Farnham Street Neighbourhood Learning Centre

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Farnham Street Neighbourhood Learning Centre (FSNLC)

FSNLC Policies, Procedures and Plans

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1. **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 FSNLC.

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

All Learn Local Centres, including FSNLC, must comply with relevant Commonwealth and State legislation and directions which include:
- Age Discrimination Act (2004)
- Australian Consumer Law (Schedule 2 of the Competition and Consumer Act 2010 (CT)
- Charter for Human Rights and Responsibilities (2006) Vic
- Disability Act 2006
- Disability Discrimination Act 1992
- Education and Training Reform Act (2006) (Vic)
- Electronic Transactions Act (2000) (Vic)
- Equal Opportunity Act (2004) (Vic)
- Equal Opportunity Act 1995
  Human Rights and Equal Opportunity Commission Act (1986)
- Information Privacy Act (2000)
- Occupational Health & Safety Act (1985)
- Public Authorities (Equal Employment Opportunity) Act (1990)
- Public Records Act (1973)
- Racial Discrimination Act (1975)
- Racial Hatred Act (1995)
- Securing Jobs for your Future - Skills for Victoria. Ministerial Statement
- Sex Discrimination Act (1984)
- Student Identifier Act 2014
- Working with Children Act (2005)

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

Associated Documents
Legislation Compliance policy

2. Code of Conduct Policy

Rationale

FSNLC has a legal and moral responsibility to manage the organisation in the best interests of the community it serves. FSNLC seeks to create an environment of cooperation and mutual respect in all programs and activities that are delivered, and will demonstrate ethical behaviour at all times.

This policy aims to ensure that all Committee of Governance members, staff and volunteers attending FSNLC understand their obligations so that all persons are able to feel safe and respected.

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 ethically
- 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
Code of Ethics

3. Continual Improvement Policy

Rationale

Farnham Street Neighbourhood Learning Centre (FSNLC) aims to ensure that its education programs and 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. 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 Governance where appropriate and are used as a basis for planning and reviewing of the 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 FSNLC
- Class writing – learning to learn
- Attendance at events - end of term parties, Christmas, AGM, excursions
- Staff meetings
- Informal discussions
- Student surveys
- Staff participation in regular Professional Development workshops
- FSNLC participation in Learn Local Quality Partnerships Community of Practice

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
- 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 Governance 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, an agenda item at the term staff meeting and actioned with assigned tasks, written into the Communications Books discussed at the weekly Manager/Co-Ordinator's' meetings.

Student Satisfaction Surveys
Students complete a satisfaction survey each year in May and October. Feedback from this is used to inform 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 which is kept in the Reception Office.
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.org 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 Education Manager 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 can 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 Manager 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.

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

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 Centre Manager via Centre Update by the Education Managers
- An annual internal audit based on ACFE requirements to be the responsibility of the Education Manager who will monitor compliance issues which need to be addressed. and discussing this with the Management Committee. 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 year Staff Meeting. The planning day provides staff with the opportunity to review quality processes for program delivery and make recommendations for the following year

Review process
The Centre and Education Managers are responsible for ensuring that the policies and procedures of the organisation are kept up to date and approved by the Management Committee. They can work collaboratively with other Centre and Education Managers 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

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 Management Committee will be posted on the FSNLC website and are in the Policies and Procedures for students and staff respectively manuals kept in the Reception Office.
- New staff members will be required to read the policy and procedures manual of the organisation.

4. Disability Policy

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 Adult Community and Further Education, Department of Families, Fairness and Housing, through the Neighbourhood House Co-ordination program, and City of Moonee Valley, and additional grants. The Centre is run by a Committee of Governance 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 Governance meetings to ensure that it is fully compliant with all aspects of the Policy.

Disability Action Plan

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	C/Manager All
Ensure that new staff members and Centre users are familiarised with FSNLC Disability Policy	Ongoing	C/Manager
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	C/Education Managers

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Ensure that access & equity information is kept up to date and relevant through newsletters, memos etc.	As required	C/E Managers and Admin
Ensure that FSNLC staff are aware that people have a range of disabilities, including psychiatric, physical and intellectual.	Ongoing	C/Education Managers

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	C/Manager
Ensure that all physical access is kept to a high standard and any maintenance issues are reported to Moonee Valley Council	Ongoing	C/Manager Admin

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 coordinator and tutor will ensure that classes are suitable for all participants, in particular those with disabilities	Ongoing	C/Manager, Ed Manager
FSNLC staff need 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	C/Education Managers

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, Cohealth, Waratah Mental Health Services, Norfolk Terrace Continuing Care Unit, who provide support and information regarding clients attending FSNLC programs	Ongoing	C/Education Managers, Volunteer Co-ord,
Where possible and available, FSNLC staff will 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	All
All people with disabilities involved in FSNLC programs and activities will be encouraged to participate in future directions by making suggestions for improvements	Ongoing	All
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

5. 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 lifestyles, 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.

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

6. Communication Policy

Rationale

Farnham Street Neighbourhood Learning Centre is run by a voluntary Committee of Governance and employs a number of staff, including Centre Manager, Education Managers, IT Co-ordinator, Book-keeper, Administration worker, teachers, volunteers and cleaners. The Communication Policy is designed to outline all the ways communication takes place throughout the organisation, set benchmarks for the distribution of information, and ensure that all Committee, staff and volunteers are aware of their responsibilities in relation to communication.

Principles

1. All Committee, staff and volunteers require appropriate, accessible information about all aspects of their involvement with the organisation in order to perform their duties.

2. High quality communication systems are necessary for the efficient and effective distribution of information throughout the organisation, including regular staff and Committee meetings, emails, staff and Committee handbook, memos, notice boards, communication book, folders and use of pigeon holes.

3. Farnham Street Neighbourhood Learning Centre should only distribute information about staff, volunteers and Committee of Governance members where appropriate for the running of the organisation.

Strategies

Information	Procedure	Responsible persons
General Centre Information		
General Communications Book	The General Communications book is kept in the main reception area. It is primarily used to record messages for staff from students and the general public. It is the responsibility of the Administration Assistant to ensure that messages are received by the relevant staff. Messages from students to teachers are then recorded in the appropriate folders kept in the Education office. The Centre Manager checks the Book on a daily basis to ensure that all messages have been recorded or responded to. All staff members have access to the book.	Admin, C/ Education Managers
Whiteboards	There are Whiteboards in: the Reception area where the current Centre Timetable is displayed, the Education Office where all Pre-accredited enrolments are displayed and the Centre Manager/Staff Room where all other information relating to meetings, events and staff is displayed.	Admin, C/Education Managers

Information	Procedure	Responsible persons
General Areas	This information is also disseminated to our local networks via the mailing list and displayed on our website.

There is a wide range of community information displayed on noticeboards throughout the Centre, particularly in the hallway and kitchen areas. There is also information displayed in both the front and back classroom. | Admin, C/Education Managers |
| | **Committee of Governance** | |
| Meeting minutes | Committee of Governance meeting Minutes and Agenda will be sent out to Committee of Governance members prior to the meeting. Minutes of these meetings will be taken by the Secretary and emailed out to all members and the Centre Manager, who will keep them in the Committee of Governance file in the computer. | Secretary of Committee, C/M |
| Timing of meetings

Information for Centre Report | General meetings will be held twice per term for four terms of the year as per the FSNLC Constitution. The dates will be agreed to at the last meeting of the previous year. Special General Meetings will be called if necessary. The AGM will be held in November each year unless otherwise negotiated.

Prior to the meetings The Committee will be presented with a Report detailing activities within the Centre including:

Funding
Course enrolments
Course delivery
Administration and records management
Staffing issues
Compliance
Finance
General House business | Executive of Committee, C/M

C/Education Managers |
| | **Centre Management** | |
| Managers Meetings | The Centre Manager will meet with the Education Managers on a fortnightly basis to discuss:
• Course delivery
• Student welfare
• Administration and records management
• Staffing issues
• Compliance
• General House business | C/Education Managers |

Information	Procedure	Responsible persons
	Issues are also discussed on a day-to-day basis with the Centre Manager, the Education Managers and the Administration Worker. The Education Managers holds regular formal and informal meetings with the Pre-accredited Teachers and records these meetings in her diary.	
Staff		
New staff New volunteers	All staff should be informed when a new staff member or volunteer starts work with the organisation. C/M will meet with the new staff member to go through the Staff Induction procedure). New teachers should have a handover from the exiting teacher. All new volunteers will be interviewed by the Volunteers Co-ordinator prior to being placed in the classroom or in a one-on-one situation. C/E Co-ordinator to introduce new volunteers to Centre staff and email teachers who will have a new volunteer in their class.	Admin, C/Education Managers V/Coordinator
Staff & Volunteer absences	Staff should text the C/M and E/M as soon as possible. If a replacement teacher cannot be organised office staff will phone students from that class to inform them that it will be cancelled. Phone numbers for all students are kept in the class files and on the database. Volunteers should contact the office if they are not able to help in the classroom or contact their student directly if they are not able to make the one-on-one session.	Teachers, C/Education Managers Admin
Feedback to and from staff and volunteers	Staff will be given feedback on their work and the opportunity to give feedback to the organisation in a formal annual Performance Appraisal. Informal discussion and feedback between, C/M, E/M and tutors takes place on a daily basis. Records of these meetings are kept in the Communication Folder and notes of issues to be actioned are made in the office diaries. Coordinators will give regular feedback to staff on their compliance with record keeping procedures.	C/Education Managers
Meeting Times & Important Deadlines and Miscellaneous Information for Staff	All important dates and events are marked on the NHV/ACE Vic calendar in the office. Notices about events, and other information are emailed to staff. Professional Development opportunities will be emailed to relevant staff and their classes replaced if they wish to attend. Information relevant to a specific tutor will be emailed to them and	Admin, C/Education Managers

Information	Procedure	Responsible persons
	discussed individually. Reminders to do this are written in the office diary and recorded in the staff communication folder.	
Staff and volunteers in the building	A whiteboard with details of who is in the building at a particular time to be kept in the office and updated daily	All staff
Meeting minutes	Minutes of all staff meetings are kept in both the Centre and Education Managers' files on the computer.	Admin, C/Education Managers
Changes of venue / excursions	Excursions or any other changes to normal class venues or times should be noted in the office diary and information will be emailed to all staff when organised so that all Centre participants are aware of what is happening.	C/Education Managers Admin, Teachers
Position descriptions	Position descriptions will be sent out when positions are advertised and updated in conjunction with performance appraisals. They are kept in staff folders in the filing cabinet in the office.	C/Education Managers
Curriculum	Curriculum documents for all courses are kept on-line within the ACFE file. Teaching staff can discuss implementation of the curriculum with Education Manager, other staff at moderation sessions and other tutors on their contact lists.

Teachers can also meet as required with their program coordinator to discuss curriculum and/or receive mentoring advice.

It is the responsibility of the E/M to ensure the most recent version of all curriculum documents are kept with the course information. | E/M and teachers

E/M |
| Cleaner | The cleaner communicates with Centre Manager via email and the Communication Book in the Front office | C/M |
| **Students** | | |
| New students | • New Language and Literacy students are usually referred by an Employment Agency, a Disability Employment Network or by word of mouth. An appointment for a Pathways Assessment will be made for the student. The Pathways Book is kept in the Education office. A note will be made in the office diary to inform the relevant teacher when a new student has enquired about their class, or an appointment for a Pathways assessment has been made. | Pathways Assessor, Admin, C/Education Managers

Pathways Assessor |

Information	Procedure	Responsible persons
	• Life Skills Cooking students are usually referred by relevant key workers or agencies to FSNLC. Students are assessed by the Pathways Assessor in conjunction with the teacher. If they are appropriate for the class and if there is space available, that student will be offered a place. The student will then be requested to fill in an enrolment form and pay course fees upon commencement. • Teachers of all other classes will be informed of new students by the Pathways Assessor if they have been deemed to be appropriate for these classes. If space is not available these students will be placed on the waiting list in the class folder.	E/M, IT/C
	Students who have been assessed for Language and Literacy programs will be placed in the appropriate class if there is a space is available. If no space is available they will be placed on a waiting list.	E/M
Student feedback	Feedback will be collected from Student Satisfaction Surveys, (ACFE and HHV) Needs Analyses, and other evaluation and monitoring processes. Teachers will incorporate regular feedback sessions into their classes. Feedback from students and teachers will be reported and discussed in the Managers' and staff meetings. Results of student surveys will be reported to interested parties such as ACFE, DFFH and Moonee Valley Council.	C/ Education Managers Teachers
Student absences/ withdrawals	Staff should mark students' absences on the roll. When students have been absent for 2 weeks, a follow-up call will be made. Teachers should inform the E/M if a student has withdrawn from a course.	Teachers
Concerns about students	If staff or volunteers have concerns about students that they are not able to deal with themselves, they should discuss them with the C/Education Managers. Students will then be referred to an appropriate agency. (see **Contact and Referral Folder** in front office)	Tutors, C/Education Managers, volunteers

Information	Procedure	Responsible persons
Meeting Times & Important Deadlines and Miscellaneous Information for Students	Information such as the AGM, excursions and other upcoming events will be placed on the Notice Boards and other prominent places around the House. Term dates are published in the Semester booklet. Flyers are emailed to all staff and teachers to discuss events directly with their students.	
What's On, Where, With Whom	A timetable with details of all classes is displayed in the main office with brochures available at the front of the House and in the kitchen area.	All staff
Changes of venue / excursions	Excursions or any other changes to normal class venues or times should be noted in the office diary and/or on the whiteboard so that office staff and volunteers can answer questions. Notes should include where the class is and what time they will be back	Teachers
Documentation		
Policies & Procedures	Complete sets of policies & procedures are to be kept on the website for Committee, staff and volunteers to refer to. Relevant policies & procedures are to be part of the induction process with Committee of Governance and staff. Students are made aware of any relevant policies through the student handbook. They are invited to view the policy and procedure manual online. Committee of Governance will ratify all policies and procedures on a three year cycle.	C/Education Managers
Record of Incidents	All incidents are to be recorded on an **Incident Record Form** and filed in the **Incidents File** in the Centre Manager's office. Persons recording the incident and a Manager are to sign.	C/Education Managers
Record of Grievances	All grievances are to be recorded on a **Grievance Record Form** and filed in the **Grievance File** in the Centre Manager's office. Persons recording the grievance and a Co-ordinator are to sign.	C/Education Managers
Version Control	Staff members are responsible for checking that they are using the most up to date version of the document they are using. Version number and dates are recorded on the footer of all FNLC documents.	Staff
	All updated or newly created documents are to include a footer which includes Version Date, a register of documents and their version dates is maintained on the FSNLC office computer	C/Education Managers
Administration		

Information	Procedure	Responsible persons
Telephone messages	All messages for staff and volunteers are to be written in the Communications Book in the Reception office. Staff members who are in a class should be notified immediately if phone calls of an urgent nature are received for them.	Admin, C/Education Managers
Maintenance and Building Issues	A note will be made in the office diary to advise all co located groups, and staff in the most appropriate manner (in person, by phone or email) of any changes and building issues as they arise.	C/M
Co located Groups	All co located groups communicate either in person or by phone or email with the Centre Manager. Bookings of rooms are recorded in the office diary. Regular bookings are written on the room booking whiteboard in the Front Office.	C/M
Mail	All mail is to be sorted and distributed to the groups housed at the centre. All mail for FNLC is to be placed in the appropriate staff member's pigeon hole or in Centre Manager, Education Managers mail trays.	Admin, C/M

7. 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.

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
- Pre-accredited: Courses funded by ACFE

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

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 pre-accredited courses according to the student's eligibility for government funding. Fees are set as per https://www.vic.gov.au/pre-accredited-course-fees-and-subsidies. Payment must be made prior to the commencement of training.

Hardship
- FSNLC may grant an exemption or concession on fees in cases of demonstrated extreme hardship.

Additional fees and charges may apply in cases of excursions or field trips.

Refunds
A student requesting to withdraw from a course may do so. The student will be refunded fees, less a $20 administration charge, where a request is made up to four weeks after the commencement of the course.

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.

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
Schedule of Fees
Fee Guide

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, including cyber fraud, 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 Governance
The Committee of Governance 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 Managers 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.

8. 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.

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 Education Manager. Explain why you are unhappy with the way your teacher/Year Level Co-ordinator 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 Education Manager 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 Education Manager's suggestions or actions

- You can put your problem or concern in writing or make an appointment with the Centre Manager. A meeting will be scheduled for you to attend to discuss your concerns with a representative from the Committee of Governance
- 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

The Centre Manager will send you a written response on behalf of the Committee

4. 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
Discrimination and Harassment Policy

9. Grievance, Complaints and Appeals Policy (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.

10.   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 Governance 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

11. Marketing Policy

Farnham Street Neighbourhood Learning Centre (FSNLC) will market all its courses, including those registered with 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.

- All marketing, advertising and promotional materials produced must comply with any relevant legislation or compliance requirements, including minimum performance standards set by funding bodies in service delivery contracts. Any student photos must have the express permission of the student, as per the FSNLC Student Enrolment form and be recorded in the Photo/Video Publicity form.

- There will be transparent details about fees and charges.

- Courses will be advertised: on the FSNLC Facebook page and Website, through Jobactives, local papers, such as the Flem Ken News, school newsletters, to 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.

Procedure

- The Centre Manager is responsible for ensuring all advertising is designed, printed and distributed to stakeholders twice a year to promote all services offered at FSNLC.

- The Education Managers are responsible for ensuring all marketing, advertising and promotional materials produced must comply with any relevant legislation or compliance requirements, including minimum performance standards set by funding bodies in service delivery contracts.

- The use of logos acknowledging government departments and/or funding bodies must be used as per guidelines set by funding bodies in service delivery contracts.

- The Management team is responsible for ensuring branding remains current and is used consistently across the organisation.

- All staff members are required to discuss any proposed marketing activities with their immediate supervisor prior to any promotion being commenced.

12. Professional Development and Training Policy

Rationale

Farnham Street Neighbourhood Learning Centre (FSNLC) acknowledges that professional development is integral to personal job satisfaction, workplace productivity, reward and recognition, and is critical to the achievement of the organisation's mission and continuous improvement in the quality of its programs and services.

Principles

FSNLC is committed to providing a supportive and rewarding environment for employees, volunteers and Committee of Governance and recognizes that the quality, responsiveness, and professionalism of its workforce are linked to the further development of their skills and competencies.

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
- enhance the skills and expertise of its workers to encourage excellence and increase job satisfaction, and
- encourage the sharing and dissemination of new and updated information relevant to the work practices and operations of the centre

This policy seeks to balance the needs of paid and unpaid staff for professional development, the needs of the organisation for properly qualified staff, and the need to staff the organisation's services.

The purpose of this policy is:
- to encourage and support employees in their professional and career development as part of their employment within the organization
- to provide administrative guidelines to facilitate fairness and equity in the application of these general principles.

Procedures

This policy applies to all staff (including permanent, contract and sessional staff), volunteers and Committee of Governance members. It encompasses both internal and external training, including short training courses, seminars, in-service training, workshops, conferences, on-the-job training, coaching and mentoring programs.

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

Approval for training and development activities will include consideration of overall staff requirements of FSNLC at the time, equity and resources available.

Guidelines to be used in deciding on training and development activities will include:
- the relevance to the person's role and future direction
- professional development gains for the person concerned

- relevance to current responsibilities and relevance to future responsibilities or assignments
- relevance to strategic directions of the organisation
- impact on the workload of the organisation
- opportunities for service promotion and development of linkages
- budget considerations
- staffing constraints and whether backfill is required

All staff, volunteers and Committee of Governance members are provided with organisational orientation immediately upon commencement of their paid or unpaid work with FSNLC. This is to be organised by the Manager or Supervising Staff Member in the case of staff and volunteers, and by the Chair of the Committee of Governance in conjunction with the Manager in the case of new Committee of Governance members.

Implementation

Staff and Volunteers
Management will develop a professional development plan annually with paid staff as part of their performance appraisal process. Staff are encouraged to take an active role in their own ongoing professional and career development and to apply their learning to its most effective use.

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 as per above criteria.

The amount allocated for Professional Development will be dependent on overall organisational budget considerations, which are reviewed annually.

Internal organisational training e.g. workshops may be more cost effective and tailored to particular organisational needs compared to individual training conducted externally. In these cases the CentreManager, in conjunction with staff, will identify training needs and suitable in-service training or workshops for inclusion in the plan.

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

It is expected that staff will make available copies of any training materials obtained through professional development and training that may be relevant to other staff members.

Committee of Governance
The Committee of Governance will identify in conjunction with the Manager the Committee's needs - both group and individual - in relation to training and professional development. This will be done to identify the needs of the present committee and in relation to workshops and conferences offered.

13. Quality Improvement Policy and Procedure

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.

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.

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 Governance where appropriate and are used as a basis for planning and reviewing of the program.

Strategies & Procedures for Quality Improvement in Program Delivery
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.
- 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.

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.

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

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: fsnlc.org 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 Education Manager 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 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.

Informal Supervision

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

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.

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.

Quality organisational management

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

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 Governance by the Education Manager

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 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 Centre Manager and the Education Managers 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.

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

14. Risk Identification and Management Plan

AREA OF OPERATION	CHANCE (RISK)	IMPACT	CORRECTIVE STRATEGIES	MONITORING AND CONTROL
Systems for Quality Training and Control				
Written policies and procedures for ensuing quality training and assessment	LOW chance of new policies being required	Low given recent upgrade of most Policies and Procedures and continuity of current staff. Staff and Committee turnover would increase likely negative impact on operations.	Policies and procedures to be continuously reviewed and adopted by Committee of Governance in the following areas: - risk identification and management (Std 1.8) - see Version Control document, Policies and Procedures due for review by CoM on an ongoing basis	Centre Manager, Education Manager and Compliance Co-ordinator *(Co-ordination Team)* responsible for presentation of draft policies and procedures. Timetable for presentation to COM is recorded on Version Control document
Policies and procedures are circulated, understood and implemented consistently	Low	Low Small staff, ongoing communication Procedures well established and practised in the organisation	- Encourage staff to read updated policies and procedures manual - Staff team meetings discuss policies and procedures; queries and concerns documented and feedback provided at next meeting. - Policies and procedures for review/amendment identified.	- *Co-ordination Team* to collate materials for staff manual - Centre Manager responsible for ensuring term staff meetings include on the agenda for discussion specific policies and procedures. -Manager to present to COM meeting, priority list of policies and procedures for review/amendment.
Collection and analysis of stakeholder	Low	Low Student satisfaction conducted annually	- continue with ACFE student satisfaction	- Management Team to ensure that tutors distribute and collect completed form

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and client feedback and satisfaction data on the services provided Use of stakeholder and client information to review policies and procedures	Low	as part of ACFE funding agreement Summary of feedback and analysis of data is required for future funding	surveys once per year - pilot activities to include questions re policies and procedures recommended for review	- tutors to prepare pilot evaluations and administer in two classes - Management Team and tutors to review data obtained, and revise evaluation format for use.
Compliance with Commonwealth, State and regulatory requirements, including - Occupational Health and Safety - Workplace Harassment, Victimisation and Bullying - Anti discrimination and EEO - Vocational Education and Training - Privacy	Low	All policies in place Review process in place	Review on a tri-annual basis and as required according to changes in funding and legislative context	***Co-ordination Team*** responsible for current and tri-annual review
Effective Financial Management Procedures	Low	Low -Different levels of accountability eg. Centre Manager, bookkeeper, annual independent audit guarantee effectiveness	Maintain financial records, seek advice from auditor and book keeper. Prepare annual Centre budget.	Centre Manager & Bookkeeper discuss report with auditor and then present to Finance Sub-committee for refinement.

				Centre Manager, Bookkeeper and Treasurer to prepare annual Centre budget at the beginning of each calendar year with a review at the start of the new financial year.
Effective Administrative and Records Management Procedure	Low	Low Review of policies and procedures conducted, Data bases and back up policy established for - student records - Contacts - assets	Train staff in accessing databases and back up procedures for data bases. Student records maintained on FSNLC Server. Pro Formers of all forms kept on server and in hard copy in Office. Records Management docs subject to FSNLC Version Control	Centre Manager in conjunction with Compliance Co-ordinator to organize staff briefing on back up procedures for student records Office Administrator to Version Control Records Management docs.
Access and Equity and Client Service	Low	Relevant policies and procedures in place	To be reviewed annually. Accessibility audit conducted by contractor from MVCC May 2013.	Management Team to review and inform staff and management of updates to access and equity policies and procedures. Recommendations form accessibility audit to be incorporated into all upgrades.
Learning and Assessment Strategies	Low	Course outlines and assessment tasks in place	Ongoing development of assessment tools. Tutors attending moderation sessions and accessing peer support networks.	Term staff meetings occurring. Tutors attending moderation sessions.
Issuing Statements of Attainment	Low	Low- student records Templates of certificates in place	Create FSNLC folder to keep copy of all certificates issued. Included on database and backed up daily.	Education Managers and IT Co-ordinator to review backup policy as software changes.

Use of National and State Logos	Moderate	Not always able to download relevant logos	Get expert to organize a folder with relevant logos to keep in the publicity folder on the computer	Compliance Manager to organise
Ethical Marketing and Advertising	Low	Students must give permission for images to be used in publicity materials	Students to sign permission form to allow for particular photos to be used in publicity materials.	Notice to be included in privacy and confidentiality policy

15. Social Media Policy

Rationale

Farnham Street Neighbourhood Learning Centre (FSNLC) recognises that social media is a powerful community development and engagement tool. It is about conversations with communities, members and the sector as well as sharing content.

However, it is also an area in which rules and boundaries are constantly being tested. This policy acts in conjunction with the Marketing and Advertising Policy in order to maximise our social media reach while protecting our public reputation.

It is essential to understand that comments made via social media platforms are as public as if you were making the same comments to the media or at a public forum. As such, publication and commentary on social media carries similar obligations to any other kind of publication or commentary.

All use of social media must follow the same ethical standards that employees, volunteers and Committee of Governance must otherwise follow.

Definitions

Social Media is content created by people using highly accessible and scalable publishing technologies. Social media is distinct from industrial media, such as newspapers, television, and film. Social media comprises relatively inexpensive and accessible tools that enable anyone to publish or access information – industrial media generally require significant resources to publish information.

Social Media may include (although is not limited to):
- social networking sites (eg Facebook, Myspace, LinkedIn, Bebo, Yammer)
- video and photo sharing websites (eg Flickr, Youtube, Instagram)
- blogs, including corporate blogs, personal blogs and those hosted by media outlets
- micro-blogging (eg Twitter)
- wikis and online collaborations (eg Wikipedia)
- forums, discussion boards and groups (eg Google groups, Whirlpool)
- instant messaging (including SMS)

Principles

FSNLC's social media use shall be consistent with the following core values:

- Integrity: FSNLC will not knowingly post incorrect, defamatory or misleading information about its own work, the work of other organisations, or individuals.
- Professionalism: FSNLC's social media represents the organisation as a whole and should seek to maintain a professional and uniform tone. Staff and volunteers may, from time to time and as appropriate, post on behalf of the FSNLC using its online profiles, but the impression should remain one of a singular organisation rather than a group of individuals.
- Information Sharing: FSNLC encourages the sharing and reposting of online information that is relevant, appropriate to its aims, and of interest to its members.

Procedures

Social media should be in keeping with the image that FSNLC wishes to present to the public, and posts made through its social media channels should not damage the organisation's reputation in any way. All posts must be in line with the organisation's mission and vision and in accordance with relevant legislation.

FSNLC should seek to grow its social media base and use this to engage with existing and potential centre users, donors and stakeholders. At the same time, a professional balance must be struck which avoids placing the organisation's reputation at risk.

This policy applies to all employees, volunteers and Committee of Governance of FSNLC.

The Manager will co-ordinate FSNLC's social media management. Staff and volunteers must forward all suggested posts to the Manager for approval.

The Manager has ultimate responsibility for:

- ensuring that all posts are in keeping with the Social Media Policy
- ensuring appropriate and timely action is taken to correct or remove inappropriate posts (including defamatory and/or illegal content) to minimise
- ensuring that appropriate and timely action is taken in repairing relations with any persons or organisations offended by an inappropriate post
- moderating and monitoring public response to social media, such as blog comments and Facebook replies.

The following rules apply to all employees, volunteers and Committee of Governance when engaging in social media on behalf of FSNLC:

- Before engaging in social media as a representative of FSNLC you must have the express knowledge and authorisation of the Manager.
- Staff will use a work profile when acting in an official capacity on any of FSNLC's social media tools.
- When using Social Media, you must:
  i. only disclose and discuss publicly available information
  ii. ensure that all content published is accurate and not misleading and complies with all relevant policies
  iii. be polite and respectful to all people you interact with
  iv. adhere to the Terms of Use of the relevant social media platform/website, as well as copyright, privacy, defamation, contempt of court, discrimination, harassment and other applicable laws and policies.

       v. comment only on your area of expertise and authority
- When using Social Media, you must not:
    - i. post material that is offensive, obscene, defamatory, threatening, harassing, bullying, discriminatory, hateful, racist, sexist, infringes copyright, constitutes a contempt of court, breaches a Court suppression order, or is otherwise unlawful
    - ii. post material that is dishonest, untrue or misleading
    - iii. use or disclose any confidential information obtained in your capacity as an employee, volunteer or committee member of FSNLC
    - iv. cite, obviously reference, or use photographs of individuals without their permission.
- You should respect copyright laws and fair use of copyrighted material and attribute work to the original author/source wherever possible. It is good general practice to link to others' work rather than reproduce it.
- If you notice inappropriate or unlawful content online relating to FSNLC, or content that may otherwise have been published in breach of this policy, you should report the circumstances to the Manager.

Privacy settings on social media platforms should be set to allow anyone to see profile information similar to what would be on FSNLC's website. Other privacy settings that might allow others to post information or see information that is personal should be set to limit access. Be mindful of posting information that you would not want the public to see.

Employees who violate FSNLC's Social Media policy will be subject to disciplinary action, up to and including termination of employment.

Associated Documents
      Code of Conduct
      Information Technology
      Marketing and Advertising
      Privacy

16.   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.

Definitions

Student Records cover all documentation and information relating to training activities.   It includes but is not limited to:
- student enrolment data
- commencement and completion dates
- information on awards issued (award, date, certificate number)
- 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, lockable area and with safeguards in place to minimise loss, unauthorised access and use, modification or misuse.
   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
   - VRQA, ACFE
   - Legal requirements (eg. subpoena / search warrants / social service benefits / evidence act)

3. FSNLC Education Manager will be the person responsible for the implementation and maintenance of the policy.

Enrolment Procedure

1. A potential student, or a worker making a referral, should phone the FSNLC office or come into the Centre to book an appointment. Students may enrol at any time.
2. Literacy and Course pre-requisites are discussed during enrolment appointments and placement tests arranged to determine suitable classes. Once suitability and the appropriate course level is assigned and agreed upon, students are then informed of course fees and payment methods.

3. Student then completes and signs a paper enrolment form
4. An authorised FSNLC delegate sights a Medicare and/or Concession Card or Passport which are copied, with the exception of a Concession Card, and kept on file with the enrolment within the locked Education Office.
5. The enrolment data is entered into the Student Management System (Wisenet).
6. Wisenet data needs to be uploaded monthly to the Skills Victoria Training System.
7. Physical Enrolment records are kept within locked areas at the Centre.

Records of student results will be as per ACFE requirements which are:

Value	Description
70	Continuing enrolment
81	Non-assessable enrolment – Satisfactorily completed
82	Non-assessable enrolment – Withdrawn or not satisfactorily completed

8. Staff Records
FSNLC will ensure staff records are managed on an annual basis.
- Current CV
- professional development activities
- current position description
- employment contract/agreement

Kept in the Trainer file along with the Letter of Confirmation of Employment, Employment Contract, Centre Position Description and copy of Qualifications signed and dated by the Centre Manger.

Associated documents
Privacy Policy
Information Collection Statement

Other useful resources and information for staff

- [Adult, Community and Further Education](#)
- [Association of Neighbourhood Houses and Learning Centres](#)
- [ACE Vic](#)
- [Adult Learning Australia](#)

Further information

Pre-accredited training

- [The A-Frame](#) is a tool to guide planning of ACFE Board funded pre-accredited training

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).

Associated documents
Privacy Policy

17. Student Enrolment Policy

Rationale

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

FSNLC classes are designed to improve our students' engagement with the community by increasing their ability to understand and communicate in English and/or 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

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
- Priority for enrolment is given to Australian residents and those living in Australia for humanitarian reasons e.g. refugees and asylum seekers.

Procedures

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 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. It will then be determined whether a mutually satisfactory placement can be made in terms of days and times of suitable classes.

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 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

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- Pre-Accredited Learner Plans

18.   Student Well-Being Policy

Policy Context

FSNLC acknowledges that student safety and wellbeing are the responsibility of all staff working within the organisation. Helping students to learn effectively and to develop positive attitudes and behaviours to learning are goals shared by staff at FSNLC.

FSNLC offers a warm and friendly environment in which the classes are conducted. The venues where training is offered: 28 Farnham Street, Flemington, Sam Merrifield, Niddrie, Flemington and Avondale Libraries:

- are easily accessible by Public Transport
- have disability access and toilets
- have highly trained and committed staff
- have quality equipment and resources
- have delegated OH&S officers in each venue

FSNLC will attempt to offer support to students where appropriate, however, students will be referred to other more appropriate agencies when the need arises.

FSNLC has extensive networks into the community and can provide you with information and referrals to other services and agencies. Please feel free to talk to your teacher, the Coordinator, the Education Manager or the Community Education Coordinator if you need any assistance in areas such as:

- Health
- Housing
- Legal
- Financial counselling
- Other community and education services

FSNLC attempts to enrich the lives of students by providing a range of community programs and activities which they are all welcome to participate in. These activities include:

- Volunteer tutors
- Educational Excursions
- Day trips
- Events such as: International Womens' Day, Neighbourhood House Week, Adult Learner's Week, Men's Health Week, Cultural Diversity Week, Seniors Week, Mental Health Week and the Iftar Dinner.

Associated Documents:
Community Referral Services
Student Handbook
Counselling Procedure

19. Training Policy

Rationale
FSNLC delivers pre-accredited courses as per the ACFE Delivery Plan. Training 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.
- Outcome: Refers to the measurement of course outcomes which in themselves are observable, measurable and unambiguous.
- Evaluation: Refers to the review of training and strategies to ensure that course outcomes are achieved.

Principles
This policy is based on the principles that
- Evaluation of training and moderation is undertaken for all courses and includes the monitoring of student satisfaction.
- Evaluation of training is fundamental to continuous improvement.

Procedures

Training
FSNLC delivers training in pre-accredited courses.
Pre-accredited courses are conducted as per our ACFE Delivery Plan. The Education Managers are responsible for the Delivery of ACFE hours.

The FSNLC Training 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 Strategy has been developed on the basis that 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:
- Community involvement.
- Undertaking and/or Completion of a pre-accredited course which involves the attainment of knowledge and skills which meet student needs.

Moderation
FSNLC is committed to ensuring that tools and procedures are moderated at the end of each course. The Education Managers will develop a Moderation Schedule and coordinate moderation so that effective conclusions can be made about the quality of delivery.

The Moderation Schedule identifiies:

- When course validation will occur.

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

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 Strategy.

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

Implementation of policy

Personnel

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

Associated Documents
- Course session plans for all courses
- Class Record
- Moderation Schedule

20. 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.

21. Record of changes to Policies & Procedures

V1 - 2022	12/09/2022	Policy Document		
V1 -2025	TBC	Various Policies		