



**Fusion Australia Ltd**

**Diploma of Youth and Community  
Work (Christian)**

**(10707NAT)**

**Student Handbook 2020**





Developed and produced by Fusion Australia Training  
PO Box 2063, Oakleigh Victoria 3166  
Ph: registrar: 0417 833 516  
Email: [fusion.training@fusion.org.au](mailto:fusion.training@fusion.org.au)  
[www.fusiontraining.org.au](http://www.fusiontraining.org.au)

Copyright ©2020 Fusion Australia Ltd  
Information in this publication was correct at time of printing  
Version 2  
Fusion Training RTO 3388

While every effort has been made to ensure content of this handbook is as accurate as possible at the time of publication, FAL reserves the right to update and amend as necessary.

## Welcome

**Welcome to Fusion's Diploma of Youth and Community Work (Christian). This is about youth and community work training that lets you change the world. It is about learning in action, faith in action, change in action.**

Fusion believes that learning in the workplace is vital to producing passionate, skilled youth workers, and so the course is delivered onsite from a variety of active Fusion Centres. As well as training in the classroom, we also give our students the opportunity to live out the theory in a range of programs and activities that put them on the front line of innovative youth work.

This 2 year course exposes you to the values, understandings and the 50+ years' experience of Fusion's cutting-edge youth and community work. As a result, this course is fresh, innovative and practical!

The course puts faith at the centre.

Using the Bible as another learning tool, you will spend time looking at the Old and New Testaments and explore the implications for how we approach helping young people and their communities in today's world. It's about looking at the way the Church does mission and strengthening your own understanding of God in the process.

Change in action. This is where Fusion does things differently.

The course is about equipping you to make permanent change – in your own community, amongst your friends and clients, and in yourself. To connect with other people who are passionate about making a difference and find the support you need to really bring hope to the world.

Our course contains nationally endorsed competencies and meets the requirements for national recognition. We are also able to formally recognize your life experiences and previous study and affirm you in competencies already achieved.

Please read through this handbook which will give you more clarity as to what we offer and how we can further equip you for the ministry you are in.

Fusion Australia Ltd (FAL) offers the following courses in 2020:

### **Diploma of Youth and Community Work (Christian)(10707NAT)**



This student handbook provides information on the Diploma of Youth and Community Work (Christian) (10707NAT).

## Contents

Welcome .....	4
<b>Part 1: An Introduction to Fusion’s Diploma of Youth and Community Work (Christian).....</b>	<b>6</b>
1.1 Outcomes of Diploma of Youth and Community Work (Christian).....	6
1.2 Practical learning outcomes .....	6
1.3 Goals of training with Fusion.....	6
1.4 Pathways .....	7
<b>Part 2: Student Learning .....</b>	<b>8</b>
2.1 Learning environment .....	8
2.2 Fieldwork.....	8
2.3 Student orientation .....	8
2.4 Student responsibilities.....	9
2.5 Attendance .....	9
2.6 Student feedback .....	9
2.7 Student study status.....	9
2.8 Term dates for 2020 .....	10
2.9 Fusion Training fees 2020.....	10
<b>Part 3: Enrolment Procedure .....</b>	<b>11</b>
3.1 Initial contact.....	11
3.2 Application for admission process.....	11
3.3 Other forms .....	11
3.4 Learning and training interview .....	11
3.4 Unique Student Identifier card.....	11
3.5 Student ID card.....	11
<b>Part 4: Fusion Policies .....</b>	<b>12</b>
4.1 Access and equity .....	12
4.2 Boundaries and Professional Relationships policy.....	12
4.3 Discrimination, harassment and bullying .....	13
4.4 Disciplinary Procedures.....	13
4.5 Drug and Alcohol Policy.....	13
4.6 Grievance.....	13
4.7 Privacy policy.....	14
4.8 Workplace Health and safety .....	14
<b>Part 5: Training Policies.....</b>	<b>15</b>
5.1 Assessment.....	15
5.2 Certification.....	17
5.3 Language, literacy and numeracy policy .....	17
5.4 Recognition of Prior Learning (RPL).....	17
5.5 Student records.....	18
5.6 Training delivery and guarantee.....	18
<b>Part 6: Course Summary 2020 .....</b>	<b>19</b>
6.1 Diploma of Youth and Community Work (Christian) (10707NAT*) .....	19

## Part 1: An Introduction to Fusion’s Diploma of Youth and Community Work (Christian)

### 1.1 Outcomes of Diploma of Youth and Community Work (Christian)

This course is intended to provide participants with a range of knowledge, skills, generic and specific competencies to perform the following functions associated with:

- Youth work within Fusion Australia Ltd.
- Community work within Fusion Australia Ltd
- Youth work within Christian churches or agencies
- Community work within Christian churches or agencies

In particular this course seeks to integrate the development of knowledge and skills in youth and community work with a Christian theological framework.

### 1.2 Practical learning outcomes

It is expected that the learning outcomes of the course will equip staff and volunteers who are involved in the direct provision of services and activities for young people and other community groups such as the homeless, single parents, parents with young children and others who are isolated or experience disadvantage.

Students will be able to act in the community from a well-integrated philosophy of action based on a sound understanding of the Bible. It is expected that the course will also prepare individuals to undertake further study.

Students will develop skills in analysis, research, communication, planning, evaluation and delivery of a range of youth work and community programs, develop people helping skills, self-awareness and a healthy workplace culture and be able to identify hazards, plan to reduce risk and communicate with others in the workplace.

### 1.3 Goals of training with Fusion

#### Personal Qualities

*AIM: To produce aware, godly, autonomous, integrated individuals, which will include:*

1. People with a high degree of self-awareness with insight into their own behavior.
2. People willing to give and receive honest, growth promoting feedback.
3. People with adequate self-knowledge and discipline to live missional lives
4. People who can be appropriately assertive (through biblical knowledge “speak the truth in love”)
5. People who can creatively solve complex problems with justice, mercy and compassion.
6. People who can live and work co-operatively for positive outcomes and deal with conflict creatively.
7. People with a strongly disciplined devotional life.
8. People who are able to work respectfully with different groups of people.
9. People who can remain committed to a goal until the outcome is realized

#### Biblical Understanding

*AIM: To know God and be able to make Him known.*

1. To be familiar with different kinds of Biblical literature and have an overview of the bible.
2. To understand the principles of Biblical interpretation and understand this may vary amongst Christians
3. To be completely familiar with the life of Christ, His teachings and their implications.
4. To have an understanding of how Christian values integrate with life.
5. To have a clear understanding of the theology of the Gospel.

6. To be able to give a reasoned defence of the faith, to anyone who may ask.
7. To have a practical grasp of a range of approaches to evangelism.
8. To be able to mentor a person in becoming a disciple of Jesus
9. To have knowledge and understanding of basic Church history, especially those periods where the church grew; to have an understanding of the dynamics of that growth.
10. To understand the theology of the Church and our role in assisting it to perform its prophetic task and the nurturing of its people.
11. To have a theology of mission (an understanding of the Kingdom of God, concerned with justice and morality)
12. To have an understanding of how to work for the redemption of the whole person.

## Knowledge and Skills

*AIM: To give insight and skills to permit an active and intelligent response to the contemporary environment.*

1. An understanding of the history that has informed the Australian culture and the implications for working with a diverse society.
2. An understanding of the principle of the “monastic model” community centre and how it can be established and operated. To be able to network with other groups and form a work group to research and implement a community development project.
3. The ability to work from Biblical values in youth and community work and to work with people who hold different views
4. The ability to research and plan strategies relevant to the local area.
5. To demonstrate basic management skills by planning, implementing and evaluating community programs
6. The ability to recruit and induct volunteers into your project
7. The ability to be effective managers of money and resources.
8. Basic counselling skills and sufficient awareness to help others in your team grow and develop and achieve their goals
9. To assess the culture in your workplace and make suggestions for positive change
10. Basic group life skills and the ability to create growth-promoting small group experiences.
11. Public speaking skills: teaching preaching, leading meetings, using the media, etc. To be able to represent your organization in public forums.

### 1.4 Pathways

Designed as a qualification for youth and community workers in a range of fields, the Diploma course provides you with opportunities to gain both theological knowledge and a broad range of practical, personal ministry skills.

Graduates from the qualification may find employment as youth workers, chaplains or community workers.

## Part 2: Student Learning

### 2.1 Learning environment

The Diploma course runs for 2 years and will equip you to operate effectively in a real world mission setting. The training happens where the youth work happens, with a mix of classroom sessions and field work. You will be learning in the context of an active Fusion Centre, taking part in events that serve the local community. You will be part of a remote delivery course with students in other centres in Australia. The unique environment of training using Zoom internet means students will be involved in discussing and engaging in respectful and different ways with others in the virtual classroom.

The course currently is 1 day a week in the local classroom and 3 week-long intensives in a variety of locations where all students study together. Integration tutorials are held weekly. There is 1 day (equivalent) of practical fieldwork experience, where students can integrate their lessons into real life situations. In the second year there will be 3 electives that students can choose from to specialize their studies in. General subjects include bible books, community development, community research and planning a program, developing healthy teams and many more.

Fusion Training will offer the Diploma of Youth and Community Work (Christian) in a number of Fusion centres – delivery is both by local trainers as well as live streaming using the Zoom program. The course is completed full-time in 2 years.

Students will need to have access to a computer and the internet to fulfil study requirements.

### 2.2 Fieldwork

Students will work from one of the Fusion centres in their area and be a part of a variety of programs that are run in the centre. Fieldwork placements will be arranged with the Fusion training team and the Fusion Centre and are closely aligned to the competencies the students are currently studying. Fieldwork opportunities can include Day Trips, schools-based programs, case-work and mentoring, and community festivals, and maybe in Fusion's advocacy event Sleep In Your Car.

#### The Pilgrimage to Uluru

One of the key fieldwork opportunities is the Pilgrimage to Uluru over Easter each year (April). It is a 10-12 day youth work program, travelling across country on a bus and camping, that aims to create a basis for reconciliation, through cultural exchange, discussion, and opportunities to become part of a movement for change.

As a Diploma student, you will be part of a team of experienced youth workers working intently with young people over the course of the trip. It's an opportunity not just to put into practice the skills that you've been learning, but also a unique experience that's changed the lives of countless young people.

### 2.3 Student orientation

This handbook is designed to enable all students to familiarise themselves with Fusion's training program, policies and procedures, expectations and responsibilities.

During the first few weeks of training we will provide a student orientation program including:

- information about course requirements, the training process, available resources and the centre and fieldwork options you will be working in.
- information about key dates
- information about student services, learning support and who to contact
- an outline of Fusion's policies and procedures related to access and equity, complaints and appeals, discrimination, harassment and bullying, language, literacy and numeracy, privacy, fees and refunds

- information about recognition of prior learning, credit transfer and mutual recognition
- assessment policy, procedures and guidelines.

Fusion Training will periodically review and update this handbook. When an update occurs we will provide an updated copy of the handbook and notify all students of important changes via email.

## 2.4 Student responsibilities

The local centres where students will be studying are drug free and non-smoking areas.

Each student is required to:

- Have achieved all the units of the course to be eligible to graduate.
- Present all assignment work by the due date – see details under Assignments
- Show respect for all staff and guest lecturers
- Show respect and consideration for other members of the student body and their property
- Work within the general guidelines established by the staff and outlined in this handbook.
- Advise your Centre Training Coordinator (CTC) immediately of changes to any personal details which Fusion has recorded
- Turn mobile phones off during all class sessions

Dress code:

- Wear neat, clean and modest clothing with appropriate footwear at all times
- Dress codes may apply to certain fieldwork placements

## 2.5 Attendance

Students are expected to attend for the full duration of all scheduled sessions.

Students are expected to attend all intensives.

**Please advise your Centre Training Coordinator if you cannot attend a particular session or when there are extenuating circumstances for non-attendance.**

## 2.6 Student feedback

Fusion is committed to continuous improvement. Students will be asked to give feedback during their end of term interviews and at the completion of the course. At the end of each year Fusion Training will survey all students, as this is a requirement of the Commonwealth Government. All feedback that the student provides to Fusion Training is confidential and will assist in improving the delivery of training to all students.

## 2.7 Student study status

Students who receive Centrelink-administered payments (Austudy, Abstudy, Youth Allowance, Pensioner Education Supplement) need to study as full-time students.

Students requiring a letter to confirm their enrolment status are to contact [fusion.training@fusion.org.au](mailto:fusion.training@fusion.org.au)

## 2.8 Term dates for 2020

The Diploma of Youth and Community Work (Christian) is a two year course, which started in 2019 and will be completed in December 2020

The learning and training plan will be organized according to terms. (Note: these dates may not align with term dates in some of the states of Australia)

### Term 1 – February 10<sup>th</sup> to April 9<sup>th</sup>

First intensive 23<sup>rd</sup> to 28<sup>th</sup> February (in Sydney)

*(Easter is 10<sup>th</sup> to 13<sup>th</sup> April 2019)*

**Note:** All students will be required to participate in the Pilgrimage to Uluru during the school holidays.

**Dates: 12<sup>th</sup> to 22<sup>nd</sup> April.**

**Holidays 23<sup>rd</sup> April to 3<sup>rd</sup> May**

### Term 2 – 4<sup>th</sup> May to 3<sup>rd</sup> July

Second intensive 24<sup>th</sup> to 30<sup>th</sup> May (in Victoria)

**Holidays 3<sup>rd</sup> to 19<sup>th</sup> July**

### Term 3 – 20<sup>th</sup> July to 18<sup>th</sup> September

Third Intensives 7<sup>th</sup> to 12<sup>th</sup> September in Poatina Tasmania.

Fusion's National Conference in Poatina follows from 14<sup>th</sup> to 18<sup>th</sup> September

**Holidays 18<sup>th</sup> September to 4<sup>th</sup> October**

### Term 4 – 5<sup>th</sup> October to 4<sup>th</sup> December

**Graduation for second year students will be during the first week of December**

## 2.9 Fusion Training fees 2020

### 2.9.1 Fees policy

Fusion Training will provide students with full fee information prior to enrolment. This includes course fees, additional fees and charges, refund policy and payment options. These fees are subject to change and reviewed annually. Students will be notified of changes prior to the commencement of a new year.

### 2.9.2 Payment

- Fusion Training students are required to pay a deposit of \$500.00 prior to beginning the course. This is paid into the Fusion Training account. (This does not apply to second year)
- Students who have enrolled, paid the deposit and then wish to withdraw will receive \$450.00 back as an administration fee of \$50 will be retained. Each year \$4,500 is paid.
- Fees are then paid fortnightly by direct debit into the account at the Fusion Centre you are part of. This will be supplied during orientation week by the CTC. A receipt will be issued monthly. In the intervening periods, a statement of the outstanding balance may be requested from the CTC. Such request will normally be processed within 5 working days.

### 2.9.3 Refunds

- In the case of a student withdrawing or being unable to continue studies for some reason, a refund of any fees paid in advance will be made. This will be determined on a pro-rata basis counting the part of any week as a complete week.
- If Fusion Australia Ltd Training cancels a course or service, a full refund will be made.
- Fusion will only collect any fees in advance of the provision of training in line with the standards for nationally registered vocational training organisations which places limits on the amount of tuition fees that may be collected in advance

## Part 3: Enrolment Procedure

### 3.1 Initial contact

People considering doing the Diploma Course will express their interest online at [www.fusiontraining.org.au](http://www.fusiontraining.org.au). They will then be contacted by the Centre Training Coordinator who will talk through any questions they may have about the course and then send them an application form.

### 3.2 Application for admission process

In order to enroll in the Diploma Course students are required to complete the Diploma YCW(C) Application Form 2020. Please return this completed application form by email or mail, qualifications / certificates and 3 forms of identification (e.g. Licence, Medicare, Bank Card, Passport) to the Centre Training Coordinator of the state you will be studying in.

An acceptable proof of identity document includes: current driver's license; birth certificate; or passport.

### 3.3 Other forms

Fusion Australia strives to be a Child Safe Organisation. Your role as a student will require a Working with Children Check and a Police Check, which you need to obtain and provide the relevant details to Fusion.

- **Working with Children Checks** Students enrolled in Fusion Training are required to obtain a Working with Children Check for their state (which often use different names). It is your responsibility to obtain this check and provide Fusion Training with your WWC Number and the Expiry Date. Go to the State Government Child Check application site and complete the online form. These vary according to which state of Australia you live in.
- **Police Checks** Students are also required to obtain a National Criminal History Record Check, commonly referred to as a Police Check, and provide it to Fusion Training. You can apply for a National Police Check on-line or via some of our local Fusion Centres. Some states include the Police check with the Children's check.

### 3.4 Learning and training interview

Once an application form is received, a Training interview will be scheduled by the Centre Training Coordinator. The purpose of the interview is to meet the student face to face, discuss their reasons for doing the course and assess their suitability in being part of the course. Some key questions could include:

- What learning outcomes is the student seeking?
- What is the student's current life and ministry context?
- What prior qualifications does the student have?
- Where are they at with their Christian faith and engagement with church?
- Are they able to manage the fees?
- Will they be flexible enough for the fieldwork opportunities?
- Will they manage the intellectual rigor of the course?
- Are they dependable and can follow through on their commitments?

### 3.4 Unique Student Identifier card

All students are required to apply for or supply a USI number. If you don't have a number, apply online at: [www.usi.gov.au](http://www.usi.gov.au)

### 3.5 Student ID card

Fusion provides ID cards for students who are eligible so they can receive concessions on public transport etc.

## Part 4: Fusion Policies

*Below is a summary of some of Fusion's policies. Please ask your CTC if you want to access a copy of the complete policy.*

### 4.1 Access and equity

Access and equity covers three broad areas: Discrimination, Harassment and Affirmative Action.

Each of these areas is supported.

- Fusion Australia is an equal opportunity employer and is committed to developing policies and practices that eliminate discrimination and harassment in the workplace and also its youth, families, training and development programs, and in the provision of its services. Fusion has a legal responsibility to ensure that all reasonable steps have been taken to prevent discrimination and harassment from occurring in the workplace and service provision and training environment.
- Fusion Australia is committed to providing a fair and equitable environment for all participants and Fusion personnel. In offering youth, family and training program(s) as part of Fusion's mission, we aim to provide support and pathways where program design, course content, facilities and all aspects of Fusion's work are available in a way that allows equality of opportunity to all participants and clients.

This includes:

- Ensuring physical and cultural access
- Gender Equity
- Inclusion
- Records Management

Fusion Training strives to ensure its programs and services are relevant, accessible, fair and inclusive as outlined in Fusion Australia Access and Equity policy by:

- promoting qualifications to the Christian and wider community in a manner that includes and reflects the diverse nature of Christian groups, and by ensuring all prospective participants are well informed on the options available to meet their individual training needs
- ensuring both men and women, people with disabilities, those from differing age groups, from culturally and linguistically diverse backgrounds including Aboriginal and Torres Strait Islander people and people with differing language and literacy skills are able to gain access to the training
- creating a learning environment which promotes dignity, acknowledges the right to privacy and confidentiality, and promotes an awareness of the needs and rights of all students
- making reasonable adjustments to ensure that the participant is not presented with artificial barriers to demonstrating competency in the unit. The Training CEO is responsible for making decisions on reasonable adjustments to the assessment of individual units to cater appropriately for access and equity issues that may arise with individual students. Reasonable adjustments may include the use of adaptive technology, alternative methods of assessment such as oral instead of written assessment, and individual assessment support such as enlarged print materials.

### 4.2 Boundaries and Professional Relationships policy

Fusion workers and students training with Fusion are expected to maintain inclusive relationships when working in the Fusion context or representing Fusion. This means that they will not be involved in private conversations or behaviour that excludes others from being appropriately involved, including social media. Fusion workers and students will not pursue

inappropriate private interests (romantic or otherwise) with those involved in Fusion activities. Because Fusion values healthy relationships, as well as for reasons of transparency, Fusion workers and students are responsible to recognise and report any inappropriate private relationships occurring in the Fusion context. They will also ensure that wherever there is any risk of a work-based relationship becoming personalized that the CTC or other trainers are informed and appropriate care undertaken to ensure safe and proper behaviour for all persons involved.

#### **4.3 Discrimination, harassment and bullying**

Fusion Australia Ltd is committed to ensuring a safe and healthy learning environment free from harassment, offensive conduct, discrimination or bullying, including cyber bullying, for all staff and students. In the event of harassment, discrimination or bullying occurring, Fusion Training will take appropriate action quickly.

Students and/or staff should contact the Centre Training Coordinator who can offer further information, guidance and support. Refer to Fusion's complaints procedure in this Handbook.

#### **4.4 Disciplinary Procedures**

Where there has been a clear breach of our agreements with a student, it may be necessary for a suitable disciplinary procedure to be implemented. The determination of the validity of an alleged breach and determination of a suitable consequence will be determined by the Diploma Stream Coordinator.

Possible consequences may include:

- Increased levels of accountability or supervision
- Contracting with the student to address issues
- Suspension
- Withholding of results
- Expulsion
- Reporting to Police

In all cases, the training student will have access to the existing complaint and appeal procedures.

#### **4.5 Drug and Alcohol Policy**

Fusion is committed to ensuring that those who are team and students experience positive role models and are safe from poor decisions, actions, incidents and injuries related to the use of alcohol or other drugs including smoking cigarettes.

In order to provide role modelling for young people and those in our community as well as taking reasonable care to support the health and safety of all involved with Fusion, it is not acceptable to allow the use of alcohol and other drugs by Fusion team or participants at Fusion programs, events or on Fusion property. Team (and students) must also take reasonable care of their own health and safety and not endanger that of others while at the workplace or events.

#### **4.6 Grievance**

Fusion Australia Ltd is committed to resolving any difficulties students may have with Fusion Training procedures, decisions and staff. All parties involved in a complaint or appeal will be expected to maintain confidentiality and respect for all individuals who may be involved in the process in any way.

Confrontation should be avoided and every effort will be made to reach a conciliatory and satisfactory agreement for all parties concerned. Students and staff should make every effort to initially resolve any dispute at the level at which the incident occurs. A more detailed grievance policy is available from the Fusion Australia website. Below is a summary of the process. Costs will only be incurred by the student should they request the services of an external organization outside of the formal process.

##### **4.6.1 Complaints**

- If a complaint matter is not satisfactorily resolved, the student may consult the Centre Training Coordinator, who shall refer the matter to the CEO of Fusion Training if necessary.

- If an agreement is not reached between the student and Fusion Training, the matter will be reviewed by an independent mediator. This person will be from outside Fusion and independent of Fusion staff and training bodies. The mediator will have significant experience in mediating disputes within the education and training industry and must be acceptable to both parties.
- The decision of the independent mediator will be communicated to both parties in writing and is final.

#### **4.6.2 Appeals**

- Any student who wishes to appeal against a decision relating to his/her studies shall consult, in the first instance, with the assessor concerned.
- If the matter is not satisfactorily resolved, the student should follow the formal appeals procedure by writing to the Diploma Stream Coordinator.
- The Diploma Stream Coordinator will manage the appeals process and make arrangements for two assessors to reassess the work or the RPL package documentation provided.
- If the student does not accept the reassessment decision then the student can submit a formal complaint as per the process outlined in the complaints policy.
- Complaints may also be referred to ASQA, the National VET regulator.

#### **4.7 Privacy policy**

Fusion Training acknowledges and respects the privacy of individuals. We require the information requested during the application process in order to provide students with appropriate training services and to cater for any special needs. Collection and use of an individual's private information shall be subject to the following guidelines:

- the individual knows of and consents to the collection through signing a declaration on the application for admission
- the information shall be used for the purposes for which it was collected e.g. training methodology, mailing of information relevant to the person
- no disclosure to a third-party without the individual's consent
- no disclosure to other institutions and authorities unless required by law
- access by the individual to their recorded information within 14 days of receiving a written request
- information usage is restricted to those persons responsible for its maintenance and usage and such information will have a security level appropriate to the type of storage.

#### **4.8 Workplace Health and safety**

Fusion Australia Ltd is a PCBU and as such all Fusion staff, students and volunteers are expected to work safely in accordance with the requirements of the Workplace Health and Safety Act, appropriate to the learning environment. In addition to satisfy Child protection legislation, students will need to comply with legislation requiring a National Police records check or similar to gain approval to work in the field. Talk to your CTC for details.

## Part 5: Training Policies

### 5.1 Assessment

Assessment in vocational education and training is designed to ensure that the student has every opportunity to demonstrate competency in all the stated elements, performance criteria, essential skills and knowledge.

#### 5.1.1 Guidelines

- Assessment is designed in accordance with the national standard of being valid, reliable, flexible, and fair.
- Assessment tasks are designed to enable the student to practically apply their learning to their work context and reflect on this process. This assessment work is practical in nature, seeking to demonstrate the application of skills and knowledge to the standard appropriate to the qualification level.
- A range of assessment strategies is used in order to enable students to demonstrate that they have acquired a level of skill and underlying knowledge to perform that skill at a competent level. Assessment strategies include practical and written tasks, oral and small group presentations, observation and third party reports, digital tasks and presentations, projects, case studies.
- The student will be provided with information to ensure that they clearly understand the requirements and conditions of each assignment.
- Students enroll in this course on the understanding that they are able to meet their assignment deadlines. Failure to submit an assignment will usually mean that they fail to achieve the competency.
- The due date for each assignment is given out when the subject is introduced. See 'Extension of time' below for guidelines for extension requests.

#### 5.1.2 Assessment submission

- When assignments are completed, students submit them by uploading them onto the files on Fusion's Sharepoint.

#### 5.1.3 Plagiarism policy

Plagiarism (from *plagiarius*, Latin for 'kidnapper') is the unacknowledged use of material written by other people or an unacknowledged reworking of previous writing of your own. As a student you will often read passages from authors you enjoy and appreciate, and you may wonder how you could possibly say anything as well as they can. Nevertheless you need to write as much as possible in your own words, no matter how inadequate they may seem to you. And wherever you use the words of other writers, or your own words from a previous essay, make sure you give credit where credit is due. Accordingly, all sources of information and ideas used in assignments must be referenced. This applies whether the information is from a book, journal article, the Internet, or from a previous essay you wrote. In submitting your assignment you are declaring that your work is original work. This needs to be signed on the cover page of each assignment,

If your assessor finds plagiarism in your assignment, they will document the plagiarism for you and return the assignment for reworking and resubmission.

#### 5.1.4 Referencing Guidelines

Fusion Training asks that students use the following referencing format when acknowledging sources of information and ideas used in assessments. All assignments may need to have references unless it is a personal reflection.

## Books

Jones, J 2002, *Managing small teams*, Penguin, Sydney.

Smith, P & Benn, J 2012, *Report of the University of Western Australia, Small Business Working group*, University of Western Australia, W.A.

**Citing material from the Internet / websites from:** <http://guides.is.uwa.edu.au/content>

When citing websites or webpages which may change, it's important to make a note of the date you accessed the page or retrieved information from the page, and also note the URL of the page. You will need this information for your references.

Websites can sometimes be difficult to cite as you might have to draw information from different areas of the webpage or website to put into your citation. Some information, like authorship or publication date can be hard to find or identify. Scroll to the bottom of this page to see two brief video tutorials that give you some useful tips on where to look for information to make your citation as complete as possible.

<b>Webpage: No Author</b>	<i>Improve indigenous housing now, government told</i> , 2007. Available from: < <a href="http://www.architecture.com.au/i-cms?page=10220">http://www.architecture.com.au/i-cms?page=10220</a> >. [8 February 2009].
<b>Blog</b>	<i>Newton, A 2007, Newcastle toolkit. 16 January 2007. Angela Newton: Blog. Available from: &lt;<a href="https://elgg.leeds.ac.uk/libajn/weblog/">https://elgg.leeds.ac.uk/libajn/weblog/</a>&gt;. [23 February 2007].</i>
<b>Facebook and Twitter</b>	<i>Smith, P 2012, Social networking group, (Facebook), 6 October. Available from: &lt;<a href="http://facebook.com">http://facebook.com</a>&gt;. [29 October 2012].</i>
<b>Youtube</b>	<i>The history of project management, 2010 (video file), Available from</i>

### 5.1.5 Assessment results

- All marked assignments will be returned to students via the CTC
- In VET, students are deemed to be either 'competent' or 'not yet competent' upon completion of all assignment tasks in the various competencies.
- Where a student is assessed as not yet competent, the assessor will identify the performance criteria not yet achieved and provide appropriate help to the student to assist in achieving competency. The student will be permitted another attempt to achieve competency
- Any student who is assessed as Not Yet Competent and wishes to dispute their assessment can do so through Fusion Training's assessment appeal procedure.

### 5.1.6 Extension of time

- It is expected that all written assignments be completed by the due dates set for each assignment.
- If an extension is required, students negotiate with the training Registrar and maintain accountability until submitted. Reasonable adjustments can be made depending on the needs of the student or situation.
- Any new due dates are negotiated through the extension process or as a result of resubmission of assignment need to be adhered to.
- If the process is not adhered to, there is no guarantee that the assignment will be marked. And therefore not included as evidence for completion of the competency.

### 5.1.7 Assessment Appeals

A fair and impartial appeals process is always available. If the student wishes to appeal his/her assessment result, a formal request outlining the reason(s) for the appeal is to be lodged with the CTC. A review of the assessment will be automatically initiated, involving a re-assessment by an impartial assessor (and under no circumstance the initial assessor). The assessment appeal procedure will be complete following the assessment outcome of the re-assessment.

## 5.2 Certification

Upon successful completion of the course requirements, students are eligible to receive a nationally recognised certificate with a qualification testamur and a transcript of competencies achieved. Students who withdraw before they complete the course are entitled to a statement of attainment.

## 5.3 Language, literacy and numeracy policy

Fusion Training is committed to the encouragement and support of training staff that will develop, access and maintain a range of quality English language, literacy and numeracy skills that will ensure learner pathways, which will be ongoing throughout the training.

Fusion Training will assist students whose 'whole access' to training is limited by language, literacy and numeracy skills and adopt a range of approaches and employ processes to treat each student as an individual.

Fusion Training is aware that language, literacy and numeracy skills are part of specific training requirements and are necessary to perform certain workplace tasks. They are therefore needed during training and assessment. However, the language, literacy and numeracy demands of the course should not be greater than those required in the workplace.

There are a number of ways Fusion Training identifies language, literacy and numeracy needs of the individual student. These include evaluation during the enrolment interview and identification by the trainer during the training. Fusion Training staff will refer to the Australian Core Skills Framework to identify learning, reading, writing, communication and numeracy abilities and needs of each student.

Fusion Training VET trainers will utilise the following strategies when/if necessary:

- clearly explaining information presented
- discussing any information/reading with all students and encouraging student interaction and communication, and allowing question and answer times to discuss main points
- breaking any information/reading into small sections e.g. present/read and discuss one section, then present/read and discuss the next section
- drawing attention to key words
- using appropriate visual, audio and digital media tools for training
- using PowerPoint slides with the main points, including use of a pointer, animation tools and similar
- using visual as well as oral media for follow up explanation
- making time for group work with peer support
- tutoring
- using case studies and scenarios to illustrate information
- making notes available electronically
- providing feedback on assessment tasks

## 5.4 Recognition of Prior Learning (RPL)

RPL is a process for giving students credit for skills, knowledge and experience gained prior to enrolling in the selected course. These skills can be gained through formal and informal learning, in Australia or overseas, through work or other activities such as volunteering, and at any age. RPL is available for all units of the Diploma of Youth and Community Work (Christian) and should be requested during the application

process. The process will require the student to establish the currency of their skills of competence and provide documented evidence against the units for which they are requesting RPL.

**Mutual Recognition:** Credit transfer is a process of recognition for students who have completed vocational education and training at another nationally accredited Registered Training Organisation. Fusion Training recognizes such training.

### 5.5 Student records

Records of your competency are kept for a minimum of 30 years as per regulatory requirements. Students may have access to their personal records including a written record of studies completed to date and the re-issue of a certificate by submitting a request in writing to [fusion.training@fusion.org.au](mailto:fusion.training@fusion.org.au). A fee will be charged.

### 5.6 Training delivery and guarantee

Fusion Australia Ltd ensures the resources for the delivery, assessment and issuance of qualifications meet the requirements of the relevant endorsed training package(s) and/or accredited course(s) and the requirements of the Australian Qualifications Framework and Standards for NVR registered training organisations.

Delivery strategies utilised by Fusion Australia Ltd are always selected to best achieve the required learning outcomes/elements of competence while giving the fullest possible consideration to the learning style of the participant. The provision of training may include a combination of off and on-the-job delivery and assessment.

In the unlikely event of a business interruption, the student's training is guaranteed until the completion of the current delivery period. After that time any unused monies will be refunded. Students will be issued with a statement of attainment and advised of other providers through which they can complete the course.

## Part 6: Course Summary 2020

### 6.1 Diploma of Youth and Community Work (Christian) (10707NAT\*)

To achieve the Diploma of Youth and Community Work (Christian) (10707NAT\*) you need to complete 24 competencies over 2 years.

These are listed below in their streams, together with a summary of the subjects and outcomes of each unit. The Training and Assessment guide for each unit contains a much more comprehensive description of the elements in each unit. Some subjects may contribute to more than one unit of competence.



#### Year 1:

#### Stream: Biblical and Theological Studies

##### YCWIB003 Develop and apply personal and spiritual disciplines

- Practical skills in personal management, reflection, study, journaling,
- Care appropriately for oneself; body soul and spirit,
- Live as a disciple of Jesus

*Subjects such as: practical skills of self-management, creativity, prayer, worship, Sabbath, reflection, study, journaling and outreach, Biblical values and habits together with an appreciation of their importance to personal and leadership development*

##### YCWIB001 Develop an overview of Biblical literature and narrative (this is also studied in Year 2)

- Develop and overview of Biblical literature, its historical content and context
- Gain an understanding of the meta-narrative of the Bible
- Understand the Bible and its relevance to daily life and work

*Subjects include: Bible books, Old and New Testament survey, Hermeneutics, Narrative Theology, Sharing our faith. Missiology*

##### YCWIB002 Apply a biblical framework for youth and community work practice

- How to operate as a youth and community worker from a philosophy of action based on biblical principles
- Carry out tasks in a way that is consistent with Christian values (e.g. justice, mercy and compassion) and in the establishment and reinforcement of boundaries
- Give an appropriate explanation for their faith
- Present the Bible's teaching in a relevant and appropriate way.

*Subjects include biblical values, Integrating faith and practice, Christians and social change, recognizing conflicts between biblical frameworks and other frameworks (world view), negotiation skills and conflict resolution, develop programs based on biblical principles.*

#### Stream: Youth and Community Work Practice

##### CHCYTH002 Work effectively with young people in the youth work context

- Build rapport with young people
- Understanding the youth work sector
- Understand the issues facing young people
- Set and hold appropriate boundaries,
- Listen empathically, give feedback, appropriately challenge,

*Subjects such as: Introduction to youth work, youth issues, ethical and professional issues, understanding adolescents, workplace culture and practice*

##### CHCYTH003 Support young people to create opportunities in their own lives

- How to assist young people to identify the challenges and opportunities in their lives

- Ability to work towards their goals on an individual or group level.
- Subjects such as: Creating a relationship of trust, communication skills, facilitate group processes, understanding adolescence, casework, mentoring young people, developing case plans.*

#### **CHCCCS016 Respond to Client needs**

- How to respond holistically to client needs.
  - Understanding the issues in society facing people
  - Becoming aware of services that can help people in the youth and community sector
- Subjects such as: introduction to casework, communication skills, identifying needs, analyzing information to determine action. Establishing networks*

#### **CHCMHS001 Work with people with mental health issues**

- How to establish relationships, clarify needs and then work collaboratively with people who are living with mental health issues.
  - Use of appropriate advanced communication skills
  - Working with other agencies and services to provide best practice
- Subjects such as: Mental health first aid, developing respectful relationships, communication skills, Values and principles in the mental health sector, understanding common mental health problems. Recovery and patient- centred models.*

#### **CHCDIV001 Work with diverse people**

- How to work respectfully with people from diverse social and cultural groups and situations including Aboriginal and Torres Strait Islander people.
  - Appreciate a holistic view of Australian history
  - Engage with Aboriginal and other people groups in their own settings
- Subjects such as: reflecting on own perspectives and culture, understanding Australian History, understanding diversity and disadvantage, Uluru pilgrimage, Aboriginal culture and social impacts, human rights, needs of marginalized groups*

#### **CHCGRP002 Plan and conduct group activities**

- How to establish, lead and participate in a group using a collaborative strengths-based approach.
  - Ability to plan and lead group activities – formal and informal.
- Subjects such as: Mentoring, managing healthy groups, developing healthy teams, communication skills, plan, implement and evaluate a group activity. Youth and community programs*

### **Stream: Personal and Professional Development**

#### **YCWBI004 Apply self-awareness skills**

- Maintain an awareness of yourself in the midst of interactions with others,
  - Reflect regularly (e.g. write a journal),
  - Seek constructive feedback,
  - Learn to deal with conflict and appreciate diversity
- Subjects such as: developing self-awareness skills, developmental models, Personal management, journaling, fieldwork, Self- awareness in teams*

#### **BSBCMM401 Make a Presentation**

- How to prepare, deliver and review a presentation to a target audience.
  - How to make presentations for a range of purposes, such as marketing, training and promotions. ‘
  - Develop communication skills to present a range of concepts and ideas.
- Subjects such as: communication skills, preparation for presentations; developing resources and evaluation of presentations*

## **Stream: Workplace Practice**

### **CHCLEG001 Work legally and ethically**

- To identify and work within the legal and ethical frameworks that apply to an individual job role
- Relate in a supportive way to colleagues and volunteers using clear communication and cultural sensitivity.
- Actively participate in team processes,

*Subjects such as: Applying people skills, identify and meet ethical responsibilities, child protection, organizational policies and procedures, professional boundaries, conflicts of interest, knowledge of relevant legislation, rights and responsibilities. Workplace culture and practice (intro)*

### **HLTWHS001 Participate in workplace Health and Safety**

- Understand and work from safe work practices
- Conduct risk assessments appropriately,
- Identify and reduce hazards

*Subjects such as: WHS legislation, Safe work practices, Hazards and risk assessment, Personal responsibilities, dealing with emergencies, Workplace policies and procedures for WHS*

## **Year 2:**

### **Stream: Biblical and Theological Studies**

#### **YCWIB001 Develop an overview of biblical literature and narrative (continued from year 1)**

- In-depth study a number of individual books of the Bible.
- Explore and identify key Biblical themes
- Understand the narrative of the Bible and its relevance to daily life and work

*Subjects such as: Selected bible books; Biblical values and narrative theology*

#### **Performance criteria:**

**Completed a minimum of six written assessments that demonstrate the ability to exegete a range of Biblical texts and use of hermeneutical tools**

**To be able to communicate their personal narrative of the Christian faith relevant for the participant group of at least 5 people**

### **Stream: Management studies**

#### **BSBWOR502 Lead and manage team effectiveness**

- How to lead teams in the workplace
- Skills to actively engage with the management of the organisation.
- Build positive culture in a workplace

*Subjects such as: Leading teams, group dynamics, conflict resolution, job descriptions, KPI's advanced communication skills, team performance, networking and management skills*

#### **Performance Criteria:**

**Uses leadership techniques and strategies to facilitate team cohesion and work outcomes including: Encouraging and fostering shared understanding of purpose roles and responsibilities identifying and resolving problems, modelling desired behaviour and practices.**

#### **CHCVOL003 Recruit, induct and support volunteers**

- How to recruit, orientate, develop and support volunteer workers in an agency, service or program.
- Ability to be responsible for the ongoing coordination and supervision of volunteers who may be working in a range of contexts.

*Subjects such as: Building healthy teams, how to recruit, induct and support volunteers, HR Policy and procedures, screening processes, conflict resolution, developing people skills*

#### **Performance criteria:**

**Planned and implemented all aspects of the recruitment of 2 volunteers and developed 1 induction program for them**

#### **CHCCOM003 Develop workplace communication strategies**

- How to develop communication protocols for a team or business unit.
- This applies to workers responsible for overseeing the communication of organisation-specific information to a range of internal and external stakeholders.

*Subjects such as: Media and mission, developing communication strategies for team/organizations, communication plans; review communication practices.*

#### **Performance criteria:**

**Developed and presented one new communication strategy and associated protocols for a team**

**Have an understanding of your organisation's communication strategy both internally and externally**

**Developed and implemented one strategy for using digital media to provide information and promote organization to clients.**

### **Stream: Community Work Practice**

#### **CHCCDE002 Develop and implement community programs**

- Conduct research and network with stake-holders and community leaders to establish youth/community needs,
- Implement, manage, develop and evaluate an existing or new program

*Subjects such as: Community Development; Research; Media and Mission; Plan, develop, implement a youth or community program, Resourcing our mission*

#### **Performance criteria:**

**Developed, implemented and evaluated at least one community program.**

#### **YCWIB006 Lead sustained community development through a Biblical framework**

- Skills to build the capacity of local groups, organizations and communities
- Learn to participate in and support a healthy, growing community
- Understand and encourage sustainable communities

*Subjects such as: Using a process of mission, research, identify issues in community, Identify and recruit stakeholders Develop and maintaining networks. Plan, implement and review community development strategies, Models of community development, nationally and internationally*

#### **Performance criteria:**

**Facilitated at least two community meetings with at least 4 different groups or organisations represented**

**Conducted research in collaboration with a range of community groups to identify current issues and develop a strategy for at least one community priority**

**Recruited a workgroup of at least 4 people from different groups to develop and implement at least one activity.**

### **Stream: Personal and Professional Practice**

#### **CHCPRP003 Reflect on and improve own professional practice**

- Learn to evaluate and enhance own practice through a process of reflection and ongoing professional development.

*Subjects such as: reflective journaling, logbooks. Professional integration tutorial, Self-management, developing a professional develop plan. Communication skills, seeking a mentor or supervisor. Legal and ethical issues, learning styles. There is a fieldwork component*

#### **Performance criteria:**

**Undertaken a structured process to reflect on and improve own practice**

**Created a personal development plan that includes goals, timeframes and ways of measuring progress**

#### **YCWIB005 Shaping values and culture in the workplace**

- How to work respectfully and set a positive culture in the workplace by applying Biblical values.
- Ability to identify personal and organizational values and apply them in the workplace.
- Developing a project to encourage a positive work culture

*Subjects such as: Examine existing values and culture within a workplace, shaping values and culture, people management, supporting staff, Develop and implement strategies to improve workplace culture based on Biblical values*

**Performance criteria**

**Worked collaboratively with a groups over a year and has been observed to:**

**Develop and implement a project that has helped create a healthy workplace culture**

**Articulated organizational values and applied positive behaviours in a range of different situations**

**Show evidence of modification of behaviour of student and group**

**All students are required to have a Certificate in First Aid. If they don't Fusion Training will offer this during one of the intensives in year 1.**

**HLTAID003 Provide First Aid (elective)**

- The skills and knowledge required to provide a first aid response to a casualty.
- Applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.
- Will be trained in an intensive workshop, or at local centre

**A choice of 3 elective competencies will be offered for 2020 there are:**

**CHCPRP001 Develop and maintain networks and collaborative partnerships**

This unit describes the skills and knowledge required to identify networking and collaboration needs and develop formal and informal partnerships to enhance service delivery and improve professional practice.

*Subjects include: principles of networking and collaboration, research, copyright and intellectual property, legal and ethical issues, vision and purpose, opportunities for participation, setting up agreements and MOU's, dynamics of networks. How to represent the organization*

**Performance criteria:**

**Develop strategies for networking or collaboration for at least one organisation**

**Worked collaboratively with external groups in at least three service delivery situations**

**BSBPUB503 Manage fundraising and sponsorship activities**

This unit describes the skills and knowledge required to conduct and administer fundraising and sponsorship activities. *Subjects include: fundraising legislation, research fundraising campaigns, alternatives to fundraising, developing funding submissions, donor motivation, prepare, implement and evaluate a fundraising strategy, environmental issues, sustainability*

**Performance criteria:**

**Researched and recommend fundraising or sponsorship campaign or activity**

**Develop a funding submission**

**Prepare, implement and evaluate a fundraising or sponsorship campaign**

**CHCPRTO10 Work with children and young people with complex trauma and attachment issues and needs**

This unit describes the skills and knowledge required to recognise indicators of trauma in children and young people of different ages and at different stages, and to identify their needs and those of their parents and carers. *Subjects include: stages of human development and indicators of trauma, different cultural values and child-rearing practices, risks to healthy child development, factors that influence positive outcomes.*

**Supports to families**

**Performance criteria:**

**Evidence to show – worked with one or more children or young people and their families to review developmental progress, identify indicators of trauma and attachment issues, ensure interventions do not exacerbate trauma, recovery from trauma.**

### **CHCDFV003 Promote community awareness of domestic and family violence**

This unit describes the knowledge and skills required to identify gaps in existing information, services and resources and to promote community awareness of domestic and family violence issues to support prevention. *Subjects include:* **legal and ethical considerations (national and state/territory) for domestic and family violence, work role boundaries, general principles and practices of community development, education and consciousness raising, social, historical, political and economic context of domestic violence, myths, values of philosophies underpinning family violence, cultural and diversity considerations, current theory and research on family violence, awareness raising techniques, program planning techniques, services available for families.**

**Performance criteria:**

**Develop at least one program to promote community awareness of domestic and family violence**

**Identify the specific need**

**Collaborated with at least 3 internal/external colleagues**

**Create a project plan.**

### **SITEEVT014 Develop and implement event management plans**

This unit describes the performance outcomes, skills and knowledge required to assess event planning requirements and respond with the development of detailed event plans. It requires the ability to monitor plans through to event execution and evaluation. Plans developed maybe a single plan, or a series of interrelated plans that guide different aspects of event management. It applies to event managers who operate with significant autonomy and who are responsible for making strategic event management decisions. *Subjects include:* **risk, regulatory and sustainability considerations, planning and implementing events, goals and objectives, schedules and budgets, communication strategies, , contingency management, operational efficiency, profitability, resource efficiency, evaluating events.**

**Performance criteria:**

**Develop and implement an event management plan for least two different events with multiple operational components.**