FOUNDATIONS

11238NAT Diploma of Christian Ministry and Theology (Catholic Education)

Course Handbook

NATIONALLY RECOGNISED TRAINING

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Archdiocese of Brisbane

DOCUMENT CONTROL

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0.1	Update to new course	1.11.2023
1.0	First release	16.01.2024

Welcome!

Welcome to the Institute of Faith Education (IFE) 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.

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, and choices you have in completing it. 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. IFE policies and procedures will change from time to time to meet the needs of learners and IFE. The most current version of the Course Handbook will always be available on the IFE website and on IFE's eLearning space, *My e-learning place*.

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

Dr Allie Ernst
Director
Institute of Faith Education

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About 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*.

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 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: ife.qld.edu.au
Email: ife@bne.catholic.net.au
Phone: 07 3324 3485
Postal address: GPO Box 282, Brisbane Q 4001
Online learning: elearn.anewspring.com

Key staff for this course:

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

Our commitment to you

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

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 summarised in this Handbook and are available in full on our website. IFE reserves the right to update policies and procedures to meet current needs. The applicable policies and procedures will always be the current version, which is available on the website.

Quality training and assessment

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

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

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), Catholic Education Offices of various dioceses across Queensland, 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

IFE develops policies and procedures to support learners and the effective administration and delivery of courses. We may update policies and procedures from time to time as part of our continuous improvement processes. Learners will receive notification from IFE of any significant changes to policies and procedures that impact their studies. The current Course Handbook with the current policies and procedures will always be available on the e-learning site and IFE website. 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.

Training guarantee

IFE may cancel or postpone scheduled courses due to unforeseen circumstances or where insufficient learner numbers have been confirmed. If 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, 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 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.

Course Guide

Outcomes

The Diploma in Christian Ministry and Theology is intended to equip individuals to serve in a range of roles in church, parachurch and community organisations, Christian education, health, social services or aged care services and not-for-profits.

The *Foundations* course provides the Diploma of Christian Ministry and Theology (Catholic Education). This specialisation of the Diploma is designed to equip teachers to deliver religious education in a Catholic school. It can also be applied to other Catholic contexts and roles, such as campus minister, chaplain or parish ministry roles.

To complete the Diploma of Christian Ministry and Theology (Catholic Education) a learner must successfully gain all of the following competencies:

- NAT11238001 Apply advanced knowledge of the Bible
- NAT11238002 Compare and explain Christian beliefs and practices
- NAT11238003 Research and present a biblical theme
- NAT11237002 Interpret biblical texts
- NAT11238005 Develop and apply knowledge of church, liturgy and sacraments
- NAT11237005 Apply Christian ethics to contemporary issues
- NAT11238006 Analyse and compare worldviews and world religions
- NAT11238015 Implement the mission and values of a Catholic organisation in own professional practice
- NAT11238016 Interpret and apply a religious education framework to guide practice
- NAT11238017 Develop the religious understanding of students

Course accreditation

The *Foundations* course offers a nationally accredited qualification: *11238NAT Diploma of Christian Ministry and Theology (Catholic Education)*. 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 (Catholic Education)
Accredited Course Code: 11238NAT
Course accreditation period: 01/01/2024 to 31/12/2028

Course outline

This course is taught in four modules. Modules 1, 2 and 3 may be completed in any order. **Module 4 is to be completed after learners have completed <u>at least two</u> other modules.** It is designed to apply learning from these other modules in a practical setting. The Orientation module is completed prior to commencing any other module, as it provides important information to assist learners to complete the modules efficiently and effectively.

Orientation

The Course Orientation provides key information:
1. Course expectations and what to do, for example if you need to miss a tutorial or change your enrolment or have a concern about something in the course.
2. Instructions and guidance for using the Learning Management System (LMS) and Teams to access the online workshops and tutorials.
3. Helpful tips for completing modules including strategies, resources and tools for completing assignments and referencing sources.
4. Reference guides and forms, including a copy of the current course handbook and information about IFE team members, including support staff and mentors in the course.

The orientation module is completed prior to your first workshop in the course.

Module 1   Scripture: The World of the Bible

This module equips learners to understand the Scriptures and apply them in their work or ministry context.

On successful completion of this module, you will:
1. Understand what the Bible is and how Catholics interpret it.
2. Understand the content and organisation of the Bible: What is in it and how it all hangs together.
3. Understand how to interpret the Bible: Strategies, resources and tools.
4. Gain skills for applying the Bible in your own context.

Competencies:
- NAT11238001 Apply advanced knowledge of the Bible
- NAT11238003 Research and present a biblical theme
- NAT11237002 Interpret biblical text

Module 2   Church: Ritual, Liturgy and Sacraments

This module provides a survey of the Catholic Church, its foundations, historical development, key teachings and contemporary expressions. The module focuses particularly on a number of aspects relevant to the work of Catholic religious educators and chaplains, namely the teaching of ritual, the

Sacraments, Catholic thought, and the history and development of the Church. The aim of this module is to enable you to be well versed in the tradition of the Catholic Church.

On successful completion of this module, you will:
1. Broadly understand the history of the Church and some of the key events and issues that have shaped the Church
2. Understand the difference between the Catholic tradition and other Christian denominations
3. Be familiar with Catholic liturgical rituals
4. Understand sacraments and sacramentality in the Catholic tradition

Competencies:
- NAT11238002 Compare and explain Christian beliefs and practices
- NAT11238005 Develop and apply knowledge of church, liturgy and sacraments

Module 3   Worldview, Ethics & Catholic Social Teaching

This module equips learners to understand different theological and philosophical perspectives as well as approaches for reflecting on ethical or social issues and apply them in their work or ministry context.

On successful completion of this module, you will:
1. Understand the difference between Christianity and other major world religions and philosophies
2. Understand and apply frameworks for analysing ethical issues
3. Discuss ethical issues and articulate contemporary Catholic theology in a clear, easy to understand form
4. Reflect on your own values and beliefs

Competencies:
- NAT11237005 Apply Christian ethics to contemporary issues
- NAT11238006 Analyse and compare wobelirldviews and world religions

Module 4   Teaching the Catholic Tradition

The objective of this module is to equip learners to apply Catholic theology in a Catholic workplace with a particular focus on religious education. The module considers the professional expectations of those working in a Catholic school or parish; issues faced by teachers, campus ministers and lay workers in their work; the context and culture of Catholic communities, how the mission and values of a Catholic organisation are expressed, how religious education frameworks are applied and how to teach religious education effectively.

On successful completion of this module you will:
1. Understand the priorities and expectations of working in a Catholic context
2. Apply a Religious Education framework to the teaching of religion
3. Be able to facilitate religious education in a Catholic context
4. Use reflective practice to support their own skill development

Competencies:
- NAT11238015 Implement the mission and values of a Catholic organisation in own professional practice
- NAT11238016 Interpret and apply a religious education framework to guide practice
- NAT11238017 Develop the religious understanding of students

Course structure and delivery

This course follows a 'flipped' learning design which means course content is delivered on-line and studied by completing the set readings, videos and activities. Central to course design is time spent with mentors and peers in tutorials discussing and applying your learning and completing assessment.

Ideas and concepts are explained in the learning materials that you study at your own pace prior to the tutorial. In the tutorial you will clarify anything that you did not understand, analyse or evaluate the content and apply it to a task. Mentors also use this opportunity to assess and support your progress and ensure that you have gained the required learning outcomes.

After the tutorial you will often submit an assessment task (e.g. short-answer questions or a project) that applies, integrates and demonstrates your learning from the preparation prior to the tutorial and your engagement in the tutorial. More significant projects may be presented at a tutorial.

Depending on your prior experience, your familiarity with the content covered and your general learning style you can expect to spend six to eight hours or more preparing for each tutorial, along with additional time spent completing assessments. For each module you can expect to spend about as much time in completing workshops and tutorials, private study and assignments as you would for an undergraduate unit at university.

Each module includes a two-hour first workshop that introduces the topic and five tutorials. Four tutorials are one hour in length. The final tutorial is two hours in length. This is often the tutorial where you may be presenting a project you have completed.

Places in tutorials are limited to ensure mentors can engage with all learners in each tutorial. Depending on the size of the group, a number of different tutorial options may be offered at a range of different times to ensure appropriate tutorial sizes. Learners are responsible to sign up for tutorials if required. One tutorial slot will always be offered at the advertised module time; where additional tutorials offered to accommodate larger groups, these will be offered at different times and/or days to the advertised module time.

> **Workshops and tutorials are a key means by which we assess and support your learning and a core element of our training and assessment design. Attendance at all workshops and tutorials is mandatory.**

We understand that you may need to miss one workshop or tutorial due to illness or other circumstances. You can request a recording of that missed workshop or tutorial from the IFE office, since all sessions are recorded. If you need to <u>miss more than one workshop or tutorial for a</u>

module (e.g. opening workshop + one of the tutorials) we will provide the opportunity for you to complete an alternative individual tutorial session, at an additional fee, to enable you to continue your studies in the module. For details see the IFE Schedule of Course Fees and Charges. The fee covers IFE costs incurred in arranging and facilitating these individual tutorial sessions.

> It is expected that you have completed the assigned individual study prior to attending each tutorial. Clear guidance is provided on what learning activities and content are to be completed prior to the tutorial. You can expect to discuss your learning, to respond to questions and complete activities in tutorials based on the assigned learning.

Learners who repeatedly do not complete the assigned learning prior to the tutorial will be asked to complete an additional individual tutorial session, at an additional fee, to ensure that they have achieved the set learning outcomes and to enable the mentor to assess their learning. This also applies to any missed tutorial where a learner was required to present an assessment task.

Alternatively, if you have started a module and then find that you cannot complete it at this time you can defer your studies in that module. On this see further *Deferring* (page 18).

Tutorials are recorded and may be distributed to learners who miss a tutorial or encountered connectivity issues during the tutorial. Only learners in the same learner group will receive access to that recording.

IFE reserves the right to alter workshop and tutorial 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 IFE and have the opportunity to re-schedule that module, if required.

My e-learning place: IFE online learning platform

All learning materials are made available via *My e-learning place*, IFE's online learning platform (learning management system). This is accessed at https://elearn.anewspring.com. You will receive email notifications from *My e-learning place* and will be sent log-in details to *My e-learning place* after enrolment. All learners must ensure they check their emails regularly as this is the main way IFE communicates with learners. All learners must ensure they update IFE if their email address changes.

All online workshops and tutorials are accessed via *My e-learning place* using Microsoft Teams. Guidance is provided in the Orientation module and by Student Services staff to assist learners.

> You will need access to a computer and reliable internet connection to use the online course materials and attend on-line workshops. Computers will need to have a camera to enable you to engage with your mentor and peers in workshops and tutorials.

Delivery modes: Choose how to complete the course

Modules in the *Foundations* course are offered in two different modes: You can choose whether to attend tutorials on weekends/weeknights during term time, or complete a module as a holiday intensive. Each option is described below. In each case learners cover the same content and complete the same assessment tasks.

Standard mode:

Learners who select this option attend one workshop and five tutorials which are scheduled fortnightly on a Saturday or on a weeknight. The opening workshop is always scheduled prior to the term (at the end of the previous term, usually in weeks 8 – 10) with tutorials scheduled either in weeks 1, 3, 5, 7 and 9 of the term or in weeks 2, 4, 6, 8 and 10 of the term.

Assignments are due progressively over the term, with short-answer tasks due one week after each tutorial. Major projects are due either at a set tutorial where the project involves presentation at the tutorial, or some weeks after the tutorial (i.e. during, or at the end of the two-week break following the term).

Learners can expect to spend a minimum of six to eight hours in individual study prior to each tutorial, as well as additional time completing assignments.

Intensive mode:

The intensive mode schedules most of the workshops and tutorials in the first week of a school holiday break. Depending on the module the final tutorial will be scheduled in the second week of the holiday or some weeks later, in cases where learners need to present to their peers as part of an assessment task for the module, and require more time to prepare for this task.

Learners who select this option should note that it is still expected that learners prepare for each tutorial. In this case learners may spend six to eight hours in the afternoon and evening preparing for the next day's tutorial.

Assignments submission dates are spaced over two months following the tutorials, (i.e. up to week 8 of the following term) or over December / January for the intensive delivered at the start of the Christmas holidays.

Assessment

Competency-based assessment

Assessment in this course is competency-based. There is no grading; rather the assessment process determines whether a learner 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'.

Competency requires the ability to perform the skill to the required (professional/workplace) standard and to do so consistently.

This approach is also 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 learners are not compared with other learners; rather assessment *gathers evidence of competence* through observation, through the work learners complete or through other sources (such as reports from third parties).

Learner assessed as "not yet competent" can continue to develop the skills and knowledge and can continue to gather evidence towards competence. In this course this happens during a module, where you can resubmit assessment tasks. Each module has a completion date when a final assessment outcome is issued. If you have not gained the competency at that point you can repeat the module.

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 you can generally expect to spend on formal learning and assessment activities for each of the four modules 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, you 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

Each learning activity and assessment in the course is designed to support professional work in a Catholic context. 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.

Amount of assessment:

For each of the four modules in this course learners complete a range of assessment tasks including short answer questions and practical projects.

Short-answer questions are designed to cover core learning content to confirm learner understanding. Tutorial discussions are also central to this assessment of core learning content.

Practical projects are more substantial tasks designed to apply learning in contexts that reflect the workplace. Examples include:

- Developing teaching/learning content on a biblical or theological topic
- Delivering presentations on a biblical or theological topic to peers in the course
- Teaching biblical or theological content to learners in a school or parish setting
- Case studies
- Research projects

A module typically includes three assessment tasks: A set of short-answer questions and two major tasks/projects. Mentors record attendance and assess by observation during all of the tutorials. This is a key means of supporting you in developing skills and knowledge across the module and ensuring authentic learning.

For more details on assessment see the section on Assessment in this handbook.

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.

You 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 your 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, you are required to:

- treat all staff and learners with respect and courtesy
- provide your own access to a personal computer with internet and email access and camera

- participate in online workshops and tutorials including being visually present to other participants in the group
- commit to attending all workshops and tutorials which form a key part of the course and include assessment
- be punctual
- complete any required tasks in preparation for the tutorials
- complete the required assessment tasks for each module
- gain practical experience in a Catholic school or college (applies to 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); or gain practical experience in a Catholic parish or ministry setting (applies to learners studying towards work in a ministry setting)
- meet the set deadlines for assessment submission or seek an extension of time
- complete each module and the course within the set timeframe
- pay all associated fees within IFE's required timeframes

As part of the learning process, learners must not:
- plagiarise, collude or cheat in any assessment
- use offensive language
- harrass other learners or staff
- use any social media such as Facebook, X or Instagram, mobile phones, 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

> The summary below is tailored to provide relevant detail for learners in this course. The complete enrolment policy is available on the IFE website. See ife.qld.edu.au/codeofpractice. The intent in this handbook is to ensure that all relevant information is provided in an accessible and self-explanatory format that highlights how the enrolment policy is implemented in the context of this course.

Enrolment information

The enrolment package for this course contains the Course Handbook, Schedule of Fees and Charges, Course Schedule and online enrolment link. The complete enrolment package is available on the IFE website.

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.

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.

How to enrol

Obtain a USI

To enrol in this course, applicants will need a USI. A USI is an individual's education number and forms an online record of all their VET training in Australia. Applicants who do not already have a USI, can apply for one at www.usi.gov.au. Further information about the USI can also be found at this site.

Enrol online

Enrolment is online. Applicants can enrol in this course by clicking on the *Enrol Now*! link on the IFE website. A USI is required to complete this form.

Learners will receive acknowledgement of enrolment by email. Learners are responsible to advise IFE of any changes to their contact details once enrolled. IFE takes no responsibility for any

correspondence not received by learners should they neglect to advise any changes to their contact details.

Sign up for modules

Learners are required to sign up for modules after completing the enrolment form. The *Course Schedule* is available on the IFE website. The schedule outlines the modules and delivery options available to learners. Learners will receive a link to the online *Module sign up form* once they have enrolled.

> Sign up for a module closes two weeks (14 days) prior to the commencement (first workshop) of the Module. This enables IFE to complete all necessary preparations for the Module. After this date late sign up for the Module is subject to availability of places.

All four modules must be completed to gain the qualification. It is your responsibility to ensure you sign-up for all four modules and complete these within the time allocated for completion of the course (see course duration below).

Course duration: How long do you have to complete the whole course?

All enrolments in courses are for a specified period. This enrolment period and the associated enrolment expiry date for a learner ensures sound management of courses in relation to transition of qualifications and competencies. It addresses the risk of competencies or qualifications expiring during a learner's enrolment with IFE and enables effective course management.

A learner's enrolment in this course is for a maximum of five semesters, i.e. 2 ½ years. Learners will normally complete one or two modules per semester, completing the course in one to two years.

If you have not completed all requirements of the course by your course completion date, we will close your enrolment at that point and issue a Statement of Attainment for any competencies you have successfully completed. This ensures your progress and achievement is documented and protected by ensuring completed competencies are recognised and recorded as part of your USI VET training records. Any course fees paid for incomplete or deferred modules will be forfeited and become the absolute property of IFE. Learners may subsequently enrol in any current course available for which they are eligible and may receive credit transfer or recognition of prior learning where relevant.

Deferring your studies

We understand that you may need to take a break from your studies in this course, either between modules or even after you have started a module. This may occur, for example, due to illness or unforeseen circumstances.

Deferral is the period of time during which a learner is permitted to suspend enrolment in the course or a course component. Deferral does not change the course duration. A learner may defer studies *within* their specified enrolment period but may not extend their enrolment period through deferral of their studies.

Learners can defer their studies in the course or in a module by submitting a *Deferral Form* to IFE and can access this form from IFE's online learning platform in the *Orientation* module.

Deferral means:
- You will sign up again for the module at a later date. This must be within the overall enrolment period for the course. It is your responsibility to register (sign up) for the module again when you are ready to recommence the module, or to sign up for a later module at the time of requesting deferral.
- You may need to repeat the full module, including re-attending workshops and tutorials and completing assignments that you had already commenced or previously submitted. This will depend on the work you have completed and whether there have been any changes to the module in the interim.

Every application for deferral and subsequent sign-up for the module is assessed by IFE staff to determine the course of action best suited to you as a learner. Where a learner recommences a module which was partially completed (some tutorials and/or some assessment tasks had been completed prior to deferring the module), IFE will determine whether exemptions can be given from attending some tutorials or completing some assessment tasks. This is determined on a case-by-case basis to ensure that learners meet the requirements of the units of competency and to avoid duplication of work for learners where possible. You will be advised in writing of any specific requirements or exemptions that apply in your case.

Where there have been changes to a module or the competencies in a module during the deferral period it may not be possible to grant exemptions. For this reason IFE advises learners to re-commence and complete deferred modules as soon as possible.

A **fee applies** to deferral applications to cover the cost of IFE staff time reviewing your circumstances and managing your registration in the module. This is detailed in the IFE Schedule of Course Fees and Charges. IFE will invoice learners upon receipt of a completed Deferral Form. Deferral applications will only be processed once the deferral fee has been paid. Deferral is subject to approval by the IFE Registrar. Where there are known impending changes to a module that would adversely affect your capacity to defer and recommence the module, IFE will advise you and discuss alternative options.

Fees which you have paid for a module which you have commenced and subsequently have been granted deferral will be credited towards the module once you recommence it. Fees cannot be credited to a different module and where module fees have increased during the time of your deferment you will be required to pay any outstanding amount.

If you need to withdraw from the course

Learners may withdraw from this course at any stage during their enrolment. If you decide to withdraw from the course you must notify IFE in writing by submitting a Withdrawal Form. Learners can access this form from IFE's online learning platform in the Orientation module. IFE will issue a Statement of Attainment listing all competencies you have completed and process any refunds for which you are eligible in line with the Refund Policy. IFE will finalise withdrawals within 30 days of receiving written withdrawal notification from a learner.

If you would later like to complete the qualification, you may do so by re-enrolling and accessing credit transfer and/or recognition of prior learning. New course fees will be incurred and all IFE policies will apply.

Administrative withdrawal: When IFE may withdraw you from the course

If you fail to progress in a course (by ceasing to attend classes and ceasing to submit work in line with set due dates) AND fail to complete the expected course processes for managing your enrolment (deferral or withdrawal) IFE may instigate an administrative withdrawal process.

The administrative withdrawal process is designed to ensure that IFE can protect your achievements and maintain effective course administration in instances where you stop progressing in the course and cease communicating with us. It ensures that we will issue any competencies you have gained so that they are recorded on your USI and are not lost. If you subsequently wish to resume your studies you may re-enrol in any current course available for which you are eligible. New course fees will apply.

Before completing an administrative withdrawal, IFE will seek to contact you to discuss progress on three occasions:
- By email, requesting you contact the IFE Registrar or Senior Education Officer to discuss your needs and progress.
- By phone where you have not responded to the email enquiry within 10 business days.
- By email where you have not responded to the phone contact within 5 business days, advising you that an administrative withdrawal process will be initiated and advising you of the date when this withdrawal is expected to be completed.

Our primary focus in this process is you: ensuring that we stay in touch with you and provide you with support and options for completing your studies and issuing any competencies that you have achieved so that they are formally recorded on your online VET record.

Issuing Certificates and Statements of Attainment

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

IFE will only issue AQF certification documentation to a learner who:
- has successfully completed all requirements of the course or module
- has supplied a USI and that USI is verified by IFE
- has paid all fees owing to IFE

Upon successful completion of this course, learners will receive:
- a testamur, *and*
- record of results

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

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

If you need a replacement Certificate or Statement of Attainment

A person who has lost their certification documents issued by 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 IFE. Once the associated fee has been paid, IFE will process and post the replacement certification documents within ten business days.

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

Privacy policy

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*).

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

Assessment Policy and Procedures

> The summary below is tailored to provide relevant detail for learners in this course. The complete assessment policy is available on the IFE website. See ife.qld.edu.au/codeofpractice. The intent in this Course Handbook is to ensure that all relevant information is provided in an accessible and self-explanatory format that highlights how the assessment policy is implemented in the context of this course.

Assessment policy

IFE is committed to ensuring training and assessment is delivered in an inclusive, equitable and safe environment. Training and formation provided reflects industry needs and is designed to support learners to achieve training outcomes.

Assessment in this course is conducted in line with the assessment requirements of the Accredited Course (11238NAT 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	The individual learner's needs are considered in the assessment process. Where appropriate, reasonable adjustments are applied by the RTO to take into account the individual learner's needs. 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.
Flexibility	Assessment is flexible to the individual learner by: • 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	Any assessment decision of the RTO is justified, based on the evidence of performance of the individual learner. Validity requires: • 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	Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.

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

If you are already employed by a Catholic employer (e.g. Catholic school) and are completing this course as part of your employment (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 your work for your employer more generally. Assessment tasks in this course will relate to your 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 you with finding and gaining access to a suitable school if you are not yet employed in a Catholic education setting. For learners in parish contexts completing this course to support parish ministry, your own parish will be the focus of your practical work.

Assessment due dates

It is your responsibility to ensure you adhere to all due dates applicable to a module or to contact your mentor to make alternative arrangements should you not be able to meet a set requirement of a Module.

Extension requests

Completion due dates for submission of assessment tasks for each module are provided at commencement of the module. It is your responsibility to submit all assessment items by the set due date. If you are unable to meet this requirement you need to contact the mentor for the module to arrange an extension prior to the set assessment due date. Extensions are granted at the discretion of the mentor and only with the module's overall delivery period. No extension is ever granted beyond the module completion date. Where an extension is granted by the module mentor it is your responsibility to ensure you submit assessment by the approved extension due date.

Note that extensions for assessment tasks that involve a presentation or practical component tied to the module delivery schedule (e.g. a presentation to be made in a tutorial or an assessment task to be completed in a tutorial) are considered on a case-by-case basis. It may not be feasible to accommodate an extension in the delivery schedule under those circumstances.

All extensions granted must be documented in writing. If you need to request an extension you should message the mentor from *My e-learning Place* (online learning platform).

Re-submission of assessment tasks

You 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. IFE will accept one re-submission of each assessment task. At the discretion of IFE, we may permit a third assessment submission.

Module completion date

All results for the module will be finalised and issued after the module completion date.

If you have not successfully demonstrated competency by this time you may repeat the module to continue to develop competency over the duration of your enrolment. IFE will provide guidance with respect to repeating the module. If you need to repeat a module to gain competency you can expect that you may be asked to attend some, or all, of the workshops and tutorials again and to complete some, or all, of the assessment tasks again. This will be tailored to your circumstance to ensure it addresses your learning needs and offers the best chance for success. New module fees will apply if you need to repeat a module.

Assignments and learning resources will no longer be accessible to learners after the module completion date. If you want to retain a copy of your assessments and/or resources from the module, such as readings, you need to ensure you download these documents from the e-learning site prior to the module completion date.

Academic integrity: How we ensure authentic assessment of your skills

We are committed to ensuring assessment in this course has academic integrity. This means that any work submitted for assessment represents your own skills and knowledge and that any ideas or materials taken from other persons or other sources are appropriately identified and referenced.

Plagiarism and collusion

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]

You are advised to take care when creating notes for assignments to ensure you 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

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

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 you 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 module or the Senior Education Officer.

Plagiarism and collusion invalidate the assessment evidence. Whether or not the plagiarism or collusion was intentional, 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. You 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, you 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 Education Officer. You may be eligible to use this work as part of the assessment or through *Recognition of Prior Learning*. *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.

Artificial Intelligence: Can I use Chat GPT?

Generative Artificial Intelligence (AI) tools are tools that are able to generate new content through access to large amounts of data. Tools such as Chat GPT and other AI powered chatbots and tools are able to source and write content.

The following principles apply to their use in this course:

1. The goal of this course is to develop *your* understanding of the content. Assignments and learning tasks are designed to help you to develop this understanding. Where AI is used to short-circuit or circumvent this task, it is hindering rather than helping your learning. When AI is used as such a short-cut, it represents academic cheating.
2. AI can become a useful tool for you in your professional practice, but only if you know what you are doing. If you do not have your own well-developed knowledge base and foundation in Catholic scripture and theology, you will not be able to evaluate any content that AI generates for its suitability for use in a Catholic work setting. If you are using AI as a research tool, or to refine your own work, in this course, <u>then cite it as a reference or tool you have used</u>.

It is your mentor's role to assess *your* knowledge and skill in Scripture and theology, not what Chat GPT knows, or your skill at using AI to generate assignments. This is why tutorials are a primary source of information for your mentor on what you know about any set topic.

> When we assess your skills and knowledge in this course we do not primarily rely on your written submissions. We rely primarily on what we see you do, that is, on your engagement in the tutorials. This is why tutorials are mandatory and why, if your assessor is not able to assess your skills in the tutorials (due to your failure to attend, or your failure to complete the set preparation for the tutorial) additional assessment times need to be scheduled, at an additional cost to you.

Do not use AI as a short-cut to circumvent your own learning. You, your knowledge and skill, is what you bring to a workplace. Once you have developed that skill and knowledge you will then be able to use AI wisely and with discernment in your work.

You can always discuss this with your mentor and explore any context in which you think AI may be a valid resource to use in this course.

Recognition of prior learning (RPL)

Your 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 designed to assess this.

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. IFE will provide advice and guidance to any applicant considering applying for RPL.

The first step, if you think you may be eligible for Recognition of Prior Learning, is to contact us by phone or email to discuss your context and seek tailored advice for your own specific circumstance.

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. 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 IFE (see the Schedule of Course Fees and Charges). 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 IFE.

If an RPL application has been assessed by 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 module, or part of a module, to be completed.

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.

If you have completed nationally accredited units of competency through other Vocational Education and Training (VET), you may be eligible to receive credit for this training into your studies with IFE.

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. Applications for credit transfer should be made before starting a module in the course.

If you think this may apply, please contact us to discuss this further. We will provide advice on whether any other training you have completed meets the rules and requirements for credit transfer. If so, we will provide information on the documentation required to confirm the training you have completed. IFE will verify the documentation provided and provide credit to all eligible applicants. 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. IFE will provide information on a case-by-case basis.

Learner Support

Online Library

IFE e-library
IFE provides learners access to an on-line library of electronic books and journals in theology and religious education. The e-library is accessed via *My e-learning place*.

You may also have access to other local library resources through your local education office. Contact your local education office for more information.

Learner support

IFE will provide formation, assessment and support services to meet individual needs. IFE will gather information on your 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 for learners with disabilities. IFE will provide access to learner support within its capacity to provide such services. Learner support services offered by IFE may include:

- mentoring, telephone, email, networking and tutorial support
- 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

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

IFE may draw on resources available in a your local community to provide learning support for you. This includes support available in the your 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. We will do this only with your consent.

Flexible learning and assessment procedures

You are encouraged to approach the IFE Senior Education Officer or your mentor for the module to discuss circumstances that may affect your learning. Where required, 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

IFE is committed to quality training and the welfare of learners, clients and staff. IFE treats complaints and appeals as important avenues for supporting learner and client 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 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. For the full process and the form, see the website.

Our full complaints and appeals policy is available on our website. See ife.qld.edu.au/codeofpractice.

Fees and refunds

Schedule of Course Fees and Charges

The Schedule of Course Fees and Charges outlines all fees associated with a learner's enrolment with IFE in this course and is provided as part of the enrolment package on the IFE website. All learners should ensure they have received the current schedule of fees.

Course fees

The IFE reserves the right to increase its fees annually in line with CPI increases or for other reasons at its discretion. Learners who have commenced this course will be notified immediately by the IFE should there be a change to fees and be directed to access the current Schedule of Fees from the IFE online portal. Learners should note that current fees apply at all times throughout the duration of their enrolment with the IFE.

Course fees are invoiced in four instalments (by module).

Early bird discount

IFE offers a discount where fees for a module are fully paid at least two weeks (14 days) prior to the commencement (first workshop) of the Module.

Course fee payment by instalments plan

Learners may request a payment plan to pay module fees in instalments. The standard payment plan is five instalments.

All payment plans must be set up as direct debit agreements to ensure the full fee will be paid over a specified period of time. Early bird discounts do not apply where fees are paid with a payment plan.

Requests for payment plans must be made by no later than **10** business days prior to the module commencing (first workshop) and the initial instalment paid to gain access to course materials.

IFE will not issue any learner results to a learner until the Module fees have been paid in full.

> Learners will not be given access to course materials without payment of course fees. IFE requires two working days to provide access to course materials. Where a learner has signed up for a module and has not paid the fee at least 5 working days prior to the commencement of the module, their place may be allocated to a learner on the wait list.

Refund policy

IFE's refund policy is designed to offer fair and reasonable refunds to learners while ensuring that IFE can meet any financial commitments it has made. Refunds apply for learners who withdraw from the course as a whole and will not be continuing their studies with IFE any further. The IFE has processes in place to equitably manage fees for learners who need to make a change to their enrolment, such as deferring their studies (see below).

Learners who withdraw from the course more than 10 business days prior to commencing any unit in the course will receive a refund of any fees paid. Learners who withdraw from the course after this point will receive a refund, less an administrative fee, which is designed to cover IFE costs incurred in preparing for that learner's enrolment.

Each module includes a census date. IFE census dates provide learners an opportunity to withdraw from the course with refund even after commencing a module. No refunds apply for module fees after the module census date.

Refunds are available as follows:

Withdrawal from the course more than 10 business days prior to the first module's start date	➔	full refund of the fee paid
Withdrawal from the course 10 or less business days prior to a module's start date and up to the census date	➔	full refund of the fee paid minus the administrative fee (see fee schedule)
Withdrawal from the course after the census date of a module	➔	no refund

Refunds will only be paid where the IFE has received written notification from a learner of intention to withdraw from the course. The IFE will process refunds within 30 days of receiving a learner's email request to withdraw. If course fees have been paid by a third party any applicable refunds will be paid to the third party.

Note that refunds apply for learners who withdraw from the course as a whole and will not be continuing their studies with IFE any further. The IFE has processes in place to equitably manage fees for learners who need to defer a module for which they have registered. For further information, refer to IFE's Deferral Policy (see page 18).

Fees policy for deferring a module

A learner may defer their studies in line with IFE's Deferral Policy (see page 18).

A fee applies to deferrals. This fee covers IFE staff time in processing the application, including consideration of any recognition that may be given to work completed prior to the deferral that may

reduce the amount of work the learner needs to complete on resuming their studies. The deferral fee must be paid before deferral will be granted.

Any fees paid for a module which a learner *has not commenced* will be held by the IFE and credited towards the next module undertaken by the learner.

Where a learner defers a module after commencement, fees paid for that module will not be transferable to another module. These fees will be held and credited towards that module when the learner resumes studies in that module. If there has been any price increase to fees within the deferral period, the learner will be required to pay the difference when they resume their studies in that module. If the IFE needs to re-issue course materials to a learner, the IFE reserves the right to pass on the cost of the course materials to the learner (at cost). If a learner defers a module and does not resume studies in the module, for example if the learner withdraws from the course before resuming the module, fees paid for that module become the absolute property of the IFE.

Fees for individual tutorials

A learner may miss one workshop or tutorial due to illness or other unforeseen circumstances. A learner who needs to miss more than one workshop or tutorial for a module (e.g. opening workshop + one of the tutorials) needs to arrange an additional individual tutorial to complete tasks and assessments that were missed. Cost for these additional tutorials are passed on to the learner. Individual tutorials are arranged by IFE with the learner and the mentor. It is expected that such individual tutorials would only be required on rare occasions. They provide an additional opportunity for learners to complete a module rather than deferring it where unexpected events impact their attendance and participation in the tutorials.

Recognition of prior learning (RPL)

The IFE offers Recognition of Prior Learning for this course, as detailed in the Course Handbook. 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. An RPL application fee applies for each unit of competency for which recognition of prior learning is sought. The fee is invoiced once an application has been submitted to the IFE and prior to assessment of the application. 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.

Cancellation

Should IFE fail to reach the minimum quota of enrolments for any scheduled Module, IFE reserves the right to cancel that module. Learners affected by any such cancellations will be advised two weeks prior to that Module commencing. Applicants will receive a full refund of all fees paid for that Module or the opportunity to re-schedule their enrolment and have any fees paid credited towards this rescheduled Module.

Replacement certificates

A student may request a replacement certificate or statement of attainment if their original has been lost or damaged. A processing fee applies to the student for all re-issued certificates and statements of attainment.

Any student who fails to notify IFE of any change to their address before a statement of attainment is issued and posted will be required to pay the administration fee before a replacement can be processed.

Students can make a request for a replacement statement of attainment in writing to ife@bne.catholic.net.au.

Legislation and Codes of Conduct

As a Registered Training Organisation (RTO) 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 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, 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 25.

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[2] https://www.unimelb.edu.au/copyright/information/guides/introguideblue.pdf

Workplace health and safety

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

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 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 module mentor or the IFE Senior Education Officer.

Workplace discrimination and harassment

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.

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 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)
- *Criminal Code (Child Sexual Offences Reform) and Other Legislation Amendment Act 2020*

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 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://psoqld.catholic.net.au/

Frequently asked questions

How long do I have to complete the course?

You have five semesters to complete the whole course. See course duration in this handbook on page 20. Note, however, that each module has its own completion dates including assessment due dates and date by which we will finalise your results in that module. Each of the four modules 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 modules along the way. For more information on module completion, see page 24. It is your responsibility to ensure you meet module and course completion dates. Options such as deferring your studies (page 18) can assist you if required.

How/when do I sign up for modules?

You can sign up for modules once you have enrolled. When you submit your enrolment form, you will receive an email acknowledging receipt of your enrolment. The link to the *Module sign up form* will be included in that email. Once you have started the course, you can also access the *Module sign up form* from your online student portal. See module sign up on page 18.

Do I need to pay the entire course fee upfront?

No. You are only required to pay for one module at a time. Payment for each module must be made prior to attending the first workshop of the module. For further information on payment of fees, payment plans and early bird discounts, see page 31.

What happens if I miss a workshop or tutorial?

If you cannot attend a workshop or tutorial for a module, or miss a workshop or tutorial due to illness or other unforeseen circumstances, contact your mentor as soon as possible by messaging them through *My e-learning Place* – either before the workshop/tutorial, or no later than five days after you missed the workshop/tutorial. See attendance requirements described and explained in the section on course delivery, page 11.

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

Contact your mentor to discuss your circumstances. An extension will usually be granted wherever possible. For more information on assessment requirements, see page 24.

What happens if an assessment is not yet satisfactory?

If your assessment does not meet all of the requirements, your mentor 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 24.

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

The module completion date is the date on which the module closes – all assessment needs to have been submitted and assessed by this date. You also need to ensure that you have saved any work or

resources (readings) you wish to keep from the module by this date, as you will no longer be able to access the material on the e-learning site after the module completion date.

If you have not completed the module by the completion date, you should contact IFE as soon as possible to discuss repeating the module. Payment of the full module fee will apply to repeat a module. For more information on module completion and results see page 24.

What happens if I cannot complete the whole course in the set timeframe?

If you have not completed the whole course within the five semesters allocated for your enrolment, IFE will issue a Statement of Attainment for competencies that you have successfully completed. This ensures that any work you have completed to that point is recorded on your USI record. See Course duration on page 18 for more information.