



# COURSE HANDBOOK



**11236NAT**

**Certificate III in Christian Ministry and Theology**





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Archdiocese of Brisbane

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DOCUMENT CONTROL

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1.1	Update to incorporate the requirements of the revised Standards	20/08/2025

# Welcome!

Welcome to the Institute of Faith Education and *Compass* (11236NAT Certificate III in Christian Ministry and Theology). This course has been developed by the IFE specifically for Catholic colleges or those schools who are interested in further exploring Catholic spirituality and beliefs, and interpretation of scripture and ethics with their students. Within this course, students learn theology through a variety of hands-on activities that are relevant to real life situations. The program is available to all students irrespective of individual religious beliefs but does specifically focus on the Catholic tradition.










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 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.

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

Dr Allie Ernst  
Director

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## About this course

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This course is offered in the college as a partnership between the college and local Catholic Education Office and Institute of Faith Education (IFE). This handbook is designed to explain how the course works and how IFE works with your college to deliver the course. You will enrol with IFE and receive a Certificate or Statement of Attainment from IFE at the end of your studies. The course will be delivered in the college by local college staff.

## About us

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The Institute of Faith Education (IFE) is a Registered Training Organisation (RTO), RTO Code: 31402 and operates within the 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 within the context of the Catholic tradition.

Five core values underpin the operations of the IFE:

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

## Contact Information

Web:	<a href="http://www.ife.qld.edu.au">www.ife.qld.edu.au</a>
Email:	<a href="mailto:ife@bne.catholic.net.au">ife@bne.catholic.net.au</a>
Phone:	07 3324 3485
Postal address:	GPO Box 282, Brisbane Q 4001
Online learning:	<a href="http://elearn.anewspring.com">elearn.anewspring.com</a>

### Key staff for this course:

Senior Education Officer:	Mark Lavelle
Registrar:	Helen Pointon
Student Services:	Rachel Knudsen
IFE Director:	Allie Ernst

## **Our Commitment to You**

Your rights as a student 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 students of fees and charges prior to enrolment. We have a refund policy that is fair and equitable and available to students 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 students and ensure that, if we cannot fulfil our obligations, students 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**

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 student and stakeholder satisfaction. We value feedback from students, staff and industry representatives. We tailor training to meet industry and student needs. We will ensure that students 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 by staff who hold post-graduate qualifications in theology and religious education and who bring many years' experience in religious education in both school and parish contexts. IFE staff participate in professional development to maintain the currency of their skills and experience.

## **Relevant formation**

The IFE has consulted, and continues to consult, with various organisations and agencies to ensure the content of this course is relevant to students 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 and the Queensland Curriculum and Assessment Authority (QCAA). We tailor course content and assessment to ensure workplace relevance.

In this course there is a particular focus on ensuring broad relevance of the skills taught, including personal formation and developing 21<sup>st</sup> century skills that will be of value in any job role. It has become broadly recognised that there are seismic shifts in job roles and employment markets, that young people are preparing for a very different future from that of their parents and that a new set of skills is becoming critical for success. These 21<sup>st</sup> century skills include:

1. Ways of thinking: creativity and innovation, critical thinking, problem-solving, decision making, and learning to learn/metacognition
2. Ways of working: communication, and collaboration (teamwork)
3. Tools for working: information and ICT literacy
4. Ways of living in the world: citizenship (local and global), life and career, and personal and social responsibility (including cultural awareness and competence).

(Source: QCAA, *21<sup>st</sup> Century skills for senior education*, Nov 2015, p.4)

While there is certainly a focus on religious education in this course, often we will highlight ways in which what is learnt in this context is relevant in other contexts and in a broad range of job roles, precisely because it has a strong and consistent focus on building 21<sup>st</sup> century skills as a core part of the curriculum in this course.

## Course guide

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### Pathways and Outcomes

This course will be of interest to students considering a career in the Catholic sector (Catholic education, Catholic health care, Catholic Social services) as the course provides an introduction to Catholic beliefs and Catholic social teaching. With its strong focus on 21<sup>st</sup> century skills the course will also be relevant to any young person seeking to develop their creativity, critical thinking, problem-solving, communication and collaboration (teamwork) skills, global citizenship, life and career goals and personal and social responsibility.

As a nationally accredited Certificate III, *Compass* may contribute to a student's tertiary admission rank (ATAR) or support their transition to employment, vocational and higher education. Students should discuss their particular context and aspirations with their school or college careers advisor or those involved in their SET planning. Further information is also available on the IFE website, [ife.qld.edu.au](http://ife.qld.edu.au)

### Course Accreditation

This course offers a nationally accredited qualification. Students who successfully complete the course will be issued with the Certificate III. Students 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.

Accredited Course Name:	Certificate III in Christian Ministry and Theology
Accredited Course Code:	11236NAT
Course accreditation period:	01/01/2024 to 31/12/2028

There are no licensing requirements that apply to this course.

IFE's accreditation details are listed on the *National VET Register*, [training.gov.au](http://training.gov.au)

### Course Duration

The course is usually delivered over the senior years of schooling (Year 11 and 12) though other approaches may be used to meet the needs of learners. You must complete the course during these senior years of schooling. If you do not complete the full qualification by the end of your studies in the college, IFE will issue you with a Statement Attainment for any competencies you have completed and your enrolment in the course will be closed.



## Content overview

The course consists of four self-contained modules.

### Module 1 – *Choices*

In this module students are introduced to ethics and Catholic Social Teaching. Current moral/ethical issues and case studies provide the opportunity to reflect on the choices we make and how these impact life. Learners engage with and reflect on diversity in the workplace and how to work inclusively with others.

### Module 2 – *The Story*

This module explores the Bible. Students gain an overview of the Scriptures and learn skills for interpreting and applying biblical texts. There are opportunities to dig deeper into the texts and to explore how they are relevant to young people today. Students continue to build on their critical thinking, problem-solving and teamwork skills.

### Module 3 – *Community*

Learners acquire a basic understanding of key terms, beliefs and practices of Catholicism that enable them to support the Catholic identity of a workplace such as a Catholic school, hospital, aged care facility or social service. Learners explore indigenous perspectives *or* women's perspective *or* Christian faith practices before completing a capstone practical project. In this practical project students work in a team to offer solutions on how else the school can build its mission, culture or teaching and learning through its Catholic identity. Thus learners move from understanding Catholic identity to being able to build Catholic identity.

### Module 4 – *The Edge*

In the last semester students stand at the edge, ready to launch into the next step of their life. This semester provides an opportunity to reflect on their journey, to explore further the nature of God and to examine their own beliefs and how they shape their lives. The module provides opportunities to explore evil and suffering, the relationship of theology to science, religion and worldviews in the contemporary Australian scene, and questions about the afterlife.

## Training delivery

The course is delivered by qualified teachers in class in the school or college in line with the college timetable and term dates. Schools and colleges will deliver the course to students using online and/or printed course materials.

## ***My e-learning Place (online student portal)***

All learning materials are made available online via *My e-learning place*, IFE's on-line learning platform. This can be accessed at <https://elearn.anewspring.com>. Learners will receive access (login details) to their *My e-learning Place* online account once enrolled (see pg. 15 for how to enrol).

Learners are required to upload and submit all assessment tasks online via their online student portal account (*My e-learning Place*).

## **Units of Competency**

Certificate III in Christian Ministry and Theology is a nationally endorsed qualification, made up of eight units of competency, which specify the skills and knowledge and standards which students need to reach. Students will develop the competencies through all the processes which form part of the course (e.g. discussions, note-taking and end of unit projects or written reports).

The eight units of competency are:

NAT11236001	Develop foundational knowledge of the Bible
NAT11237003	Develop and apply knowledge of key Christian beliefs
NAT11236002	Research Christian Scripture and Theology
NAT11236003	Study and present a biblical topic
NAT11236005	Support the mission and values of a Christian organisation
NAT11236009	Communicate theology in everyday language
NAT11236008	Explain own beliefs to others
PSPGEN114	Work effectively with diversity and inclusion

The language of these competencies is quite abstract. You may find it a little difficult at first to wrap your head around what these competencies are talking about. In broad summary, they mean that a person competent at Certificate III level in Christian Ministry and Theology:

- understands something of a nominated Christian tradition (in this case the Catholic tradition), its Scripture and Tradition and how these are understood today
- can read and understand theological texts (e.g. biblical texts, simple commentaries or theological articles) at a basic level
- can use sources (such as the Bible) to develop a consistent understanding of a theological theme or issue
- uses information to formulate new theological insights and questions
- can make connections between theology and the realities of life (for example by drawing out ethical implications of theological ideas for contemporary living)
- communicates theological ideas effectively using suitable language
- works effectively in a team
- uses fundamental critical thinking skills in work and life situations
- uses reflective learning skills to improve self-reliance to confidently perform work tasks within the scope of own responsibility

Graduates of this course will have acquired **knowledge** related to fundamental, basic beliefs of church groups and which are relevant to certain Christian ministry contexts.

The graduates of this course will also have gained **skills** such as the ability to:

- interpret information related to basic Christian beliefs
- propose what actions are appropriate in a limited range of life and ministry situations based on interpretations about Christian beliefs
- provide some information related to Christian beliefs and understandings to some Christian and some non-Christian audiences
- fulfil relatively informal roles, and some more formal roles with higher levels of expectations and requirements, within the Christian ministry sector

Graduates of this course will demonstrate the **application of the knowledge and skills** they have gained:

- by using some discretion and judgement when advising others on possible courses of action in life or ministry related situations
- by adapting some approaches they have gained to the study of Christian concepts and beliefs to a limited range of subjects and topics

## 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 is not like a “pass/fail” system. Competence means you are able to demonstrate a particular skill consistently to a professional standard. This approach ensures high quality outcomes: While achieving 51% might be considered a ‘pass’ in a pass/fail approach, a surgeon who is only 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.

The competencies (skills and knowledge) taught in this course relate specifically to theology and ministry. That is, these are competencies expected to be held by someone who works in a Catholic or other Christian organisation, for example a teacher in a Catholic school, a health professional working in a Catholic hospital or someone working in Catholic community services.

Assessment is structured for success: If you are unable to demonstrate competency on the first attempt you can resubmit work or complete additional work to gain and demonstrate the required competency. If you do not achieve a competency in one semester you can even continue to work towards that competency in a subsequent semester. This maximises the opportunity for success for all students. If you have not achieved a competency by the end of the course, a result of ‘not competent’ will be recorded.

In this course you are not compared with other students; rather assessment gathers *evidence of competence* through observation, through the work you complete or through other sources (such as reports from third parties). You are considered competent when you can consistently apply your knowledge and skills to the expected standard of performance.

Refer back to the list of competencies (previous page) and note how each competency relates to “doing theology”. The competencies in this course try to define what it is a person ‘does’ when he or she is doing theology and ministry. What does a person competent in theology/ministry look like? What can he/she do? What does he/she know? The six core competencies relate to the skill of studying and discussing theology.

As part of this course you will be required to complete a series of **assessment activities**. Your teacher will specify which activities are to be completed. You are encouraged to clarify assessment tasks, confirm what is required, seek feedback and act on feedback.

**Important Note:** All completed assessment must be uploaded to *My e-learning place*, IFE’s on-line learning platform. This can be accessed at <https://elearn.anewspring.com>. Uploading all completed activities ensures your work is safe and that the required sufficient and valid evidence is not compromised in any way. Only tasks submitted via *My e-learning Place* will count towards competency outcomes. It is your responsibility to ensure all tasks are submitted online.

## Literacy and digital literacy requirements of the course

To succeed in this course, you will need to have a minimum level of literacy skills, including digital literacy skills, as follows:

- Actively engage in learning, including completing the required tasks and managing own time.
- Read and evaluate texts and apply appropriate strategies to construct meaning from texts. You can access examples of readings in our course sample for this course (see the box below). You can expect the readings in this course to be at first year university level in the area of scripture, theology and education.
- Communicate ideas and relationships between ideas and information in a style suited to the audience and purpose.
- Communicate effectively verbally with teachers and with peers in the group.
- Use the Learning Management System to access course materials and submit assignments.
- Demonstrate digital safety, identifying and managing risks when sharing information over the internet.

Access a sample of the course materials here: [Compass course sample](#)

## Learner expectations

To ensure the best learning environment possible, learners must:

- provide your own access to a personal computer with internet and email access and camera
- participate in group activities and classes as directed by the teacher
- complete the required activities and assessment tasks for each module
- complete each module 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
- harass 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

## Fees

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### Summary of Fees and Charges

#### Course fees

The school or college will ensure all students are formally advised of any fees associated with their enrolment into this course. Students can access the fee information and refund policy from their school or college at any stage prior to enrolling in the course.

#### Other fees

##### *Replacement Certificates or Statements of Attainment*

A student may request a replacement certificate or statement of attainment if their original has been lost or damaged. A \$30 (+GST) processing fee applies to the student for all re-issued certificates and statements of attainment.

Any student who fails to notify the IFE of any change to their address before certificates and statements of attainment are 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 certificate or statement of attainment in writing to [ife@bne.catholic.net.au](mailto:ife@bne.catholic.net.au)

## Enrolment Policy and Procedure

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### Entry Requirements

There are no pre-requisites for this course. Please note, however, that sound comprehension skills as well as verbal and writing skills are required to address the requirements of assessment. Students who have the capacity to successfully complete year 10 English would be expected to have the literacy skills to support successful completion of this course. The course also expects that students are willing and able to complete some self-directed study (homework) to support their learning in this course and to complete some assessment tasks independently.

### Pre-enrolment

No student under the age of 18 shall be enrolled in the course without participating in the regular school or college processes for determining subject selections in the post-compulsory years of schooling. The IFE recognises that this includes as standard practice a discussion of student pathways and parental consent. Students will complete an enrolment form as part of their subject selection process or prior to starting the course.

### Enrolment Process

#### 1. Obtain a USI

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

Students are required to provide their USI to IFE at the time of enrolment.

#### 2. Enrol online

Enrolment is online. Students wishing to enrol will receive a link to *Enrol now!* from IFE or from their classroom teacher.

Students are required to submit their enrolment form before training commences or as soon as possible once the course has commenced. Students seeking to enrol in this course *mid-term* must complete the enrolment process on the first day of training.

Students will receive access to their *My e-learning Place* online account (see pg. 10) once their enrolment has been finalised.

### 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*).

## 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, [ife.qld.edu.au](http://ife.qld.edu.au)

## Withdrawing from the course

Students can withdraw from the course at any stage throughout their enrolment. Reasons for withdrawing may include leaving or changing schools. Students are required to withdraw from the course in writing and should do so within a two-week timeframe from leaving the subject.

Upon receipt of written withdrawal notifications, the IFE will issue a Statement of Attainment to eligible students. Statements of Attainment will be posted to the address on file with the IFE. It is a student's responsibility at the time of withdrawing to notify the IFE of any changes to their address.

Eligible students will be refunded monies in accordance with the IFE's Refund Policy.

## How to withdraw

Email IFE ([ife@bne.catholic.net.au](mailto:ife@bne.catholic.net.au)) of your intention to withdraw from this course. Include your:

- full name
- the school or college you were attending whilst studying this course
- confirmation of your current address



## **Student Results**

All results are processed and recorded by the IFE upon receipt of the relevant documentation from the school or college and completion of internal quality assurance processes. The IFE has sound processes in place to ensure all results received from the school or college are reported onto the relevant senior secondary assessment authority in each state or territory in accordance with that state or territories reporting guidelines.

Should the school or college forward student results to the IFE after the required deadlines, the IFE cannot guarantee these results will appear on the student's senior secondary certificate of education. In these circumstances, students are advised to contact their senior secondary assessment authority to discuss their options.

## **Issuance of Certificates and Statements of Attainment**

Upon a student's completion of this course, those students who have successfully completed *all* units of competency will receive an IFE Certificate and those students who have successfully completed *some* of the units of competency will receive an IFE Statement of Attainment.

The IFE will issue Certificates and Statements of Attainment within 30 calendar days of students completing their training.

## **Replacement Certificates and Statements of Attainment**

The IFE can replace lost, stolen or damaged Certificates and Statements of Attainment. Please note that an administrative fee applies for the replacement of Certificates and Statements of Attainment.

Lodge requests for replacement certificates in writing to the IFE. Once the associated administrative fee has been paid, the IFE will process and post the replacement certification documents within 10 working days.

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

## Assessment Policies and Procedures

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### Assessment Policy

Assessment in this course is conducted in line with the assessment requirements of the Accredited Course 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.

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#### Principles of Assessment

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- Fairness** The individual student's needs are considered in the assessment process.  
Where appropriate, reasonable adjustments are applied by the Registered Training Organisation (the IFE) to take into account the individual student's needs.  
The IFE informs the student about the assessment process, and provides the student with the opportunity to challenge the result of the assessment and be reassessed if necessary.
- Flexibility** Assessment is flexible to the individual student by:
- reflecting the student's needs;
  - assessing competencies held by the student 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** Assessment decisions are justified, based on the evidence of performance of the individual student.  
Validity requires:
- assessment against the unit/s of competency and the associated assessment requirements to cover the broad range of skills and knowledge that are essential to competent performance;
  - assessment of knowledge and skills integrated with their practical application; and
  - assessment to be based on evidence that demonstrates that a student could demonstrate these skills and knowledge in other similar situations.
- Reliability** Evidence presented for assessment is consistently interpreted and assessment results are comparable irrespective of the assessor conducting the assessment.
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The Rules of Evidence require that the evidence gathered to demonstrate a student's competence is valid, sufficient, authentic and current.

Rules of Evidence	
<b>Validity</b>	The assessor is assured that the student has the skills, knowledge and attributes as described in the module or unit of competency and associated assessment requirements.
<b>Sufficiency</b>	The assessor is assured that the quality, quantity and relevance of the assessment evidence enables a judgement to be made of a student's competency.
<b>Authenticity</b>	The assessor is assured that the evidence presented for assessment is the student's own work.
<b>Currency</b>	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 student and the development of skills at an appropriate level for the course. Moderation and validation practices are systematically implemented. Feedback is provided to the student to support learning. Students may be asked to re-submit assessment tasks which do not provide sufficient evidence to meet competency standards.

## Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module. This means that a student who has gained appropriate knowledge and skills in Christian Ministry and Theology through other training (for example other senior secondary religious education programmes) or experience (for example volunteer experience in Christian ministry) may have this knowledge recognised.

Recognition of prior learning will be particularly relevant for students who join the course after the course has commenced in the school or college. Such students may be able to use their religious education studies in other courses, and any other relevant experience, to gain recognition into this course. Students can access RPL via their teachers.

## Credit Transfer

Credit transfer is the granting of status or credit by an institution or training organisation to students for units of competency completed at the same or another institution or training organisation. In this course, credit transfer may apply where a student has completed units of competency through other Vocational Education and Training. Depending on the units of competency completed, these may be eligible for credit into the Certificate III in Christian Ministry and Theology. If you think you may be eligible for Credit Transfer, please discuss this with your teacher.

## Student Support

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### Student Support

The IFE will gather information on student 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 students. Students who expect to need additional support are encouraged to discuss this with college staff as part of the enrolment (SET planning) process to ensure appropriate support is available and can be provided.

Wellbeing support for students is provided through the college's pastoral care and wellbeing processes.

### Complaints and Appeals Policy and Procedure

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](http://ife.qld.edu.au/codeofpractice).

## Legislation and Codes of Conduct

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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 your studies with the IFE and are designed to safeguard the interests and welfare of our students.

### Archdiocese of Brisbane Code of Conduct

All agencies of the Archdiocese of Brisbane are required to comply with the Archdiocesan Code of Conduct. The principles and standards within the Code of Conduct, reflect the fundamental belief that all people are made in the image of God and are worthy of respect.

The Code of Conduct Policy provides guidance to IFE staff and learners on how to conduct themselves in a fit and proper manner consistent with Catholic Social Teachings on:

- Respect for Human Dignity;
- Respect for Human Life;
- The Principle of Association;
- The Principle of Participation;
- Preferential Option for the Poor and Vulnerable;
- The Principle of Solidarity;
- The Principle of Stewardship;
- The Principle of Subsidiarity;
- Human Equality;
- The Principle of Common Good

Service, given according to these principles, is life-enriching for both providers and recipients.

Mentors/teachers are expected to act in the best interests of learners and IFE by following organisational policy and procedure (including the Archdiocesan Code of Conduct), being role models for learners, engaging learners in relevant learning and offering support and feedback to learners in IFE courses.

The Code of Conduct Policy ensures 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

The Code of Conduct Policy requires learners to treat all staff and other learners with respect and courtesy.

## **Guidelines for the use of IFE online systems and online code of conduct**

These guidelines set out the standard of behaviour expected of staff and learners in IFE courses and articulates how the Archdiocesan Code of Conduct and Catholic Safeguarding Principles are applied in the context of IFE courses. The aim of these guidelines is to support a safe environment in IFE courses by setting clear and explicit expectations for staff and learners who deliver, participate in, or support IFE training and assessment.

### **Guiding principles**

The Archdiocese has zero tolerance for all forms of abuse and is committed to safeguarding everyone involved in its activities, ministries and services. The safety and wellbeing of children, young people and adults-at-risk is paramount.

IFE expects that staff and learners in IFE courses will use the online environment, including the Learning Management System used to deliver IFE courses, in a manner that is professional, ethical, respectful of others' rights and opinions and a productive and safe environment for all participants.

Staff and learners may not use the Learning Management System in any way that violates applicable state, federal or international laws, regulations, government requirements or internal policies and procedures.

The information provided on the Learning Management System (LMS) belongs to IFE and cannot be accessed publicly. Users should not expect privacy with respect to the use of the Learning Management System. Posts, chats and interactions with other users via the Learning Management System or in online workshops and tutorials can be monitored by officially delegated system administrators.

The Learning Management System is owned and managed by aNewSpring. aNewSpring's [user agreement](#) also applies to staff and learner use of the Learning Management System.

### **Rules of conduct**

The following rules of conduct govern staff and learner use of the Learning Management System.

Posts on discussion boards and email correspondence between learners or between staff and learners are appropriate if they relate to the course and reflect the IFE's purpose, principles and values.

Posts and emails are not appropriate if they:

- violate the protected privacy or publicity rights of another person, for example by recording, posting or forwarding their personal details or images without their consent
- use inappropriate language, swearing and vulgarities
- are defamatory, derogatory, demeaning, malicious, abusive, offensive, or hateful towards any individual or group
- make a threat of any kind or are intimidating, harassing, bullying or showing disrespect to anyone.

- are offensive to a particular race, gender, nationality, ethnicity, disability, religion, cultural background or political leaning
- are obscene, profane, pornographic or sexually explicit
- demonstrate emotional reproach with aggression, rage or similar
- create a health or safety concern for learners, staff or others (public)
- depict irresponsible behaviour or inappropriate duty of care responsibilities in relation to drug and alcohol consumption
- communicate misinformation or incorrect facts.
- inappropriately make use of materials which are copyright protected or would be considered a trademark infringement.
- relate to conducting private business for personal gain or for gambling.

Learners and staff participating in workshops and tutorials delivered online should ensure that their camera is on, except where this would be distracting for other participants, and ensure that audio is appropriate for effective communication.

All workshops and tutorials delivered by IFE online are professional development engagements. All participants are expected to treat them as professional work engagements.

With the exception of designated system administrators, learners and staff may not log into the Learning Management System with the username or password of another user.

## **Compliance with the Archdiocesan code of conduct**

The aim of these guidelines is to articulate clearly and easily what is expected of staff and learners in IFE courses by the Archdiocesan code of conduct as it relates to delivering or participating in IFE courses. Non-compliance with the code of conduct:

- in the first instance should be brought to the attention of the teacher, mentor or IFE Senior Education Officer or raised through the feedback form available to learners, which also permits raising concerns anonymously.
- if it continues should be reported to the Director, IFE

Non-compliance with the code of conduct may lead to disciplinary action including removal from the course (for learners) or termination of employment (for staff).

## **Privacy**

The IFE is part of the Catholic Archdiocese of Brisbane. The parishes, schools and agencies of the Archdiocese of Brisbane (referred to in this document as *we*, *us* or *our*) 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*). The IFE's privacy policy sets out how we collect, use, disclose and otherwise manage personal information about you through your association with our education activities. The complete policy is set out in the IFE Code of Practice.

*Types of information collected:* We may collect and hold personal information about you, that is, information that can identify you, and is relevant to providing you with the services you are seeking. The kinds of information we typically collect include name, address, date of birth, age, contact details like phone numbers and email addresses, as well as electronic information from your use of our website (see further below). We may also collect and hold sensitive information about you, including information about your language and cultural diversity, religious beliefs, education, employment and information about your health.

*Purpose of collection:* The primary purpose of collecting and recording this information is to enable the provision of quality training. In addition, some of the information we collect and record is to satisfy the IFE's legal obligations. Except as otherwise permitted by law, we only collect sensitive information about you if you consent to the collection of the information and if the information is reasonably necessary for the performance of our functions and activities, set out in detail in the complete Privacy Policy in the IFE Code of Practice.

From time to time, we may take photographs of students and participants at IFE events for recording and promotional purposes. If you do not wish your photo to be taken and/or used for these purposes your wishes in this regard will be respected. Accordingly, please inform the IFE if you do not wish your photo to be used for these purposes.

*Failure to provide information:* If the personal information you provide to us is incomplete or inaccurate, we may be unable to provide you, or someone else you know, with the services you, or they, are seeking. If we do not obtain the required information, we may not be able to complete the enrolment process. By completing and submitting the IFE's enrolment form, you have confirmed your understanding of, and agreement with the IFE privacy policy as outlined here. If you believe that any of your personal information held by the IFE is inaccurate, incomplete or out of date, you have the right, in accordance with the provisions of the Privacy Act, to make any updates or corrections.

*Use and disclosure of information:* Generally, we only use or disclose personal information about you for the purposes for which it was collected (as set out above and in more detail in the IFE Code of Practice). In some circumstances, the law may permit or require us to use or disclose personal information for other purposes (for instance where you would reasonably expect us to and the purpose is related to the purpose of collection). This includes reporting of Vocational Education and Training data to the relevant regulatory and government agencies as required by law. Except as otherwise permitted by law, we only disclose your sensitive information with your consent, for the purposes for which it was collected, and to the parties described above.

*Access and correction:* For details on how to access and/or correct the information we hold about you, please see the full privacy policy in the IFE Code of Practice.

*Complaints and feedback:* If you wish to make a complaint about a breach of the Privacy Act or Australian Privacy Principles that applies to us, please see the processes and contact details provided in the complete policy set out in the IFE Code of Practice.