Farnham Street Neighbourhood Learning Centre

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Farnham Street Neighbourhood Learning Centre (FSNLC)

FSNLC Policies, Procedures and Plans

Table of Contents

Our Principles

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

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

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

FSNLC complies with all relevant legislation in relation to the delivery of programs and services.

Code of Conduct Policy

Rationale

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

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

Legislative Context
All Victorian organisations, including FSNLC, must comply with Commonwealth and State human rights legislation and directions such as:
- Disability Discrimination Act1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)
- Working With Children Act 2005
- Disability Act 2006
- Charter of Human Rights and Responsibilities Act 2006 (Vic)

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

Principles
This policy is based on the principle that all persons have a right to
- Be treated fairly

- Be treated with respect and patience
- Feel safe in the classroom
- Be free from harassment, discrimination, physical or verbal abuse
- Have a comfortable and welcoming environment
- Have their needs listened to and be supported

Procedures - Obligations

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

Making a complaint
- If you feel that you are being treated unfairly or inappropriately you can speak to a teacher or to the FSNLC Manager
- The FSNLC Manager will follow the Grievance Policy process
- If the person continues to behave inappropriately they may be asked by the FSNLC Manager to leave the class / centre
- When a complaint is made, an Incident Report should be completed where appropriate

Associated Documents

Incident Report - Grievance

Continual Improvement Policy

Rational

Farnham Street Neighbourhood Learning Centre (FSNLC) aims to ensure that its education programs and training services are of high quality and responsive to community needs. As a community based provider FSNLC's mission and vision statements reflect a commitment to community building through education and knowledge. At the same time FSNLC acknowledges that people need a range of skills and knowledge to participate effectively in work, the home and the community. It is this vision which provides the impetus for quality improvement procedures which might further the goals of the organisation.

FSNLC programs are designed to meet the needs of adults who should be active agents in their own education. We attempt to foster a sense of equality and partnership between students and teachers so that all members of the FSNLC community are treated with respect. It is through the knowledge, skills and professionalism of staff and the powerful learning relationships that are

developed in the classroom that FSNLC maintains quality provision. The policies and procedures of the organisation seek to reflect this commitment to quality

Policy Statement

FSNLC's policy strategy is designed to meet the requirements of funding bodies' quality assurance procedures while at the same time maintaining the vision and mission of the organisation.

FSNLC aims to provide student-centred services that respond to individual needs and preferences, and provide appropriate training and other support to ensure that students succeed on both a professional and personal level. In particular it seeks to provide quality programs, which foster a sense of community and solidarity amongst participants.

FSNLC is committed to on-going efforts to respond to the educational and other needs of the community, especially for those who do not have access, for a range of socio-cultural and economic reasons, to mainstream educational programs. FSNLC acknowledges that newly arrived and long term migrants, parents with childcare needs, older CALD members of our community, people with limited schooling, unemployed, people with intellectual and psychiatric disabilities and many young people face significant barriers in accessing further education. We seek community involvement and input through participation in networks and identifying changes in the community's composition and profile.

 FSNLC applies the words 'quality provision' to the content of its programs and the relationships developed between staff and students. The assessment, monitoring and record keeping systems established by the organisation provide documented evidence of the organisation's commitment to quality. The monitoring and evaluation of courses and programs, provides the basis for improving courses, programs and services.

FSNLC monitors student satisfaction and learning outcomes in all courses and the overall program, identifies areas for improvement and develops plans and strategies for addressing these as part of the annual planning cycle.

Principles

FSNLC is committed to the concept of lifelong learning for all, and ensuring those who might not ordinarily access further education are given the opportunity to participate in a non-threatening environment. In particular it believes that all people have a right to a fair and decent basic education and opportunities to access a broad and general education. New technologies are an important element in that vision.

Courses and services provided aim to meet both the social and educational needs of participants. Learners' levels of satisfaction with programs are monitored to assist in making changes.

Interest in particular courses from past and prospective students is taken into account in planning the program each year.

Monitoring and evaluation is undertaken as an integral part of all courses.

Results of the strategies & procedures as outlined are used to evaluate the program and shared with teachers, learners, coordinators and the Committee of Management where appropriate and are used as a basis for planning and reviewing of the program.

Strategies & Procedures for Quality Improvement in Program Delivery and Client Services
The measures outlined below are aimed to ensure the needs of participants are being met. Policy and procedures and organisational procedures are outlined above.

Qualitative Measures
- Class discussion
- Suggestion box at Neighbourhood house
- Class writing – learning to learn
- Attendance at events - end of term parties, Christmas, AGM, excursions
- Staff meetings
- Informal cups of tea etc
- Student surveys

Quantitative Measures
- Attendance and retention rates for all courses
- Follow-up of participants who leave courses before completion.
- Student contact hours achieved in various program areas.
- Certificates and statements of attainment issued
- Submission of course outlines by tutors
- Right of appeal for students with assessment tasks
- Sample of student work kept by tutors
- New participants introduced to FSNLC by current users, ie: effective word of mouth publicity, as an indicator of satisfaction.
- Participation in ACFE student satisfaction survey collection and feeding back results to staff and committee of management and acting on opportunities for improvement.

The classroom discussions with teachers for complaints and suggestions for continuous improvement will be logged electronically in the Centre Co-ordination file - Complaints and Grievances Log, an agenda item at the term staff meeting and actioned with assigned tasks, written into the Communications Books discussed at the weekly Co-ordinators' meetings.

Assessment
There is an assessment criteria contained in each course description. This is maintained by the course teachers in consultation with all course Co-ordinators. Assessment tools are developed by the teachers to assess students' competencies, as part of the selection process and ongoing monitoring of student progress during the course. All teachers of accredited courses maintain an accurate record of each student's competencies achieved through their continuous assessment.

The assessment toolkit is subject to version control and is evaluated on an ongoing basis against current certificate requirements. Attendance at EAL Frameworks, CGEA and internal moderation sessions provides updated assessment tasks.

Student Satisfaction Surveys
Students complete a satisfaction survey each year in May and October. Feedback from this is used to inform us in ongoing planning.

Suggestions from Students, Staff and Other Interested Parties
There is a suggestion book at the Centre where students can submit complaints or ideas for quality improvement.
A notice on the whiteboard informs all Centre users that this book is kept near the fax machine. All staff, management committee and students have access to the book. It provides space for comments on any issues they wish to have addressed. This book is checked on a weekly basis in the coordinators' meeting. Appropriate action is decided upon and documented in the book.
Staff, students and the general public are encouraged to use the FSNLC email address: info@fsnlc.net to submit any quality improvement suggestions.

Course Evaluations
At the end of each semester individual class evaluations are conducted during a staff meeting. This evaluation occurs between the teachers and the Further Education-Coordinator and relates to the class activities and learning experiences covered in the semester. Opportunity for students to express preferences for topics, content, learning styles and personal needs is also given through classroom discussions at the end of each semester.

Staff Meetings/ Team approach
Staff at FSNLC operate as a team and liaise with each other as an everyday part of program delivery. Where possible the curriculum is organised so that students progress through different levels of language or literacy programs with some continuity of teaching staff.
Formal discussion opportunities exist in staff meetings to address the needs of individual students.

Informal Supervision
The Education Co-Ordinator generally has daily contact with staff to discuss any relevant information pertaining to course content, assessment, student progress, appropriateness of student placement, updating student information, professional development, moderation, evaluation and referrals to other agencies.

Statistical Data
Results of analysis of ACFE statistical data relating to our student's demographics are referred to in planning processes.

Annual Review of AQTF Compliance
Held once a year in June. This is the responsibility of the Education and Compliance Co-ordinators. The results of this review are fed back to the Committee of Management once the review has taken place. See below.

Professional Development & Moderation
Professional Development and Moderation is available to assist teachers in continual development of their skills and knowledge and to improve classroom outcomes. See FSNLC Professional Development & Moderation Policy.

Community Needs

Community needs are identified through involvement in local networks and liaising with other agencies in the community. Also by ensuring members of the local community are on FSNLC Management Committee.

Quality organisational management

Organisational management is to be measured in the following categories
1. Leadership and Innovation
2. Strategy and Planning Process
3. Data Information and Knowledge
4. People
5. Customer and Market Focus
6. Processes, products and Services
7. Organisational Performance

The Self-Assessment model of Quality Management Framework will be followed at Farnham Street Neighbourhood Learning Centre
Procedures to ensure continuous improvement include
- Evaluation of student satisfaction survey results
- Incorporation of results from evaluations into program management
- Regular reporting to Committee of Management by the Education Co-Ordinator
- An annual internal audit based on ACFE & AQTF requirements to be the responsibility of the Compliance Co-Ordinator and the Education Co-Ordinator who will monitor compliance issues which need to be addressed and discussing this with the Management Committee. This audit is to be conducted in June each year. Reviewing opportunities for improvement at Planning Days, Staff Meetings and other occasions as appropriate.

Process for reviewing and maintaining quality policies and procedures

FSNLC is committed to maintaining quality policies and procedures. To this end it conducts an annual planning day, generally held at the end of the year, prior to the Annual General Meeting, where staff and management committee meet to review programs, policies and procedures. The planning day provides staff and members with the opportunity to review quality processes for program delivery and make recommendations for the following year

Review process
The Education Co-Ordinator and the Compliance Co-Ordinator are responsible for the writing and reviewing of policies and procedures for the organisation. They can work collaboratively with other Further Education Co-Ordinators in the ACE sector to ensure that the policies reflect the sector's priorities.

There will be a 3-year cycle for monitoring and review of policies and procedures. An interim review will be conducted when required, that is, if there is:
a) a change in legislation
b) a significant change in the scope of the program
c) a change in the requirements of funding bodies
d) any other significant changes

The Education Co-Ordinator and the Compliance Co-Ordinator will write a report to the management committee after the annual planning day outlining conclusions drawn from the review and recommendations for suggested modifications to existing policies or the creation of new policies.

Each document is to have a footer section specifying
- Version date
- File name and Pathway
- Page number

Refer to FSNLC Version Control document for current status of existing policies and procedures of the organisation.

Dissemination
- Policies and procedures of relevance to students, staff and C.O.M. will be posted on the FSNLC website and are in the Policies and Procedures for Students, Staff and C.O.M. respectively manuals kept in the Reception Office.
- New staff members will be required to read the policy and procedures manual of the organisation.

Disability Action Plan

Background

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

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

Vision

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

Purpose

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

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

Actions

Item One:

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

Action	Timeframe	Whom
Ensure that all participants are considered fully. Where necessary, people with disabilities who need additional assistance must not be left unattended by their carer.	Ongoing	Admin
Ensure that new staff members and Centre users are familiarised with FSNLC Disability Policy	Ongoing	Co-ord
Ensure that all staff are assisted to deal with people with disabilities by providing training and information sessions on an on-going basis	When needed	Co-ord & COM
Ensure that access & equity information is kept up to date and relevant through newsletters, memos etc.	As required	Admin & Program Manager
Ensure that FSNLC is aware that people have a range of disabilities, including psychiatric and intellectual, and that some people are not obviously disabled	Ongoing	Admin & Co-ord

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

Action	Timeframe	Whom
Where current physical access is provided, such as ramps and toilet facilities, ensure that this access is adequate and well maintained. This could be during regular physical inspections & getting advice from centre users.	Ongoing	Co-ord
Ensure that all physical access is kept to a high standard and any maintenance issues are reported to Moonee Valley Council	Ongoing	Admin & Co-ord

Item Three:

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

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

Item Four:

Ensure that FSNLC maintains links with relevant disability and mental health services.

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

Item Five:

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

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

Further Information

Job Access website (Federal government)

Related Documents

- Access, Equity and Diversity Policy

Access, Equity and Diversity Policy

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

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

Legislative Context
All Victorian organisations, including FSNLC, must comply with Commonwealth and State human rights legislation and directions such as:
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)
- Disability Act 2006
- Charter of Human Rights and Responsibilities Act 2006 (Vic)

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

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

Procedures

1. Provision of services
All services delivered by FSNLC:
- Are accessible to people from any cultural, linguistic and religious background.
- Recognise and respond to specific issues of ethnicity, gender, disability, financial disadvantage, unemployment, sexual preference, social, cultural and geographic isolation.
- Reflect sensitivity, relevance and awareness to different cultural and religious practices.
- Are fairly allocated based on need.
- Are held in the most accessible and supportive manner possible to ensure the most successful outcomes for our learners. This includes the provision of volunteer mentors to support both individuals and groups.
- Ensure that participants have the opportunity to contribute to decision-making and to express views without suffering any prejudice.

- Use appropriate data collection methods to enable FSNLC to target, plan, develop and evaluate all services in a way that is relevant, equitable and accessible

2. Provision of information

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

3. Employment

For all positions, FSNLC employment processes, includes in the selection criteria:
- A demonstrated awareness and knowledge of multicultural issues
- A demonstrated ability to involve people from diverse backgrounds in all activities

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

Associated Documents

Incident Report - Grievance

Victorian Training Guarantee Contract Compliance Complaints Management Guide

Fees and Refunds Policy

Rationale

FSNLC charges tuition and amenities fees to participate in FSNLC courses. The charges are imposed to assist FSNLC to cover its running costs and ensure the continued financial viability of FSNLC. As an RTO, FSNLC follows the *applicable Service Agreement, Skills First Program.*

The student tuition fees are indicative only and subject to change given individual circumstances at enrolment. Additional fees may apply such as student services and amenity fees.

Definitions
- ACFE: Adult Community and Further Education
- Accredited: Courses funded by [Department of Education and Early Childhood Development - Victoria](#)
- Pre-accredited: Courses funded by ACFE

Legislative Context

All Victorian RTOs, including FSNLC, must comply with relevant Commonwealth and State legislation and directions which include:
- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act (1995)
- Sex Discrimination Act (1984)
- Age Discrimination Act (2004)
- Equal Opportunity Act (2004) (Vic)
- Occupational Health & Safety Act (1985)
- Human Rights and Equal Opportunity Commission Act (1986)
- Public Authorities (Equal Employment Opportunity) Act (1990)
- Public Records Act (1973)
- Information Privacy Act (2000)
- Electronic Transactions Act (2000) (Vic)
- Disability Act 2006
- Equal Opportunity Act 1995
- Working with Children Act (2005)
- Charter for Human Rights and Responsibilities (2006)
- Education and Training Reform Act (2006) (Vic)
- Student Identifier Act 2014
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement

See also:
- [Adult, Community and Further Education](#)
- [Victorian Training Guarantee](#)

Students eligible for government subsidised training:
- An Australian citizen
- Holder of a permanent visa
- A New Zealand citizen

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

See Fee Guide.

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

Procedures

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

See Fee Guide.

Fees for non concession and concession students eligible for government funded training:
- Foundation Skills level courses are included in the VTG limit of 2 courses per student per year, and courses at a level in the sudent's lifetime. Any students wishing to study in a 3rd course will be subject to the Full Fee for Service charge of $10.00 per hour.

Fees for students not eligible for government funded training
- Concessions do not apply to students who are not eligible for government subsidised training.
- Fees must be paid for each separate course the student is enrolled in.

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

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

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

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

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

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

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

Students that are clients of a Job Referral Agency are not entitled to a Concession Discount as per Department of Education & Early Childhood Development - Higher Education and Skills SAN 2013-06

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

Fees Guide

As per the Fee Guide
The student tuition fees are indicative only and subject to change given individual circumstances at enrolment. Additional fees may apply such as student services and amenity fees.

Associated documents
Enrolment Form
Student Withdrawal Form

I want to do a course at FSNLC...

Am I eligible for a government subsidised training place?

You are eligible for a government subsidised training place at FSNLC if you are:

- **An Australian citizen**
- Holder of a **permanent visa**   **YES →**
- **New Zealand Citizen**
              NO
               ↓

   For eligibility to study in Australia

- Go to: http://www.immi.gov.au/
- Search 'Entire Site' with the Sub Class Visa Number
- Look at 'What does the visa let me do'.
      YES   NO → You cannot do a course at FSNLC
   ↓

Fee for service - full fees
$10.00 per scheduled hour (SCH)

For example:
A 480 SCH ESL course = **$4800.*00***
   (Capped at $1000.00 per term)

Concession is to be applied to individuals who hold a current and valid
   a) *Health Care Card Issued by the Commonwealth*
   b) *Pensioner Concession Card*
   c) *Veteran's Gold Card*
   d) *an alternative card or concession eligibility criterion approved by the Minister*
(As per 2017 VTG Guidelines about Fees 3.7)

Accredited Training - Non Concession Students
- **$350** for each course a student enrolls in.

Accredited Training - Concession Students - Not Job Seeker Agency or Disability Service Agency Clients
- **$70** per course (being 20% of the standard fee)
      (As per 2017 VTG Guidelines about Fees 3.2)

Accredited Training - Jobactive Referrals
- **Student $70** per course (being 20% of the standard fee)
- **Jobactive $280** per course (being balance of standard fee)
   (As per 2017 VET Restricted Funding Contract (Schedule 1 – 13.37)

Pre-accredited Training - Non Concession Students
- **$350 - $250 per year** for each course a student enrolls in, plus **$100** IT/Equipment Levy

Pre-Accredited Training - Concession Students
- *Literacy for Further Learning $70 ($50 plus $20 Learning Materials)*
- *Computer classes $350 per semester full fee, $70 concession ($50 plus $20 IT/Equipment Levy)*

Calendar year courses -
- *EAL Frameworks*
- *Literacy for Further Learning*
- *Course In Initial General Education for Adults (Lifeskills Cooking)*
- *Language and Literacy for Employment*
- *Introduction to Horticulture*
 *(*NB students already enrolled in an accredited course at FSNLC do not pay an additional fee for the first additional course)*

Semester courses -
- *All Computer courses*

Short course
- *Pathways*

NOTE: Pathways, Language and Literacy for Employability, Neighbourhood Knowhow courses are free.

- All students enrolling in Accredited Training will receive a Statement of Fees prior to enrolling, detailing costs, government contribution and course details (As per 2017 VTG Guidelines about Fees 1.2)

- Once a student **completes a first semester computer course** (and they are **only** doing a computer course), they are no longer a student, because the semester course is completed. They therefore **need to pay a new enrolment fee if they want to do a new computer course** in the second semester. All Computer courses are only enrolled for **the semester only**.

- Students are eligible to enrol in and commence a maximum of 2 Government Subsidised courses in 2017, **this includes** courses with other training institutions. (2017 VET Funding Contract, and are limited to 2 Government courses at the same level in their lifetime.(Restricted) Schedule 1 - 2.3)

- The student fees are indicative only and subject to change.

- As per AQTF guidelines Condition 5 (Option 3) The RTO may accept payment of no more than $1000 from each individual student prior to the commencement of the course. Following course commencement, the RTO may require payment of additional fees in advance from the student but only such that at any given time, the total amount required to be paid which is attributable to tuition or other services yet to be delivered to the student does not exceed $1,500.

Caveat: *The student tuition fee is indicative only and subject to change given individual circumstances at enrolment. Additional fees may apply such as student services and amenities fees (* 2017 Restricted VET Funding Contract Schedule 1 - 1.5)

Fraud Risk Management Policy

Purpose

The purpose of this policy is

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

Committee of Management

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

Centre Management

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

Staff/Volunteers

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

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

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

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

Procedures

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

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

Grievance, Complaints and Appeals Policy (Students)

Rationale

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

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

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

Definitions

- Grievance: a concern about the behaviour of another person, this can include harassment of any form such as sexist or racist language, physical, emotional or verbal abuse.
- Complaint: A complaint is any expression of dissatisfaction with an action, product or service of an education and training provider.
- Appeal: An appeal is where a client of an RTO may dispute a decision make by an RTO. The decision made by the RTO may be an assessment decision or any other aspect of the RTO's operation.

Legislative Context

All Victorian organisations, including FSNLC, must comply with Commonwealth and State human rights legislation and directions such as:

- Disability Discrimination Act1992
- Racial Discrimination Act 1975
- Racial Hatred Act 1995
- Sex Discrimination Act 1984
- Age Discrimination Act 2004
- Equal Opportunity Act 2004 (Vic)
- Disability Act 2006
- Charter of Human Rights and Responsibilities Act 2006 (Vic)

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

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

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

1. Talk to your teacher
- Be clear about what you are unhappy about
- Suggest some ways that FSNLC can help
- Be open minded about how the problem can be resolved
- Your teacher will log your problem and may ask you to fill in an Incident Report

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

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

4. If you are unhappy with the President's response
You can appeal to ACFE, VRQA or HESG (details of the Victorian Training Guarantee Contract Compliance Complaints Management Guide available via the student portal on the FSNLC website)
- A meeting will be scheduled for you to attend to discuss your concerns
- You may wish to bring a friend, advocate or translator to support you
- Any decision that is reached following this meeting will be final and binding

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

Associated Documents
Student Handbook - Complaints and Appeals Procedure

Complaints and Appeals Procedure (Staff)

Farnham Street Neighbourhood Learning Centre (FSNLC) is committed to providing the best possible pay and conditions in a flexible, family friendly environment. Above award payments are made in the context of sound financial management.

FSNLC attempts to develop a working environment which fosters a team approach in a spirit of goodwill and cooperation. However there are times when conflict may occur. This document seeks to provide a process for resolving that conflict.

Aims:
- To provide staff with the opportunity to raise issues of concern
- To ensure that all staff are aware of the Complaints and Appeals Procedure
- To give staff a clearly identified complaints and appeals process
- To make provision for the staff member to appeal to clearly identified independent authorities
- To ensure that staff have confidence in the process

Process:
> If you have a problem with a student, a Centre user, another tutor on staff, the Manager or are unhappy about something, the process to follow is:

1. Try talking to the person you are having the problem with
- Be clear about what you are unhappy about
- Suggest strategies that can help
- Be open-minded.

2. If you are still unhappy, make an appointment to speak to the Manager (if the Manager is the person you are having problems with, put your concerns in writing and send it to the President of the Committee of Governance).
- Explain why the problem was not resolved
- Be clear about what you are unhappy about
- Say what you think could help solve the problem
- Be prepared to try different options.

3. If you are unhappy with the Manager's suggestions or actions, put your concerns in writing and send it to the President of Committee of Governance.

4. If you are unhappy with the Committee's response you can appeal and have external assistance through the Dispute Resolution Centre
- At this stage a meeting will be scheduled
- You may wish to bring a friend or advocate for support
- Any decision that is reached at this meeting will be final and binding.

5. If the Complaints and Appeals process isn't resolved to your satisfaction and you can no longer continue working at FSNLC, a fair and accurate performance appraisal will be provided to assist with future employment.

Health and Safety Policy

Rationale

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

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

Legislative Context

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

Principles

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

Procedures

1. FSNLC obligations

As the employer and occupier, FSNLC's obligations in the area of health and safety include the provision of:
- A working environment that is safe and without risks to health.
- Adequate resources, information, training and supervision.
- Effective arrangements for consultation with staff in the development of health and safety procedures.
- An effective system for identifying hazards, and for assessing and controlling risks to health and safety.
- A practice of continuous improvement to minimise or eliminate any hazards in the workplace.

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

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

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

3. Implementation of Policy

Maintaining a safe and healthy environment at FSNLC:
- Risk identification at staff meetings, which are twice per term, assessment and control: FSNLC works to eliminate risks at the source through a process of hazard identification in the short term, and planned rectification. Particular attention is paid to office and classroom safety, including lighting, noise, indoor air quality, layout, workstations, storage, visual display units, radiation, copying equipment and hazardous substances.

- Non-smoking: FSNLC is a no-smoking environment (Except outside).
- Drugs and alcohol: No person shall present for work or participate in FSNLC activities when they are under the influence of alcohol or illegal drugs.
- Blood: in providing aid to injured people or cleaning up, care is taken to prevent possible blood-born infections.
- Personal security: wherever possible, staff shall not be working alone at FSNLC. Staff are to lock the exit doors if they are the sole worker present at FSNLC outside opening hours.

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

At least one staff member is trained to hold a current First Aid certificate and other staff are encouraged to undertake CPR training.
All staff are given appropriate information and drills in what to do in case of emergencies and of risks to personal security.

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

Continuous Improvements
The Centre Manager is responsible for ensuring that WorkCover procedures are up to date and implemented. These include:
Maintenance of a workplace file for all reports of work related incidents i.e. injuries and illnesses.
Filling out an FSNLC Health and Safety Incident Report Form for all reports of work related incidents.
- Confidentiality of all reports.
- Provision of information to staff about reporting health and safety incidents.
- Analysis of incident reports to determine injury trends as a basis for developing strategies for prevention.
- Notification to WorkCover immediately of any workplace death or serious injury or any incident that could have caused serious injury or death.
- Enabling a WorkCover Claim Form to be completed within 30 days of an incident. (It is up to the employee to decide to make a WorkCover claim.
- Development of a return to work plan for employees in receipt of WorkCover (i.e. off work for more than 20 days).

Associated Documents
Incident Report - Health and Safety
Counseling Referral Procedure
Emergency Action Plan

Marketing Policy

Farnham Street Neighbourhood Learning Centre (FSNLC) will market all its courses, including those registered with HESG and ACFE, with integrity, accuracy and professionalism.

- All advertising will be clear and apply *Plain English* guidelines to ensure all members of our diverse community have access to correct information in an accessible form.

- No false or misleading comparisons will be made with any other Provider and no financial incentives or inducements will be offered.

- FSNLC will not state or imply that courses outside of its Scope of Registration are recognised by the State Training Board. Logos will be used in accordance to governing bodies requirements

- The availability of Recognition of Prior Learning will be clearly shown on promotional material, including FSNLC brochures and course flyers.

- Courses will be advertised; on the FSNLC Facebook page and Website, through Jobactives, local papers, school newsletters, Inner North Cluster (INC) members, Neighbourhood Houses and Community Centres in neighbouring Municipalities, Network West newsletter and in local places of interest such as the Moonee Valley Libraries.

- Semester booklets will be sent to agencies on the mailing list that refer clients to FSNLC.

- Flyers for all courses will be displayed in the hallway of the FSNLC so that all Centre users are aware of what courses and activities are on offer.

PROFESSIONAL DEVELOPMENT AND TRAINING POLICY

1. Introduction

Professional development and training is an important means of ensuring that the human resources of an organisation are adequate to maintain the quality and standards required of its programs. Farnham Street Neighbourhood Learning Centre (FSNLC) aims to promote work satisfaction and professional development among paid staff and volunteers, including Committee of Governance members.

2. Policy Statement

FSNLC is committed to the ongoing professional development of its paid and unpaid workers in order to:
- continue to provide a quality service in all areas of activity, and
- enhance the skills and expertise of its workers to encourage excellence and increase job satisfaction.

This Policy applies to all staff (including permanent, contract and sessional staff), Committee of Governance members and volunteers. It encompasses both internal and external training, including webinars, short training courses, seminars, in-service training, workshops and conferences.

3. Principles

All staff, Committee of Governance members and volunteers are entitled to participate in training and development activities.

Consideration will be given to training and development activities taking into account overall staff requirements of FSNLC and resources available.

Guidelines to be used in deciding training and development activities will include:
- the relevance of the person's role and future direction
- professional development gains for the person concerned
- relevance to current responsibilities and/or relevance to future responsibilities or assignments with FSNLC
- relevance to strategic directions of the FSNLC
- impact on the workload of the FSNLC
- opportunities for service promotion and development of linkages
- budget considerations
- determining whether backfill is required.

All staff, Committee of Governance and volunteers are entitled to organisational orientation on commencing their paid or unpaid work with FSNLC. This is to be organised by the Centre Manager or supervisor in the case of staff and unpaid workers, and by the President of the Committee of Governance in conjunction with the Manager in the case of new Committee of Governance members.

4. Implementation Requirements

Personnel:

A maximum of 5 days per year will be available to each full-time staff member for training and professional development activities. This time allocation will generally be pro rata for part time and sessional staff, although this will be regarded flexibly to ensure that they are also able to benefit from participation in training and professional development.

The Manager will be in charge of the budget and make decisions on activities to be included in the plan on a case by case basis.

Training:
Priority areas for training and professional development will be determined annually on the basis of the strategic directions of the FSNLC and current and future programs and services. Performance appraisal processes will include consideration of the individual needs of staff members in relation to training and professional development.

Budget:
FSNLC will maintain a professional development and training budget. The amount allocated will be dependent on overall organisational budget considerations, which are reviewed annually. The budget will be managed by the Manager.

5. Procedures

The Manager, in conjunction with the Education Co-ordinator, will develop a professional development plan and detailed budget when the professional development and training budget allocation has been set at the beginning of each year.

Internal organisational training eg workshops, peer support, team teaching and moderation may be more cost effective and tailored to particular organisational needs compared to individual training conducted externally. In these cases the Education Co-ordinator, in conjunction with the Manager and staff, will identify training needs and suitable in-service training or workshops for inclusion in the plan.

The Committee of Management will identify, in conjunction with the Manager, the Committee's needs - both group and individual - in relation to training and professional development.

Staff and volunteers may make applications to the Manager for training and development activities, outlining the costs involved the details of the workshop or conference, and its relevance to organisational and staff training needs.

Approval of training and development activities will be the responsibility of the Manager.

See also: Professional Development Record Sheet

QUALITY IMPROVEMENT POLICY & PROCEDURE

1. Introduction

Farnham Street Neighbourhood Learning Centre (FSNLC) aims to ensure that its education programs and training services are of high quality and responsive to community needs. As a community based provider, FSNLC's Vision and Mission Statements reflect a commitment to community building through education and knowledge. At the same time FSNLC acknowledges that people need a range of skills and knowledge to participate effectively in work, the home and the community. It is this vision which provides the impetus for quality improvement procedures which might further the goals of the organisation.

FSNLC programs are designed to meet the needs of adults who should be active agents in their own education. FSNLC attempts to foster a sense of equality and partnership between students and teachers so that all members of the FSNLC community are treated with respect. It is through the knowledge, skills and professionalism of staff and the powerful learning relationships that are developed in the classroom that FSNLC maintains quality provision. The Policies and Procedures of the organisation seek to reflect this commitment to quality.

2. Policy Statement

FSNLC's Policy strategy is designed to meet the requirements of funding bodies' quality assurance procedures while at the same time maintaining the Vision and Mission of the organisation.

FSNLC aims to provide student-centred services that respond to individual needs and preferences, and provide appropriate training and other support to ensure that students succeed on both a professional and personal level. In particular it seeks to provide quality programs, which foster a sense of community and solidarity amongst participants.

FSNLC is committed to on-going efforts to respond to the vocational education and other needs of the community, especially for those who do not have access, for a range of socio-cultural and economic reasons, to mainstream educational programs. FSNLC acknowledges that newly arrived and long term migrants, parents with childcare needs, older CALD members of our community, people with limited and no schooling, unemployed, people with intellectual and psychiatric disabilities and many hard to reach learners. FSNLC seeks community involvement and input through participation in networks and identifying changes in the community's composition and profile.

FSNLC applies the words 'quality provision' to the content of its programs and the relationships developed between staff and students. The assessment, monitoring and record keeping systems established by the organisation provide documented evidence of the organisation's commitment to quality. The monitoring and evaluation of courses and programs, provides the basis for improving courses, programs and services.

FSNLC monitors student satisfaction and learning outcomes in all courses and the overall program, identifies areas for improvement and develops plans and strategies for addressing these as part of the annual planning cycle.

3. <u>Principles</u>

FSNLC is committed to the concept of lifelong learning for all, and ensuring those who might not ordinarily access further education are given the opportunity to participate in a non-threatening environment. In particular it believes that all people have a right to a fair and decent basic education and opportunities to access a broad and general education. New technologies are an important element in that vision.

Courses and services provided aim to meet both the social and educational needs of participants. Learners' levels of satisfaction with programs are monitored to assist in making changes.

Interest in particular courses from past and prospective students is taken into account in planning the program each year.

Monitoring and evaluation is undertaken as an integral part of all courses.

Results of the strategies & procedures as outlined are used to evaluate the program and shared with teachers, learners, coordinators and the Committee of Governance where appropriate and are used as a basis for planning and reviewing of the program.

4. <u>Strategies & Procedures for Quality Improvement in Program Delivery</u>

The measures outlined below are aimed to ensure the needs of participants are being met. Policy and procedures and organisational procedures are outlined above.

4.1 Qualitative Measures

- Class discussion.
- Suggestions to teachers or other FSNLC staff.
- Suggestion box at FSNLC.
- Class writing – learning to learn.
- Attendance at events - end of term parties, Christmas, AGM, excursions.
- Staff meetings.
- Informal meetings.

4.2 Quantitative Measures

- Attendance and retention rates for all courses.
- Follow-up of participants who leave courses before completion.
- Student contact hours achieved in various program areas.
- Certificates and statements of attainment issued.
- Submission of course outlines by tutors.
- Right of appeal for students with assessment tasks.
- Sample of student work kept by tutors.
- New participants introduced to FSNLC by current users, ie: effective word of mouth publicity, as an indicator of satisfaction.
- Participation in student satisfaction surveys, collection and feeding back results to staff and Committee of Governance, and acting on opportunities for improvement.

4.3 Assessment

There is an assessment criteria contained in each Course description. This is maintained by the Course teachers in consultation with all Course Co-ordinators. Assessment tools are developed by the teachers to assess students' competencies, as part of the selection process and on going monitoring of student progress during the course. All teachers of accredited courses maintain an accurate record of each student's competencies achieved through their continuous assessment.

The assessment toolkit is subject to version control and is evaluated on an ongoing basis against current certificate requirements. Attendance at EAL Frameworks, CGEA and internal moderation sessions provides updated assessment tasks.

4.4 Student Satisfaction Surveys

Students complete a satisfaction survey each year in April/May. Feedback from this is used to inform future planning.

4.5 Suggestions from Students, Staff and Other Interested Parties

There is a suggestion box at the in the kitchen at FSNLC where all Centre users can submit complaints or ideas for quality improvement. It provides space for comments on any issues they wish to have addressed. This box is checked on a weekly basis and suggestions are discussed at the Co-ordinator's meeting. Appropriate action is decided upon and documented.
Staff, students and the general public are encouraged to use the FSNLC email address: info@fsnlc.net to submit any quality improvement suggestions.

4.6 Course Evaluations

At the end of each semester individual class evaluations are conducted during a staff meeting. This evaluation occurs between the teachers and the Education Co-ordinator and relates to the class activities and learning experiences covered in the semester. Opportunity for students to express preferences for topics, content, learning styles and personal needs is also given through classroom discussions at the end of each semester.

4.7 Staff Meetings/ Team approach

Staff at FSNLC operate as a team and liaise with each other as an ongoing part of program delivery. This includes through emails, EAL communication books, staff meetings and face to face contact. Where possible the curriculum is organised so that students progress through different levels of language or literacy programs with some continuity of teaching staff. Formal discussion opportunities exist in staff meetings to address the needs of individual students.

4.8 Informal Supervision

The Education Co-ordinator has regular contact with staff to discuss any relevant information pertaining to course content, assessment, student progress, appropriateness of student placement, updating student information, professional development, moderation, evaluation and referrals to other agencies.

4.9 Statistical Data

Results of analysis of ACFE/HESG statistical data relating to FSNLC student's demographics are referred to in planning processes.

4.10 Annual Review of AQTF Compliance

This is held formally on an annual basis in June, however, changes are modified as required. This is the responsibility of the Centre Manager and Education Co-ordinator. The results of this review are fed back to the Committee of Governance once the review has taken place. See below.

4.11 Professional Development & Moderation

Professional Development and Moderation is available to assist teachers in continual development of their skills and knowledge and to improve classroom outcomes. See FSNLC Professional Development & Moderation Policies.

4.12 Community Needs

Community needs are identified through involvement in local networks and liaising with other agencies in the community, also by ensuring suitably qualified members of the local community are on FSNLC Committee of Governance.

5. <u>Quality organisational management</u>

5.1 Organisational management is to be measured in the following categories

8. Leadership and Innovation
9. Strategy and Planning Process
10. Data Information and Knowledge
11. People
12. Customer and Market Focus
13. Processes, products and Services
14. Organisational Performance

5.2 The Self-Assessment model of Quality Management Framework will be followed at Farnham Street Neighbourhood Learning Centre

Procedures to ensure continuous improvement include

- Evaluation of student satisfaction survey results
- Incorporation of results from evaluations into program management
- Regular reporting to Committee of Management by the Education Co-ordinator
- An annual internal audit based on AQTF requirements to be the responsibility of the Education Co-ordinator and the Compliance Co-ordinator who will monitor compliance issues which need to be addressed and discussing this with the Management Committee. This audit is to be conducted in June each year. Reviewing opportunities for improvement at Planning Days, Staff Meetings and other occasions as appropriate.

6. <u>Process for reviewing and maintaining quality policies and procedures</u>

FSNLC is committed to maintaining quality policies and procedures. To this end it conducts an annual planning day where staff and management committee meet to review programs, policies and procedures. The planning day provides staff and members with the opportunity to review quality processes for program delivery and make recommendations for the following year.

6.1 Review process

The Centre Manager and the Education Co-ordinator are responsible for the writing and reviewing of policies and procedures for the organisation. They can work collaboratively with

other Managers and Education/Compliance Co-ordinators in the ACE sector to ensure that the policies reflect the sector's priorities.

Policies and Procedures will be reviewed on an on-going basis. An interim review will be conducted when required, that is, if there is:

e) a change in legislation
f) a significant change in the scope of the program
g) a change in the requirements of funding bodies
h) any other significant changes

The Centre Manager will report to the Committee of Governance after the annual planning day outlining conclusions drawn from the review and recommendations for suggested modifications to existing policies or the creation of new policies.

Each document is to have a footer section specifying

- Version date
- File name and Pathway
- Page number

Refer to FSNLC Version Control document for current status of existing policies and procedures of the organisation.

6.2   Dissemination

- Policies and procedures of relevance to students, staff and C.O.G. will be posted on the FSNLC website and are in the Policies and Procedures for Students, Staff and C.O.G. respectively manuals kept in the Reception Office.
- New staff members will be required to read the policy and procedures manual of the organisation.

Records Management Policy

Purpose:
FSNLC is committed to ensure all records are accurate, reliable and confidentiality is maintained.

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

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

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

Policy:

1. FSNLC is committed to maintain and safeguard the confidentiality and privacy of all individual student and staff information. It will document and implement procedures to assure the integrity, accuracy and currency of records.
2. Individual student and staff records will be stored (including electronic records) in a secure area and with safeguards in place to minimise loss, unauthorised access and use, modification or misuse.
3. Student results will be archived for a period of not less than 30 years.
4. Training records will be collected and stored to meet the requirements of external reporting requirements.
   2017 VTG Funding (Restricted) contract requires as part of enrolment processes to confirm an individual's eligibility for government subsidised training under this VET Funding Contract, including records required under Schedule 1, and to confirm the application of fees in accordance with the requirements of this VET Funding Contract, for at least seven (7) years after the relevant Eligible Individual has completed or withdrawn from the relevant training course or qualification in which they are enrolled; or
   b) related to Pre Training Reviews/ Enrolment Forms and Training Plans for three (3) years after the relevant Eligible Individual has completed or withdrawn from the relevant training course or qualification in which they are enrolled; or
   c) related to Assessments and Evidence of Participation requirements under this VET Funding Contract, including but not limited to assessment records, for three (3) years after the relevant Eligible Individual has completed or withdrawn from the relevant module or unit of competency in which they are enrolled.
5. In the event that the RTO ceases operations no student records will be withheld from the VRQA. Copies of student records will be provided electronic and print versions, at no cost to the VRQA. Arrangements will be made for the smooth transition of student records to another local, like-minded organisation to ensure the continuation of training.
6. Access to individual student training records must meet Commonwealth and State Privacy legislation and will be limited to:
   - Individuals wishing to access their personal records
   - Individuals authorising releases of specific information to third parties
   - FSNLC staff that require the information for their job role
   - HESG and ACFE
   - Legal requirements (eg. subpoena / search warrants / social service benefits / evidence act)

7. Student data will be uploaded via SVTS, at least once in a month, and any errors corrected prior to end of month.
8. FSNLC Education Manager will be the person responsible for the implementation and maintenance of the policy.

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

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

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

Information included in student folders.

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

6. Information included in student Training and Assessment Plan.
Includes:
   - Unit codes and Course title and code
   - Scheduled Hours
   - Commencement and End Date of Course
   - Delivery Modes
   - Persons responsible for the delivery and/or assessment of each competence

- Teacher and Student signatures
- Expectations of student and FSNLC

7. Staff Records

FSNLC will ensure staff records are managed on an annual basis, to ensure that for each training and assessment staff member the following verified or certified and/or signed documents are held

o trainer skills matrix – signed by trainer/assessor
o assessor qualifications – verified by RTO or otherwise certified
o vocational qualifications – verified by RTO or otherwise certified
o CV - signed and dated by trainer/assessor and centre manager
o professional development activities – verified and/or signed by trainer/assessor
o position description

Employment contract/agreement

At the start of each year staff must bring an updated, signed and dated copy of their CV which will replace the previous one. The CV must include any Professional Development activities that have been undertaken in the past 12 months. It will be kept in the Trainer file along with the Letter of Confirmation of Employment, Employment Contract, centre Position Description and copy of Qualifications.

Staff Policy

2017 VET Funding Contract (Restricted) – Skills First Program

Relevant Person refers to an Executive Officer, High Managerial Agent or any person who exercises a degree of control or influence over the management or direction of the Registered Training Organisation.

GENERAL OBLIGATIONS OF AN RTO

The RTO must not engage, employ, contract or otherwise deal with any **Relevant Person** who;
1. Within three (3) years prior to their commencement date had a contract with another RTO for government subsidised training delivery terminated prior to the expiration date on the basis of performance;

or
2. had its registration under the Act or National Act, or relevant equivalent legislation revoked, suspended, cancelled or had restrictions imposed on its Registered Training Organisation operations that the Commission considers would have affected its ability to provide services equivalent to those under this Agreement;

or
3. was responsible, via their acts or omissions, for any other matters occurring to another person or entity.

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

- Victorian Registration and Qualifications Authority - See VRQA Guidelines for VET Providers

- HESG Training System - See the Compliance Coordinator for login requirements. Staff involved in or delivering any HESG Accredited or ACFE Pre-accredited courses
- Service Agreement Skills for Victoria Program - Staff are required to understand and be aware of their responsibilities, obligations, as well as the terms, conditions and all relevant laws, in regard to this Service Agreement including Schedule One and Two, Victorian Training Guarantee Statement of Expectations and Victorian Training Guarantee Quality Charter. Please ask the Education Coordinator for the location of the printed copy of the Service Agreement for your reference
- Public Records Act 1973 - Requirements for record keeping
- Information Privacy Act 2000 - Requirements for record keeping
- Electronic Transactions (Victoria) Act 2000 - Requirements for record keeping
- Charter for Human Rights and Responsibilities - Staff must be aware of their responsibilities and requirements
- Disability Act 2006 - Staff must be aware of their responsibilities and requirements
- Working With Children Act 2005 - Staff must be aware of requirements, in relation to persons under 18 years of age
- Equal Opportunity Act 2010 - Promotions need to encourage those with disabilities to apply
- Student Identifier Act 2014 - Requirements for record keeping for accredited programs

Other useful resources and information for staff

- Adult, Community and Further Education
- Training.gov.au- FSNLC Scope of Registration
- Association of Neighbourhood Houses and Learning Centres
- ACE Vic
- Adult Learning Australia
- HESG
- Securing Jobs for Your Future - Skills for Victoria

Further information

Pre-accredited training

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

Accredited training

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

Staff Leave and Flexible Working Arrangements

- **Sick leave**
  Permanent Part Time AND Sessional Staff
  The Centre Manager must be informed of days and dates of any sick leave taken. This can be done via the **Front Office** Communications Book or a phone call/email to the Centre Manager.

- **Long Service Leave**
  Permanent Part Time Staff
  A request for LSL must be made to the Centre Manger, providing adequate notification.

- **Annual Leave**
  Permanent Part Time Staff
  A request for any Annual Leave, taken outside of the normal cycle (that is; not taken in the four weeks in January), must be made to the Centre Manager, providing adequate notification.

- **Time off in Lieu**
  Permanent Part Time Staff
  TOIL is to be taken at the end of each term for the equivalent of one week. This must be approved by the Centre Manager.

- **Working from Home**
  Staff may request to work from home under certain conditions. This arrangement must be made in consultation with the Centre Manager.

- **Leave without pay**
  Permanent Part Time AND Sessional Staff
  A request for Leave without pay must be made to the Centre Manager, providing adequate notification.

- **FSNLC Email account while on leave.**
  At times, regular and routine work related emails will be sent to your FSLC email account while you are on leave.
  You are not obliged nor required to open, look at or respond to any FSNLC work related emails while on leave.
  If receiving FSNLC emails while on leave does not concern you, then you don't need to take any action.
  If it does, then you have several options -
- Set up your 'out of office' function
- Simply do not open your FSNLC email account
- Ask the IT Coordinator to turn off any diversion you have in place to another email account while on leave (if you have such diversion in place).

Student Enrolment Policy

Rationale

FSNLC aims to provide students with opportunities to develop and improve their skills and foster personal growth. At no time are students offered financial incentives or inducements to undertake training at FSNLC.

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

Definitions

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

Legislative Context

All Victorian organisations, including FSNLC, must comply with Commonwealth and State human rights and other relevant legislation and directions such as:

- Disability Discrimination Act 1992
- Racial Discrimination Act 1975
- Racial Hatred Act (1995)
- Sex Discrimination Act (1984)
- Age Discrimination Act (2004)
- Equal Opportunity Act (2004) (Vic)
- Occupational Health & Safety Act (1985)
- Human Rights and Equal Opportunity Commission Act (1986)
- Public Authorities (Equal Employment Opportunity) Act (1990)
- Education and Training Reform Act (2006) (Vic)
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement
- Working with Children Act 2005
- Student Identifier Act 2014

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

Principles

This policy is based on the principles that:

- All members of the Flemington and surrounding communities, but not limited to, are able to apply for enrolment at FSNLC
- Every endeavour is made to enable people with disabilities to participate in FSNLC classes and programs
- Enrolment at FSNLC is based on an interview with the student and an assessment of the student's skills and particular needs
- Priority for enrolment is given to Australian residents and those living in Australia for humanitarian reasons e.g. refugees and asylum seekers.

Procedures

Information about courses and programs
Advertisements of courses and programs offered at FSNLC include clear information on the aims of the courses and any requirements or minimum standards for entry.
FSNLC is committed to ensuring that the information provided about the courses is ethical, accurate and consistent with its Scope of Registration.
FSNLC will comply with the conditions of use of the NRT Logo and ensure that logo is used in accordance with the guidelines
http://www.vrqa.vic.gov.au/Documents/NRTspecslogo_1.pdf

Responsibility for enrolment
The FSNLC Manager and Education Coordinator are responsible for overseeing the student enrolment process at FSNLC. As per 2017 VTG (Restricted) contract, FSNLC will restrict accredited enrolments to 200.

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

Enrolment procedures
All prospective students will make contact with the Centre, either individually or be referred through a Mental Health or Disability Case Worker, Job Agency or Disability Employment Service.

A Pathways interview will then be arranged to determine the client's suitability for enrolment at FSNLC. The Pathways Interviewer will conduct a relevant assessment of language, literacy and numeracy skills, digital literacy skills, vocational competencies and employability skills. The Interviewer will assess the client for Recognised Prior Learning (RPL) and note previously achieved competencies. The Interviewer will also assess the individual needs of the student in terms of barriers to learning and participation and make recommendations for additional support where necessary such as involvement in the Volunteer Tutor program. Refund Policy will be discussed.i It will then be determined whether a mutually satisfactory placement can be made in terms of days and times of suitable classes and the prospective student provided with A Statement of Fees and Student Handbook.

In accredited courses, a Pre-Training Review will be conducted and an initial draft Individual Training and Assessment Plan will then be undertaken for each student. A copy of this will be given to the student and one kept on their file. As the student progresses through the course, this Plan will be updated.
As per 2017 VTG (Restricted) contract, FSNLC will cap accredited enrolments to 200.
An Enrolment Form will be completed, a receipt, timetable and copy of the Student Handbook will be issued and the student directed to the policy and procedures section of the FSNLC website as well as given an orientation of the training venue.

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

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

Associated documents
- Student Enrolment Form
- Training and Assessment Plans for all courses
- Pre-Accredited Learner Plans
- CGEA Pre-Training Assessment Kit
- CGEA Enrolment Process
- EAL Pre-Training Assessment Kit
- EAL Enrolment Process
- 2017 Fee Guide
- Statement of Fees

Training and Assessment Policy

Rationale
FSNLC delivers accredited courses in Foundation Skills including English as an Additional Language (EAL), Certificate of General Education for Adults. Training, assessment and evaluation processes are an important part of ensuring quality provision of course delivery at FSNLC.

Definitions
- Training: Refers to the delivery of a course which will lead to the acquisition of knowledge, skills, and attitudes that relate to specific competencies.
- Assessment: Refers to the measurement of course outcomes which in themselves are observable, measurable and unambiguous.
- Evaluation: Refers to the review of training and assessment strategies to ensure that course outcomes are achieved.
- Australian Qualifications Framework (AQF): The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training. The Framework was introduced Australia-wide on 1 January 1995.
- Australian Quality Training Framework (AQTF): The AQTF Essential Conditions and Standards is the national set of standards which assure quality training and assessment for Australia's vocational education and training (VET) system
- The VRQA Guidelines for VET Providers (the Guidelines) are issued under Section 4.3.18A of the Education and Reform Act 2006 in reponse to the Ministerial Direction – Standards of the Registered Training Organisations (Instrument no. MD146)
- Registered Training Organisation (RTO): A training organisation, such as FSNLC, that has been granted registration by the relevant state Registering Authority to issue a nationally recognised qualification (e.g. Certificate I, II or III) or a Statement of Attainment on partial completion.

Legislative Context

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

- Education and Training Reform Act (2006) (Vic).
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement.
- Student Identifier Act 2014

Principles

This policy is based on the principles that

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

Procedures

Training

FSNLC delivers training in accredited and pre-accredited courses.

Accredited training details are in accordance with FSNLC's scope as detailed on training.gov.au.

Pre-accredited courses are conducted as per our ACFE Delivery Plan. The Education Manager is responsible for maintaining FSNLC's Scope of Registration and Delivery of ACFE hours.

The FSNLC Training and Assessment Strategy is the basis for ensuring that high quality training is delivered by FSNLC teachers within the classroom within the State of Victoria.

The FSNLC Training and Assessment Strategy has been developed on the basis of:

- Guidelines published for delivery of training in nationally endorsed units of competency, where these are available as part of a VET course.
- Where nationally endorsed units of competency are not available, as for pre-accredited courses, training is responsive to the educational and social needs of students in the local community.

Training at FSNLC can lead to the following outcomes for students:

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

Transition from superseded courses and expired training packages

The current EAL Framework is due to expire in 31/12/2018. Once the new curricula is available, FSNLC will undertake the following transition activities:

- Plan and provide opportunities for staff to become familiar with the new course curricula.

- Review and update verification of trainer and assessor records.
- Revise training and assessment strategies.
- Update course information.
- Update training and assessment materials.
- Gain written approval from the VRQA to include the new courses on scope.
- Provide information to relevant students regarding any applicable changes and ensure students are not enrolled in the superseded course.

The current CGEA Framework is due to expire on the 30/6/2018. Once the new curricula is available, FSNLC will undertake the following transition activities:

- Plan and provide opportunities for staff to become familiar with the new course curricula.
- Revise training and assessment strategies.
- Update course information.
- Update training and assessment materials.
- Gain written approval from the VRQA to include the new courses on scope.
- Provide information to relevant students regarding any applicable changes and ensure students are not enrolled in the superseded course.

   It is to be noted that during transition of training packages, the ability to deliver the new training package cannot take place until approved by the VRQA in writing.

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

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

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

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

Assessment Validation and Moderation
FSNLC is committed to ensuring that assessment tools and procedures are systematically validated. The FE Coordinator will develop a Moderation and Validation Schedule and coordinate validation and moderation so that effective conclusions can be made about the quality of assessment.

The Moderation and Validation Schedule identifiies:

- When assessment validation and/or moderation will occur.
- Which units of competency/modules will be the focus of the activity in proportion to associated risk.
- Who will lead and participate in validation and/or moderation activities including external validators.
- How the outcomes of these activities will be documented.
- How lessons learnt from assessment validation and/or moderation will be acted upon.
- Participation in external moderation and validation.

The data from the moderation and validation sessions will be included as part of FSNLC's continuous improvement procedure.

Moderation and Validation activities will be supported and reviewed by:

- Ensuring staff are provided with professional development activities to develop their validation and moderation
- Reviewing the tools and methodologies used to facilitate effective and systematic validation of assessment.
- Evaluation and validation provided by person's external to the operations and day-to-day training and assessment at FSNLC.

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

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

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

A more formal evaluation is conducted by FSNLC at the end of each semester on a class-by-class basis. The evaluation takes two forms:
- An on-line student survey focusing on common aspects of course provision.

- An evaluation designed by the teacher which focuses on feedback regarding the class activities and learning experiences during the semester.

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

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

Industry Consultation
The EAL and CGEA qualifications delivered at FSNLC are foundation skills courses and do not have a clear vocational outcome. FSNLC has developed a procedure for industry consultation which includes input from referring agencies such as job service agencies, further education providers and disability services and employment agencies and other community groups involved in the provision of services in the local community.

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

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

Recognition of Prior Learning (RPL)
All prospective students at FSNLC may apply for RPL. RPL acknowledges skills and knowledge already attained through:
- Prior work experience, including paid and voluntary work.
- Formal or informal training or study.
- Life experience.

Generally students only enroll for those modules of the CGEA or ESL Frameworks that the assessor deems relevant to the person, relative to the individual's performance with assessment tasks set during the initial assessment. The CGEA enrolment process 5.2 states that there are no entry requirements for students undertaking a CGEA course.

This Policy seeks to clarify how RPL is applied in the context of language, literacy and general education as delivered at FSNLC. While every effort is made to recognise prior learning, if the student's functional level of attainment has slipped from the level attained previously, they will be given the option of attending a class at the level most suited to their skills at the time.

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

FSNLC is not registered as an RPL assessor, so RPL is arranged on request from the student with the Centre for Adult Education who may be given credit for selected units of competency.

Implementation of policy

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

Associated Documents
- Curriculum documents for EAL Frameworks and Certificate of General Education for Adults
- Training and Assessment Plans for all accredited courses
- Training and Assessment Strategies for all accredited courses
- Guidelines for the assessor for all accredited courses
- Unit Delivery Schedule for all courses
- Class Record of Assessment
- Individual Records of Assessment
- Moderation and Validation Schedule
- Record of Unit Elements Delivered

FSNLC documents version control & electronic archives

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

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

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

Record of changes to Policies & Procedures

Date reviewed	Date altered	Date of executive approval	Date of Committee approval	Due date of next review
Jan 2011	Jan 2011	Jan 2011		Feb 2011
Feb 2011	Feb 2011	Feb 2011		March 2011
March 2011	March 2011	March 2011	8 April 2011	June 2011
June 2011	June 2011	June 2011		August 2011
August 2011	November 2011	November 2011		December 2011
December 2011	January 2012	January 2012	16 March 2012	July 2012
October 2012	March 2013	April 2013		July 2013
November 2013	December 2013	February 2014	February 2014	July 2014
May 2014	June 2014			January 2015
January 2015	February 2015	February 2015		
June 2015	July 2015			
September 2015	September 2015	October 2015		December 2015
February 2016	February 2016	February 2016	26 February 2016	May 2016
May 2016	May 2016 v22			