each unit and the course within the set timeframe

As part of the learning process, learners must not:

- plagiarise, collude or cheat in any assessment
- use offensive language
- smoke in non-smoking areas
- harrass other learners or staff
- use any social media such as facebook, twitter or instagram, mobile phones, pagers or similar devices for personal reasons in class
- be under the influence of alcohol or illegal drugs in the learning environment
- engage in behaviour which may offend, embarrass, threaten or harm other learners, staff or the general public – including sms messaging or any form of cyber bullying

Enrolment Policies and Procedures

Entry requirements

This course is designed for learners who hold post-compulsory schooling literacy skills.

This course is targeted in particular at those seeking to gain accreditation to teach religious education in a Catholic school, campus ministers and lay workers in Catholic parishes. Accreditation requirements vary among Catholic dioceses, but all include a recognition that the Code of Canon Law of the Catholic Church states that “the local ordinary is to be concerned that those who are designated teachers of religious instruction in schools ... are outstanding in correct doctrine, the witness of a Christian life, and teaching skill” (804 #2).

As such, it is generally expected in this course that participants will bring understanding of the Catholic Church gained as part of their previous experience of life and/or work in a Catholic context. Learners who bring no, or extremely limited, prior experience with the Catholic Church or Catholic education are encouraged to discuss their context with the IFE Senior Education Officer prior to commencing their studies so that suitable advice can be provided and, where relevant, additional mentoring and support can be set in place to assist such learners to complete the course successfully.

Unique Student Identifier (USI)

All learners studying nationally recognised Vocational Education and Training courses in Australia from 1 January 2015 are required to have a (USI). Training providers, like the IFE, must record a USI for all learners under Commonwealth legislation and the conditions of registration for training organisations.

As part of the IFE enrolment process, learners undertaking the Diploma course are required to provide their valid USI to the IFE at the time of enrolment. The IFE must be able to verify a learner’s USI to be able to issue a statement of attainment or qualification. Learners should include their USI on the IFE Enrolment Form in the space provided.

You can find further information and apply for a USI at <https://www.usi.gov.au/>

Course enrolment and unit registration

The IFE enrolment package consists of the Course Handbook, Enrolment Form, Schedule of Course Fees and Unit Registration Form.

The Unit Registration Form enables you to select and register for course units and associated workshops. The course is comprised of four units as detailed in the course outline on page 11 of this handbook. These units can be completed in any order. All four units must be completed to gain the qualification and complete the course.

Learners will normally complete two units per semester to complete the course in one year, or one unit per semester to complete the course in two years. For learners completing the course over two years, IFE will provide a new unit registration form in the second year once workshop dates for the year have been confirmed. **It is a learner's responsibility to ensure they sign on for all four units in the course and complete all units within the two years allocated for completion of the full course** (see course duration on page 19).

Once enrolled in this course, it is a learner's responsibility to advise the IFE of any changes to their contact details throughout the duration of their enrolment. The IFE takes no responsibility for any correspondence not received by a learner should they neglect to advise the IFE of any such changes in their contact details.

How to enrol and register

Applicants are required to complete both the **Enrolment Form** and **Unit Registration Form** and submit these to the IFE.

The IFE strongly advises applicants to enrol and register for their preferred units as soon as possible as limited spaces are available in each workshop.

Applicants will receive confirmation of enrolment once their application has been successfully processed and their USI verified. The IFE will confirm also, at this time, whether the applicant has been successful in securing a place in the unit workshops in which they have nominated. Applicants whose registration cannot be accommodated in a particular workshop can choose to be on a waiting list for that workshop or will be offered a priority placement at an alternative workshop offered.

Payment of fees

Learners will receive an invoice for each Unit in which they register for. IFE invoices are issued approximately four (4) weeks prior to a unit commencing, i.e. prior to the unit's first workshop.

Unit fees must be paid no later than five (5) business days prior to that unit commencing. Learners who have not paid the associated unit fee by the required date may lose their place in the workshop and will be required to select another option that is available.

Postponing the completion of a unit

Learners may find that they need to postpone completion of a unit after they have commenced the unit. This may occur, for example, where illness or unforeseen circumstances prevent a learner from attending all workshops. Learners can postpone their studies in a unit by submitting a 'Unit Postponement Form' to the IFE. Learners can access this form from the IFE's online portal. Unit postponement does not change a learner's enrolment period: learners will need to resume their

studies in the unit and complete the unit within their set total enrolment period (see course duration on page 19).

Re-commencing a postponed unit

It is a learner's responsibility to register with the IFE to re-commence a unit. Where a learner recommences a unit which was partially completed (some workshops and/or some assessment tasks had been completed prior to postponing the unit), the Senior Education Officer will determine whether exemptions can be given from attending some workshops or completing some assessment tasks. This is determined on a case-by-case basis to ensure that learners meet the requirements of the unit and to avoid duplication of work for learners where possible. Learners will be advised in writing of any specific requirements or exemptions that apply in their case.

Any associated fees which may be applicable to unit postponements are detailed in the IFE Schedule of Course Fees and Charges.

Course duration

A learner's enrolment in this course is for a maximum duration of two (2) years from the date they commenced the course. Learners are advised of their completion date at the time of their enrolment.

Learners who have not completed the course by their course completion date may apply for a course extension. Learners can apply for an extension by submitting a 'Course Extension Form' to the IFE prior to their course completion date. This form is available on the IFE online portal. An approved extension period will normally be for a maximum of 12 months from a learner's original course completion date.

Learners who have not completed all requirements of the course by their course completion date, and have not applied for a course extension within five (5) business days of their course completion date, will have their enrolment closed at that point. Eligible learners will be issued with a Statement of Attainment for any competencies successfully completed. Any course fees paid for incomplete units will be forfeited to, and become the absolute property of, the IFE. A learner who wishes to complete an incomplete qualification after this point may do so by re-enrolling in the course and accessing credit transfer and/or recognition of prior learning.

Course withdrawal

Learners may withdraw from this course at any stage during their enrolment. A learner seeking to withdraw must notify the IFE in writing of their intention to do so. Eligible learners will receive a Statement of Attainment from the IFE listing all competencies completed and eligible learners will be refunded monies in accordance with the IFE's Refund Policy. The IFE will finalise withdrawals within 30 days of receiving written withdrawal notification from a learner.

A learner who wishes to complete an incomplete qualification after this point may do so by re-enrolling and accessing credit transfer and/or recognition of prior learning. Course fees will be incurred and all IFE policies will apply.

Issuing certification

The IFE will ensure all learners who undertake this course are issued the correct certification in a timely manner and in accordance with the requirements of the VET Accredited Course. The IFE operates in accordance with the practices defined by the Australian Qualifications Framework (AQF) relating to the issuing, recording and reporting of certification documentation.

The IFE will only issue AQF certification documentation to a learner who:

- has successfully completed all requirements of the course or unit
- has supplied a USI and that USI is verified by the IFE
- has paid all fees owing to the IFE

Upon successful completion of this course, learners will receive:

- a *testamur*, *and*
- an academic transcript

Upon partial completion of this course, learners will receive a statement of attainment listing the units of competency completed.

The IFE will issue certification documents to learners within 30 calendar days of the learner being assessed as meeting the requirements of this course.

Replacement certification

A person who has lost their certification documents issued by the IFE can apply to have a replacement copy issued. Certification documents that are re-issued for full or partial completion of this course incur an administrative fee. Refer to the IFE Schedule of Course Fees and Charges for this cost.

Requests for replacement certification must be lodged in writing to the IFE. Once the associated fee has been paid, the IFE will process and post the replacement certification documents within ten business days.

IFE's certification documents are authenticated using the IFE's raised corporate seal. At no time will the IFE email copies of certification documents.

Training guarantee

The IFE may cancel or postpone scheduled courses due to unforeseen circumstances or where insufficient learner numbers have been confirmed. If the IFE needs to cancel a course, learners will be informed and offered an alternative training option. If the learner declines the alternative training offer, or if no alternative training option can be offered, the IFE will refund in full all fees paid towards the cancelled course within 30 days.

IFE management guarantees the organisation's sound financial position and safeguards learners' fees until used for training and assessment. In the event that the IFE experiences any significant change in its RTO status, it undertakes to comply with all requirements regarding ceasing registration in accordance with the National VET Regulator requirements.

Privacy policy

The IFE is part of the Catholic Archdiocese of Brisbane. The parishes, schools and agencies of the Archdiocese of Brisbane operate in South East Queensland as part of the Catholic Church. The privacy of all individuals with whom we interact is very important to us and we are committed to protecting all personal information we collect and hold. We do this by handling information in accordance with the Australian Privacy Principles in the *Privacy Act 1988* (Cth) (*Privacy Act*).

Disclosure

Generally we only collect and disclose personal information about you (or sensitive information with your consent) for purposes reasonably required for the performance of our education, welfare and religious functions and activities. As an agency of the Catholic Archdiocese of Brisbane we hold responsibilities both to learners in the course and Catholic Education Offices. Staff of the local diocesan Catholic Education Office may be closely involved in supporting the course. Local diocesan CEO staff are an essential means of supporting learners in this course by providing information to the IFE on local needs and concerns and by assisting learners to access local support if required. Similarly, there are times when leadership staff in a learner's school or college can provide key support for a learner in this course. There may be times when we may wish to discuss your work in this course with local CEO staff or with another person in your school or college in order to support your individual learning or welfare needs. This will always be done in the interests of enabling you to succeed in the course and we will always be transparent with you and with employing bodies (school or college staff or Catholic Education Office staff).

Access and correction

You may access the personal information we hold about you, by making a written request to the IFE Registrar. We will respond to your request within a reasonable period. We may charge you a reasonable fee for providing access to your personal information (but not for making a request for access). We may request proof of identification in accordance with the [Right to Information Act 2009](#).

We may decline a request for access to personal information in circumstances prescribed by the Privacy Act, and if we do, we will provide you with a written notice that sets out the reasons for the refusal (unless it would be unreasonable to provide those reasons).

If, upon receiving access to your personal information or at any other time, you believe the personal information we hold about you is inaccurate, incomplete or out of date, please notify us immediately. We will take reasonable steps to correct the information so that it is accurate, complete and up to date.

If we refuse to correct your personal information, we will provide you with a written notice that set out the reasons for our refusal (unless it would be unreasonable to provide those reasons), including details of the mechanisms available to you to make a complaint.

The IFE's full privacy policy is available on the IFE website at <http://www.ife.qld.edu.au>

Assessment Policies and Procedures

Assessment policy

Assessment in this course is conducted in line with the assessment requirements of the Accredited Course (10743NAT Diploma of Christian Ministry and Theology) and in accordance with the Principles of Assessment and Rules of Evidence for Vocational Education and Training. The Principles of Assessment state that assessment shall be fair, flexible, valid and reliable. The Rules of Evidence require that the evidence gathered to demonstrate a learner's competence is valid, sufficient, authentic and current.

Principles of Assessment

Fairness	<p>The individual learner's needs are considered in the assessment process.</p> <p>Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs.</p> <p>The RTO informs the learner about the assessment process, and provides the learner with the opportunity to challenge the result of the assessment and be reassessed if necessary.</p>
Flexibility	<p>Assessment is flexible to the individual learner by:</p> <ul style="list-style-type: none"> • reflecting the learner's needs; • assessing competencies held by the learner no matter how or where they have been acquired; and • drawing from a range of assessment methods and using those that are appropriate to the context, the unit of competency and associated assessment requirements, and the individual.
Validity	<p>Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner.</p> <p>Validity requires:</p> <ul style="list-style-type: none"> • assessment against the unit/s of competency and the associated assessment requirements covers the broad range of skills and knowledge that are essential to competent performance; • assessment of knowledge and skills is integrated with their practical application; • assessment to be based on evidence that demonstrates that a learner could demonstrate these skills and knowledge in other similar situations; and • judgement of competence is based on evidence of learner performance that is aligned to the unit/s of competency and associated assessment requirements.
Reliability	<p>Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.</p>

Rules of Evidence

Validity	The assessor is assured that the learner has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
Sufficiency	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a learner's competency.
Authenticity	The assessor is assured that the evidence presented for assessment is the learner's own work.
Currency	The assessor is assured that the assessment evidence demonstrates current competency. This requires the assessment evidence to be from the present or the very recent past.

The focus of assessment is across the learning outcomes or performance criteria. The expectation is that assessment strategies and processes will be reasonable, not onerous, and that they will reflect an affinity with and appreciation of the subject matter. Assessment strategies are directed towards the self-development of the learner and the development of skills of theologising at an appropriate level for the course. Moderation and validation practices are systematically implemented. Feedback is provided to the learner to support learning.

For current employees of a Catholic employer

For learners already employed by a Catholic Education Office (CEO) or other Catholic employer (e.g. Catholic school) who are completing this course as part of their employment agreement (e.g. as part of the requirement to gain accreditation to teach religious education in a Catholic school) work in this course forms part of their work for their employer more generally. Assessment tasks in this course will relate to their employment in the school or parish.

For learners not currently working in a Catholic school or parish

Some assessment tasks in this course will require learners not yet working in a Catholic school or parish to gain practical experience in a Catholic school or parish of their choice. IFE staff can assist learners with finding and gaining access to a suitable school.

Unit completion

At the commencement of each unit, learners receive a Unit Outline which details the set workshop dates, assessment due dates and the unit completion date. It is a learner's sole responsibility to ensure they adhere to all due dates contained within the Unit Outline or to contact the IFE to make alternative arrangements should they not be able to meet a set requirement of a unit.

Workshop attendance

Attendance at all workshops is a requirement of this course and contributes towards successful completion of a unit. Learners who cannot attend a workshop should contact the mentor for the unit or the IFE Senior Education Officer.

Assessment requirements

Due dates and extension requests

Completion due dates for submission of assessment tasks for each unit are provided at commencement of the unit. It is the learner's responsibility to submit all assessment items by the set due date. Learners who are unable to meet this requirement must contact their unit mentor to arrange an extension prior to the set assessment due date. Where an extension is granted by the unit mentor it is a learner's responsibility to ensure they submit assessment by the approved extension due date.

The IFE will normally grant an initial extension period of 14 days for each unit's assessment upon written request from the learner. This extension period will commence from the original due date. Learners may apply for an additional extension. The IFE will consider any such additional extensions on the basis of the individual learner's circumstance. Note that extensions assessment tasks that involve a presentation or practical component tied to the unit delivery schedule (e.g. a presentation to be made in a workshop or an assessment task to be completed in a workshop session) are considered on a case-by-case basis. It may not be feasible to accommodate an extension in the delivery schedule under those circumstances.

Learners who do not meet an approved extension due date should contact the IFE to discuss their options.

Re-submission of assessment tasks

Learners may be asked to re-submit assessment tasks which do not provide sufficient evidence to meet competency standards or to provide additional evidence of competence, for example by submitting further work or completing a new assessment task. The IFE will accept one re-submission of each assessment task. At the discretion of the IFE, the IFE may permit a third assessment submission for a learner who has failed to achieve a satisfactory outcome on their resubmission. Learners who fail to demonstrate competence by the end of the unit may enrol in the unit again. Such repeating of a unit will incur new course fees.

Unit completion date and result reports

The unit completion date is the date on which the IFE will issue a learner's results for the unit. The unit completion date is set out on the Unit Outline provided at the start of the unit. Learners will receive a Unit Result Report within five (5) working days after the set unit completion date.

Learners who have successfully completed all assessment tasks and met all requirements for the unit will have a result of 'complete' recorded against each of the tasks on the unit results report. This indicates that the learner has demonstrated the competencies associated with that unit and a final result of 'Competent' will be recorded against those competencies on the learner's certificate or statement of attainment.

Learners who have a result other than 'complete' against one or more unit tasks on the unit result report have not successfully completed the unit or demonstrated competency. Learners may repeat the unit to continue to develop competency over the duration of their enrolment. Learners are encouraged to contact the IFE to discuss their specific circumstances within ten business days of receiving their report. The IFE will provide guidance tailored to the individual with respect to repeating the unit. Learners who need to repeat a unit to gain competency can expect that they may be asked to attend some, or all, of the workshops again and to complete some, or all, of the assessment tasks again. This will be tailored to the individual to ensure it addresses the individual learning needs and offers the best chance for success. New unit fees will normally apply for learners who need to repeat a unit.

Academic integrity: plagiarism and collusion

Learners completing this course are responsible for ensuring their assessment has academic integrity. This means that any work submitted for assessment represents the learner's own skills and knowledge and that any ideas or materials taken from other persons or other sources are appropriately identified and referenced.

Plagiarism can occur unintentionally, either when insufficient care has been taken when researching assignments or in the process of learners working together. It is important that learners understand what constitutes plagiarism and collusion and avoid either of these unethical behaviours since they both represent dishonesty in assessment and can invalidate a learner's assessment evidence.

Plagiarism is the use of another person's work or ideas without acknowledging the source.

Collusion is unauthorised collaboration in assessment by learners jointly completing assessment tasks. Collusion constitutes plagiarism when two or more people work together to produce an assessment task or other work *and then each submit it as if it were their own individual work*.

Plagiarism and collusion includes:

Inadequate acknowledgement – material copied word for word which is acknowledged as paraphrased but should have been in quotation marks, or material paraphrased without appropriate acknowledgement of its source.

Collusion – material copied from another learner’s assignment with her or his knowledge.

Verbatim copying – material copied word for word or exactly duplicated without any acknowledgement of the source.

Ghost writing – an assignment written by a third party and represented by a learner as her or his own work.

Purloining – material copied from another learner’s assignment or work without that person’s knowledge.¹

Learners are advised to take care when creating notes for assignments to ensure they clearly mark direct quotes to avoid accidental plagiarism. Paraphrases need to be true paraphrases, not simply the substitution of a word here or there. Indiana University provides good examples of unacceptable and acceptable paraphrases on their site *Plagiarism: What it is and how to recognize and avoid it*. See <https://wts.indiana.edu/writing-guides/plagiarism.html>.

We encourage learners to support each other’s learning. However, it is essential that all learners take care to maintain academic integrity and to ensure that each person submits authentic evidence of their own learning. The only time learners may submit group work or write assignments collaboratively is when this is explicitly stated in the task or explicitly authorised by the mentor for the unit or the Senior Education Officer.

Plagiarism and collusion invalidate the assessment evidence. Whether or not the plagiarism or collusion was intentional or not, it cannot be accepted as *authentic* evidence (evidence of a learner’s understanding) because it is actually evidence of another person’s understanding.

Where plagiarism or collusion is detected in an assessment task, the task will not be accepted as evidence of learning and will automatically be considered unsatisfactory. The learner will be asked to submit another assessment item. This will normally be a different assessment task, not simply a re-submission of the same task.

Where plagiarism or collusion is detected in multiple assessment items, the learner may be asked to cover the cost of re-assessing work.

There may be instances where work you previously completed in your employment or as part of other studies is relevant to the course. If you have previously completed work that you feel is equivalent to assessment tasks you are asked to complete in this course, please discuss this with the Senior

¹ [http://ccg.murdoch.edu.au/index.php/ICT238/ICT438_\(2006\)_Assessment_Guidelines](http://ccg.murdoch.edu.au/index.php/ICT238/ICT438_(2006)_Assessment_Guidelines)

Education Officer. You may be eligible to use this work as part of the assessment or through *Recognition of Prior Learning*. Do not simply resubmit assignments previously submitted for other courses or work completed in other contexts. Your previous work might not cover the competencies embedded in the assessment task and so might not suit the purpose of assessment as well as it might seem to you. *Recognition of Prior Learning* is the process designed to allow us to recognise your previous work and learning and provides a legitimate avenue for you to use this previous work.

Academic integrity is essential to ensuring that your learning is, indeed, your learning and that your assessment accurately reflects your learning. It is a matter of respect: respecting the work of others and duly acknowledging their ideas and their contribution to your work. It is also a key skill for teachers who will be responsible for maintaining academic integrity with their own students.

Recognition of prior learning (RPL)

A person's prior learning and experience may have already provided the relevant skills and knowledge sufficient to gain credit for some of the competencies in this course. *Recognition of prior learning (RPL)* is a process is designed to assess this.

The IFE uses a streamlined, supported RPL process which uses a combination of interviews, questioning, documents and other supporting evidence to assess competence. The RPL Information Kit explains the process and the evidence required to gain recognition of prior learning. The IFE will provide advice and guidance to any applicant considering applying for RPL.

RPL applications will be managed and assessed efficiently by a person or persons with appropriate expertise. RPL assessment processes will be valid, reliable, flexible and fair. Evidence collected to support this process will be sufficient and authentic. The IFE will ensure that an individual's learning and skills are current and recognised, irrespective of how, when or where the learning occurred.

An RPL application fee applies once an application has been submitted to the IFE (see the Schedule of Course Fees and Charges). The IFE does not guarantee that applicants will be granted recognition of prior learning. Fees paid for the RPL application cover the cost of assessing the application and are non-refundable, regardless of the outcome once assessed by the IFE.

If an RPL application has been assessed by the IFE and the outcome identifies a need for further training to be completed, applicants may be required to enrol in the course, or part thereof, in which case course fees will apply for any unit, or part of a unit, to be completed.

Learners who would like to apply for RPL or consider the suitability of this process further are encouraged to contact the IFE to discuss this option and receive tailored advice for their own specific circumstance.

Credit transfer

Credit Transfer is the granting of status or credit by an institution or training organisation to persons for units of competency completed at the same or another institution or training organisation.

Any person who has completed nationally accredited units of competency through other VET (Vocational Education and Training) may be eligible to receive credit for this training into their studies with the IFE. Any IFE learner or potential learner who thinks this may apply should contact the IFE to discuss this further.

Information and advice on making application for credit transfer can be obtained from the IFE. The administration and assessment of a credit transfer application is free. Any person may make application before the start of any unit within this course and should contact the IFE if they wish to do so.

Applicants should contact the IFE prior to or at course commencement to discuss the suitability of credit transfer in their particular circumstance. The IFE will provide advice on whether any other training completed by the applicant meets the rules and requirements for credit transfer. If so, the IFE will provide information on the documentation that must be provided to verify the training that has been completed. The IFE will verify the documentation provided and provide credit to all eligible applicants. Applicants should note that strict rules apply around nationally accredited qualifications so training completed as part of other nationally accredited training will not necessarily be eligible for credit into IFE qualifications. The IFE will provide information on a case-by-case basis.

Learner Support

Library

IFE e-library

IFE provides an on-line library with access to electronic books and journals in theology and religious education. This library is accessed via the on-line portal for this course. Further instructions for accessing the library are provided on the portal.

ResourceLink

ResourceLink is an innovative, creative and productive community learning centre that enriches contemporary learning and teaching, evangelisation and religious education for the Archdiocese of Brisbane. While located within the Brisbane Catholic Education Office, ResourceLink is also a repository and sharing space for online users.

Access the ResourceLink catalogue at <http://www.bne.catholic.edu.au/religious-education-mission/ResourceLink/Pages/default.aspx>

ResourceLink will pay for the delivery of loans however the cost of returning items is borne by each learner. There is an after-hours drop off facility outside the entry of ResourceLink at the Brisbane Catholic Education Office.

Learner support

The IFE will provide formation, assessment and support services to learners to meet their individual needs. The IFE will gather information on learner needs, especially disability, language, and literacy and numeracy (LLN) needs as part of the enrolment process. LLN needs may also be identified and evaluated during training and assessment. All IFE assessment tools and procedures include the possibility of reasonable adjustment to meet the needs of learners. The IFE will provide access to learner support within its capacity to provide such services. Learner support services offered by the IFE may include:

- mentoring, telephone, email, networking and tutorial support for learners engaged in flexible learning programmes
- adjusting learning and assessment materials to render them culturally relevant
- providing training for CALD (Culturally and Linguistically Diverse) groups
- adjusting learning and assessment materials to address disability

The IFE reserves the right to pass on the cost of providing these services to the learner.

The IFE may draw on resources available in a learner's local community to provide learning support. This includes support available in the learner's school or college, if relevant, or support available from the local Catholic Education Office. In order to be able to source or provide this support locally we may need to discuss your progress and your learning needs with local staff who may be able to assist you.

Flexible learning and assessment procedures

Learners can approach the IFE Senior Education Officer or their mentor for the unit to discuss circumstances that may affect their learning. Where required, the IFE will make adjustments to the learning programme and assessment procedures provided that these adjustments still meet the requirements of the course and competencies.

Complaints and appeals policy and procedure

The IFE is committed to quality training and the welfare of learners and staff. The complaints and appeals policy provides a way for IFE learners and clients to raise concerns and for these to be addressed efficiently and effectively. The IFE treats complaints and appeals as important avenues for supporting student satisfaction and for monitoring IFE services to ensure high and consistent standards in training and assessment.

Complaint refers to a problem or concern relating to the conduct of IFE staff or students or relating to the IFE's operations or services. These may include course materials or processes, quality of teaching, training facilities, discrimination, sexual harassment and other issues which may arise.

Appeal refers to a disagreement with an assessment decision, or with the outcome of a complaint. Grounds for an appeal in relation to assessment may include insufficient evidence being considered when making an assessment decision or a belief that another trainer and assessor could reach a different decision.

Complaints may be raised formally or informally. All appeals must be raised through the formal appeals process to ensure full documentation of the process.

Informal complaints procedure

A complaint may be raised informally (in person, by email or by phone) with the trainer and assessor or directly with the IFE Senior Education Officer or the IFE Director. If the complaint is about a person, we encourage you, in the first instance, to raise the concern with the person involved. The IFE will hear all complaints respectfully and endeavour to resolve complaints efficiently and effectively. If the complaint is not resolved through this informal process, a formal complaint or appeal may be raised.

Formal complaints and appeals procedure

The IFE is committed to ensuring the principles of natural justice and procedural fairness are adopted at every stage of the complaints and appeal process.

Learners may raise a formal complaint or appeal in writing with the IFE Director by submitting an IFE *Complaints and Appeals Form* available from the IFE website at www.ife.qld.edu.au. All assessment appeals must be received within one month of results being issued. All complaints and appeals will be managed fairly and equitably and as efficiently as possible, usually within 15 working days.

Complaints: The IFE will manage complaints by allocating one or more independent review persons who have not been involved in the issue to this point to hear the complaint. The complainant will have the right to present their case to this independent review person (or persons) and may be accompanied by a support person when they do so. If another person is involved in the complaint (e.g. the complaint is about an IFE staff member or another IFE learner), the reviewer may also seek to interview the other person involved. The IFE will ask the complainant for permission to raise the matter with the other person involved. If this permission is not given, the complaint may not be able to be addressed.

Appeals: The IFE will manage assessment appeals by reviewing the assessment. If there is a case for review, a suitably qualified, independent assessor will be employed by the IFE to re-assess or conduct another assessment. The IFE may seek the advice of independent experts for any aspects of this process.

Each formal complaint or appeal and its outcome will be recorded in writing. Details of all formal complaints and appeals will be securely maintained in a Register of Complaints and Appeals. The IFE will take appropriate steps to mitigate the likelihood of reoccurrence.

Learners making a complaint or appeal will be provided with a written statement of any formal complaint or appeal outcomes, including reasons for any decisions reached.

If the learner is not satisfied with the outcome, the IFE Director will appoint an independent third party outside of the IFE to mediate. Costs for such mediation will be passed on to the parties involved prior to mediation commencing.

If the learner is not satisfied with any decisions made in this process, they may lodge a complaint with the National Vet Regulator (<http://www.asqa.gov.au/complaints/make-a-complaint---domesticstudents/make-a-complaint---domestic-students1.html>).

Fees

Schedule of Course Fees and Charges

The Schedule of Course Fees and Charges outlines all fees associated with a learner's enrolment with the IFE in this course. This schedule forms part of the IFE Enrolment Package and is distributed prior to enrolment.

All learners should ensure they have received the schedule of fees.

Refund policy

The IFE refund policy is designed to offer fair and reasonable refunds to learners while ensuring that the IFE can meet any financial commitments it has made. The refund policy is detailed on the Schedule of Course Fees and Charges distributed as a separate attachment to the Course Handbook.

Legislation and Codes of Conduct

As a Registered Training Organisation (RTO) the IFE complies with relevant Commonwealth, state or territory legislation and regulatory requirements. RTOs must ensure that their staff and clients are fully informed of legislative and regulatory requirements that affect their duties or participation in vocational education and training.

The following policies are particularly relevant to studies with the IFE and are designed to safeguard the interests and welfare of our learners.

Copyright

Copyright protects literary, dramatic, musical and artistic works. In Australia, copyright is applied through the *Copyright Act 1968*.

Copyright applies automatically as soon as an idea is expressed in a material form, i.e. written down or recorded in some form, such as a book, music CD or website. It exists in both published and unpublished material as well as in electronic material. Copyright protects all forms of documented expression or works.²

As an education provider, the IFE holds a Statutory Education licence that enables it legally to copy and distribute copyright material to learners that would normally require permission, provided that fair compensation is made to the authors. This is done through copyright fees paid to the Copyright Agency Limited (CAL). Learning materials and readings provided to learners as part of their studies in this course will have a notice attached to it that identifies that the material has been provided by the Institute of Faith Education “pursuant to Part VB of the Copyright Act 1968 (the Act)”, that the material “may be subject to copyright under the Act” and that “any further reproduction or communication of this material by you may be the subject of copyright protection under the Act”. Learners in IFE courses are bound by Australian Copyright law. **Materials provided to learners under IFE’s copyright licence may not be reproduced or redistributed by learners.**

As a learner in this course and as a professional working in education, ensure you understand and follow copyright law as it applies to your studies and your work.

Fact sheets and information can be obtained at <http://www.copyright.org.au/>.

See also the [Short Guide to Copyright](#) produced by the Attorney-General’s Department and the guidance provided in this Course Guide in the section on Academic Integrity on page 26.

² <https://www.unimelb.edu.au/copyright/information/guides/introguideblue.pdf>

Workplace health and safety

The IFE is committed to providing a safe, healthy and harmonious environment for all staff, learners, contractors and visitors.

The IFE follows and implements the Work Health and Safety Policy of the Archdiocese of Brisbane (the Archdiocese), that every worker, parishioner, learner, volunteer, client, contractor, visitor and other persons entering onto or into any premises, facility or service at a parish complex, school or other location within the Archdiocese shall be provided with a safe and healthy environment.

To achieve this, IFE staff will ensure, so far as reasonably practicable, that no person is put at risk and that risks will be eliminated or minimised, in accordance with the IFE's obligations under the *Work Health and Safety Act 2011*, the *Work Health and Safety Regulation 2011*, Codes of Practice and Australian Standards.

All IFE staff are expected to:

- comply with all relevant Work Health and Safety Legislation
- promote and encourage health and safety awareness for all people attending a premise or service
- provide work health and safety information to learners in IFE courses
- consult with relevant stakeholders and resolve any work health and safety issues
- develop safe work practices and safety guidelines at each IFE course delivery site

Staff, learners and visitors to our sites will be expected to:

- take reasonable care of their own health and safety and that of others affected by their actions or omissions
- report any unsafe situations or faulty equipment to a responsible person at the site
- report any injury, serious injury, dangerous occurrence or near miss to a responsible person at the site as soon as practicable
- avoid actions that have the potential to place at risk their health and safety or that of any other person at the workplace or relevant area
- comply with the safety procedures and directions set by the site

Security

Learners are advised not to place themselves and/or their belongings at security risks. If individuals have concerns about their security, they should speak to their unit mentor or the IFE Senior Education Officer.

Workplace discrimination and harassment

The IFE is committed to providing a safe, flexible and respectful environment for staff and clients free from all forms of discrimination, bullying and sexual harassment. All IFE staff are required to treat others with dignity, courtesy and respect.

The IFE is committed to building an equitable and inclusive learning environment where all learners are valued and respected. We endeavor to ensure that people are able to access our courses and to enable learners to succeed in their studies with the IFE.

All learners and staff are entitled to:

- assessment decisions based on merit and not affected by irrelevant personal characteristics
- work and training free from discrimination, bullying and sexual harassment
- the right to raise issues or to make an enquiry or complaint in a reasonable and respectful manner without being victimised

All IFE staff are required to:

- follow the standards of behaviour outlined in this policy
- offer support to people who experience discrimination, bullying or sexual harassment, including providing information about how to make a complaint
- avoid gossip and respect the confidentiality of complaint resolution procedures
- treat everyone with dignity, courtesy and respect

Discrimination, bullying and sexual harassment are unacceptable at IFE and are unlawful under the following legislation:

- *Sex Discrimination Act 1984*
- *Racial Discrimination Act 1975*
- *Disability Discrimination Act 1992*
- *Age Discrimination Act 2004*
- *Australian Human Rights Commission Act 1986*
- *Anti-Discrimination Act 1991 (Queensland)*

Staff (including managers) found to have engaged in such conduct might be counselled, warned or disciplined. Severe or repeated breaches can lead to formal discipline up to and including dismissal.

Discrimination

Discrimination is treating, or proposing to treat, someone unfavourably because of a personal characteristic protected by the law, such as sex, age, race or disability.

Discrimination can occur:

- **Directly**, when a person or group is treated less favourably than another person or group in a similar situation because of a personal characteristic protected by law (see list below).
For example, a staff member or learner is harassed and humiliated because of their race.
- **Indirectly**, when an unreasonable requirement, condition or practice is imposed that has, or is likely to have, the effect of disadvantaging people with a personal characteristic protected by law (see list below).
For example, redundancy is decided based on people who have had a worker's compensation claim rather than on merit.

Protected personal characteristics under Federal discrimination law include:

- a disability, disease or injury, including work-related injury
- parental status or status as a carer, for example, because they are responsible for caring for children or other family members
- race, colour, descent, national origin, or ethnic background
- age, whether young or old, or because of age in general
- sex
- industrial activity, including being a member of an industrial organisation like a trade union or taking part in industrial activity, or deciding not to join a union
- religion
- pregnancy and breastfeeding
- sexual orientation, intersex status or gender identity, including gay, lesbian, bisexual, transsexual, transgender, queer and heterosexual
- marital status, whether married, divorced, unmarried or in a de facto relationship or same sex relationship
- political opinion
- social origin
- medical record
- an association with someone who has, or is assumed to have, one of these characteristics, such as being the parent of a child with a disability.

It is also against the law to treat someone unfavourably because you assume they have a personal characteristic or may have it at some time in the future.

Bullying

If someone is being bullied because of a personal characteristic protected by equal opportunity law, it is a form of discrimination. Bullying can take many forms, including jokes, teasing, nicknames, emails, pictures, text messages, social isolation or ignoring people, or unfair work practices. Under Federal law, this behaviour does not have to be repeated to be discrimination – it may be a one-off event.

Behaviours that may constitute bullying include:

- sarcasm and other forms of demeaning language
- threats, abuse or shouting
- coercion
- isolation
- inappropriate blaming
- ganging up
- constant unconstructive criticism
- deliberately withholding information or equipment that a person needs to do their job or access their entitlements
- unreasonable refusal of work or study-related requests.

Bullying is unacceptable in the IFE and may also be against occupational health and safety law.

Sexual harassment

Sexual harassment is a specific and serious form of harassment. It is unwelcome sexual behaviour, which could be expected to make a person feel offended, humiliated or intimidated. Sexual harassment can be physical, spoken or written. It can include:

- comments about a person's private life or the way they look
- sexually suggestive behaviour, such as leering or staring
- brushing up against someone, touching, fondling or hugging
- sexually suggestive comments or jokes
- displaying offensive screen savers, photos, calendars or objects
- repeated unwanted requests to go out
- requests for sex
- sexually explicit posts on social networking sites
- insults or taunts of a sexual nature
- intrusive questions or statements about a person's private life
- sending sexually explicit emails or text messages
- inappropriate advances on social networking sites
- accessing sexually explicit internet sites
- behaviour that may also be considered to be an offence under criminal law, such as physical assault, indecent exposure, sexual assault, stalking or obscene communications.

Just because someone does not object to inappropriate behaviour in the workplace at the time does not mean that they are consenting to the behaviour.

All incidents of sexual harassment – no matter how large or small or who is involved – require employers and managers to respond quickly and appropriately.

IFE recognises that comments and behaviour that do not offend one person can offend another. This policy requires all staff and volunteers to respect other people's limits.

Victimisation

Victimisation is subjecting or threatening to subject someone to a detriment because they have asserted their rights under equal opportunity law, made a complaint, helped someone else make a complaint, or refused to do something because it would be discrimination, sexual harassment or victimisation. Victimisation is against the law.

It is also victimisation to threaten someone (such as a witness) who may be involved in investigating an equal opportunity concern or complaint.

Victimisation is a very serious breach of this policy and is likely (depending on the severity and circumstances) to result in formal discipline against the perpetrator.

IFE has a zero tolerance approach to victimisation.

Gossip

It is unacceptable for staff at IFE to talk with other staff members, clients or suppliers about any complaint of discrimination or harassment.

Breaching the confidentiality of a formal complaint investigation or inappropriately disclosing personal information obtained in a professional role (for example, as a manager) is a serious breach of this policy and may lead to formal discipline.

Merit at IFE

All assessment decisions at IFE will be based on merit – the skills and abilities of the candidate as measured against the requirements of the course – regardless of personal characteristics.

Resolving issues

IFE strongly encourages any learner or staff member who believes they have been discriminated against, bullied, sexually harassed or victimised to take appropriate action by:

- Talking to the other person if you feel comfortable doing so. Sometimes people just need a reminder about their behaviour or to be told when they've stepped over the line.
- Speaking to the Senior Education Officer, IFE Director or an Archdiocesan Harassment Contact Officer.
- Following the IFE complaints policy and procedures.

Codes of conduct

The Catholic Church and Catholic Education have Codes of Conduct which bind employees, volunteers and students. These codes are relevant for learners in this course, whether they are already employed in Catholic Education, or are seeking to be employed in Catholic Education. Learners are expected to abide by these Codes, or the relevant Code of their local Catholic Education Office.

Please note the following relevant policies and codes of conduct:

Archdiocese of Brisbane

Safeguarding Children and Vulnerable Adults Prevention and Protection Policy

<http://brisbanecatholic.org.au/support/safeguard/>

National Committee for Professional Standards

Integrity in Service of the Church: A resource document of principles and standards for lay workers in the Catholic Church of Australia

<https://www.catholic.org.au/organisation-documents/national-committee-for-professional-standards-1/1345-integrity-in-service-of-the-church-1>

Brisbane Catholic Education

Code of Conduct

<https://www.bne.catholic.edu.au/bce-employment/new-employee-and-staff-benefits/Onboarding/BCE%20Code%20of%20Conduct.pdf>

Catholic Education, Diocese of Rockhampton

Code of Conduct

<https://www.rok.catholic.edu.au/about-us/policies-publications/>

Catholic Education, Diocese of Townsville

Code of Conduct

<https://www.tsv.catholic.edu.au/about-tceo/policies/dec-policies/>

Related Sites:

Professional Standards Office for the Catholic Church in Queensland:

<http://psqld.catholic.net.au/>

Frequently asked questions

How long do I have to complete the course?

You have two years from your enrolment start date to complete the whole course. See course duration in this handbook on page 19. Note, however, that each unit has its own completion dates including assessment due dates and date by which we will finalise your results in that unit. Each of the four units within the course is completed in a shorter timeframe. This is designed to keep you on track to complete the whole course by breaking it up into four manageable units along the way. For more information on unit completion, see page 26.

What happens if I have not completed the course at the end of my two year enrolment period?

If you think you will not manage to complete the course within the two-year enrolment period, talk to us as soon as possible, so we can consider your particular circumstances and discuss your options with you. Complete the *Course Extension Form* and submit this to the IFE prior to your course completion date. This form is available on the IFE online portal. For more information on course extension, see page 19.

How do I register for units?

You can access the *Unit Registration Form* from the IFE online portal at any time and register for a unit. Registration for each unit is required at least ten working days prior to that unit's commencement date. You will also receive a registration reminder from the IFE prior to each semester commencing. See sign on for units on page **Error! Bookmark not defined.**

Do I need to pay the entire course fee upfront?

No. Invoices are issued for each unit in advance of the unit commencing. You are only required to pay for one unit at a time. Payment for each unit must be made however ten working days prior to attending the first workshop of the unit. For further information on payment of fees, see page 18.

What happens if I miss a workshop?

If you cannot attend a workshop for a unit, or miss a workshop due to illness or other unforeseen circumstances, contact the IFE as soon as possible – either before the workshop, or no later than five business days after you missed the workshop to discuss alternative options. See workshop attendance on page 25 and postponing completion of a unit on page 18.

What if I can't meet an assessment due date?

Contact your mentor to discuss your circumstances. An initial extension of 14 days from the due date will usually be granted. For more information on assessment requirements, see page 25.

What happens if an assessment is not yet satisfactory?

If your assessment does not meet all of the requirements, an assessor will give feedback on this and provide an opportunity for you to resubmit your assessment. For more information see assessment resubmission in the assessment requirements section of the handbook on page 25.

What is the Unit completion date and why does it matter?

The unit completion date is the date on which the unit closes – all workshops for the unit must have been attended and all assessment needs to have been submitted and assessed by this date.

We will issue a Unit Results Report within five working days of this date. If you have not completed the unit by the unit completion date, your Unit Results Report will indicate that you have not fully met the requirements to achieve competency for that unit. You may contact the IFE to discuss repeating the unit. Payment of the full unit fee will usually apply to repeat a unit. For more information on Unit Completion and results see page 26.