



Basa Education
& Counselling
Services

National Education in Counselling Supervision

(69795) Vocational Graduate Diploma in Counselling Supervision

2012

Course Information Book

Course Designer & Developer

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Acknowledgements

This resource contains content from the PSP04: Public Sector Training Package and CHC08: Community Services Training Package, © Commonwealth of Australia

DISCLAIMER

The information contained in this booklet is accurate and current as of January 2012. Basa Education and Counselling Services (BECS), reserves the right not to offer a course or unit and to decline the enrolment of a student in a course or unit on the basis of student demand, resource constraints, not satisfying entry requirements, incomplete/incorrect documentation or prior history of the student not operating within the general guidelines of the policies and procedures of BECS as outlined in BECS' Code of Practice.

Course structures, assessment, unit objectives and content are subject to amendment as circumstances dictate. It is therefore recommended that students periodically refer to BECS' website at www.becsonline.com.au for any updates.



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WELCOME

Thank you for your interest in gaining the (69795) Vocational Graduate Diploma in Counselling Supervision Qualification.

To help you understand more about this course and the way our Organisation works, we are providing this Course Information Book, which we hope will answer many of the questions you have about the course and studying with us.

Counselling supervision is essential to: ensure high standards of professional counselling practice, to monitor and review the quality of counsellors' work, and to monitor and review the safety of counsellors' client's progress.

Currently, counselling and psychotherapy practitioners are required to have regular supervision by a counselling supervisor suitable to their skill sets, developmental needs and theoretical background. For example, the present recommended industry standard for ACA members is one hour of professional counselling supervision for every 10 hours of client contact time.

Increasingly, professional bodies such as counselling associations and Organisations where counsellors work, expect that these supervisors will have completed an accredited supervision course.

Each of you will have different goals for becoming a counselling supervisor. For example, you may want to help supervisee:

- Have a more integrated sense of the therapeutic process, i.e. to have the capacity of self-awareness of thoughts and feelings, of possibilities and limitations in counselling, and of personal and professional boundaries.
- Develop principles of best professional practice.
- Develop professional confidence and an enhanced ability to act autonomously in their working context/environment.
- Develop an in-depth understanding and intervening with particular client issues in order to facilitate appropriate goal setting.
- Explore past and present experiences of therapeutic work to find ways to develop their own unique therapeutic style.

What ever your motivations are to become a qualified counselling supervisor, we are here to help you. If after reading this booklet you have any questions, we encourage you to talk to us at any time to discuss any dilemmas you may have.

We would like to thank you for taking the time to learn more about BECS and the (69795) Vocational Graduate Diploma in Counselling Supervision.



ABOUT BECS

Basa Education and Counselling Services (BECS) is a Private Organisation established in 2001 by the Managing Director Veronika Basa.

Our areas of expertise are in the field of Counselling Supervision in Human Welfare Studies and Services within the Vocational Education and Training (VET).

In 2007, the Managing Director of BECS Veronika Basa, has designed and developed, in consultation with the [Australian Counselling Association](#) (ACA) and their respective members, the first Nationally Recognised Accredited course in counselling supervision in Australia, the (69828) Certificate IV in Counselling Supervision with the Tasmanian Accreditation Authorities (TQA). The delivery of this course was offered in partnership with Results Training Australia, a Registered Training Organisation ([RTO # 60098](#)).

In 2010, the (69828) Certificate IV in Counselling Supervision has been reviewed and evaluated by the [Australian Counselling Association](#) (ACA) and members from ACA, FVC, PACFA, CAPAV, APS, and PCA Tasmania Associations (graduates and students of the (69828) Certificate IV in Counselling Supervision), and has been successfully upgraded to AQF Level 8 – the (69795) Vocational Graduate Diploma with the [Tasmanian Qualification Authorities](#) (TQA). The delivery of this course is offered in partnership with [TLC Training Solutions P/L](#) - a Registered Training Organisation ([RTO #31970](#)).

Basa Education and Counselling Services (BECS) aims to continue to support and facilitate Vocational Education and Training through the delivery of the accredited training program the (69795) Vocational Graduate Diploma in Counselling Supervision to counsellors, psychologists, mental health nurses, social workers or anyone in the helping profession in Human Welfare Studies and Services.

We continue to grow as a result of our industry and client focus, and strong commitment to maintaining a strong quality outcome through continuous learning and improvement.



COURSE INFORMATION

Year of Delivery	2012	
Course Code	(69795)	
Course Name	Vocational Graduate Diploma in Counselling Supervision	
AQTF Level	8	
Entry Requirements	<p>Authenticated evidence required:</p> <p style="text-align: right;">Members of ACA</p> <ul style="list-style-type: none"> • A current ACA accredited qualification and min 5-years post qualification experience. • Being a fully registered member of ACA at minimum practicing level 2. • Have undertaken a minimum of 25 hours of professional development per year of practice. • Have undertaken a minimum of 100 hours of supervision. <p style="text-align: right;">Members of Other Associations</p> <ul style="list-style-type: none"> • A current Association accredited qualification and min 5-yrs post qualification experience. • Being a fully registered member of a Counselling Association at minimum AQTF Diploma level/ Degree Level. • Have undertaken a minimum of 25 hours of professional development per year of practice. • Have undertaken a minimum of 100 hours of supervision. 	
Hours per Week	12	
Number of Weeks	36	
Commencement Date	Class: 30 Jan 12	Workplace/Distance/RPL: Any time

COURSE SUMMARY

Packaging Rules	<i>Total Units = 3 -Core Units</i>			
	Units Sourced From:	PSP04: Public Sector Training Package CHC08: Community Services Training Package		
	Units of Competence/Employability skills		Core (C)	Nominal Hrs
	Unit Code - Unit Name	Benchmarks		
	PSPGOV414A - Provide workplace mentoring	Individual Counselling Supervision (with a qualified counsellor)	C	156
	PSPGOV415A - Provide workplace coaching	Live counselling supervision (with a novice)	C	136
	CHCGROUP806B - Plan group interventions	Group Counselling Supervision	C	132
		Total	424	
Contextualization	Units are contextualised to reflect the dimensions of competency of a supervisor within the counselling supervision framework in Allied Health sector, in consultation with the Australian Counselling Association (ACA), and course review by students and graduates of the (69828) Certificate IV in Counselling Supervision (members of ACA, FVC, PACFA, CAPAV, APS, and PCA Tasmania), and indicated in the Employability Skills Summary of this Qualification.			

Benchmarks		Benchmarks are criteria against which students are assessed			
Components		Hours	Time	Location	
SW	Classes	36	10.00am-5.00pm	<input type="checkbox"/> Townsville <input type="checkbox"/> Melbourne <input type="checkbox"/> Sydney <input type="checkbox"/> Brisbane	
	Tutorials	6	60-90 minutes	<input type="checkbox"/> Face to face <input type="checkbox"/> Telephone <input type="checkbox"/> Skype	
W	Visits	6	60-90 minutes	Workplace	
Practicum		24	10.00am-5.00pm	<input type="checkbox"/> SW	<input type="checkbox"/> Class
			As scheduled		<input type="checkbox"/> Distance
Independent Studies		364	About 12hrs/w	<input type="checkbox"/> W <input type="checkbox"/> SW <input type="checkbox"/> Research <input type="checkbox"/> Other	
Total		424	36weeks	<input type="checkbox"/> W <input type="checkbox"/> SW <input type="checkbox"/> Research <input type="checkbox"/> Other	

Qualification to be Granted	To obtain the (69795) Vocational Graduate Diploma in Counselling Supervision award, a student must be assessed as being competent in all 3- Units. Should a student complete some units but not all, a Statement of Attainment will be issued for all units in which the student has obtained competency.
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Issuance of Qualification and/or Statement of Attainment	The Qualifications and Statements of Attainment are issued by BECS partner TLC Training Solutions P/L - a Registered Training Organisation (RTO #31970) and are nationally recognised. A Qualification is issued on successful completion of all units of competency as specified for that qualification within the relevant endorsed training package. A Qualification is accompanied with a Statement of Results which lists all the units of competence successfully completed to gain the Qualification
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Replacement of Qualifications/ Statements of Attainment	Students wishing to receive a replacement copy of their Qualification, Statement of Attainment need to make application to BECS and complete 'Replacement Certificate Form F23-03'. A fee will be charged for this copy based on BECS administration charges and the approved schedule of fees and charges by BECS partner RTO, applicable at the time.
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Note: From time to time, BECS revises the course and its content for the purposes of continual improvement to maintain its currency and accuracy. When this happens, BECS will inform you of any changes as soon as practicable via email or www.becsonline.com.au

TEACHING STAFF/ TRAINERS AND ASSESSORS

	Name	Contact Details	Times of contact
Course Coordinator	Veronika Basa	PH: 03 6356 0492	Monday-Friday 9.00am-5.00pm
Lead Trainer	For professional disclosure, please visit	Mb: 0418 387 982	
Lead Assessor	www.becsonline.com.au	Email: veronika@becsonline.com.au	

COURSE DETAILS

Course Description	This course focuses on theory, practice and techniques used in counseling supervision within individual and group formats with both student and qualified counsellors. The content can be easily contextualised to clinical skills of social workers, psycholinguists, mental health nurses or any other individuals working in the helping profession.
Course Aims	The aim of this course is to provide education and training that develops counsellors' competence in counselling supervision through experiential learning, frameworks for counseling supervision, practicum, role-plays, case studies/scenarios, action planning, small group discussions, brainstorming and self-awareness exercises.



<p>Vocational/ educational outcomes of the course</p>	<p>Graduates at this level have:</p> <ul style="list-style-type: none"> • Advanced specialized technical and theoretical knowledge and skills for professional or highly skilled counselling supervision work in a complex and specialized field of counselling supervision, and further learning. • Specialized cognitive, technical and communication skills to select and apply methods and technologies to: <ul style="list-style-type: none"> ○ Critically evaluate and transform counselling supervision related information to complete a range of supervisory tasks and activities. ○ Analyse, generate and transmit new understanding and solutions to complex unpredictable issues within the counselling supervision context. ○ Transmit knowledge and ideas to supervisees within individual, live and group formats in contextual development, conceptual development, and counselling independence; and Organisation in developing policies for the provision of counselling supervision program. • Autonomy, judgment and responsibility in often complex and unpredictable counselling supervision context that require self directed work and learning and within broad parameters to provide professional advice and functions
<p>Course outcomes and Qualification level</p>	<p>Course outcomes are consistent with AQF level 8:</p> <p>Graduates of this qualification will:</p> <ul style="list-style-type: none"> • Be able to apply a body of knowledge and a broad range of skills: in a range of specialized professional and highly skilled counselling supervision context as they relate to individual and/or group counselling supervision both with novice and qualified counsellors, and as a pathway for further learning. • Have a broad and highly specialized skills and theoretical knowledge within the counselling supervision context that are built on prior counselling knowledge and skills. • Have cognitive skills to critically review, analyse, consolidate and synthesize knowledge gained through thematic and reflective dialogues with counsellors and other stakeholders and identify and formulate response frameworks/solutions to a broad range of complex supervisory relationship and ethical and legal issues within the counselling supervision framework. • Have cognitive and communication skills to generate and evaluate complex ideas relating to ethical and legal counselling and counselling supervision practices demonstrating and understanding of counselling supervision skills, theoretical concepts, and interventions using intellectual independence. • Have specialized technical and creative skills in reflective practice, problem solving, visualising, thinking laterally, mind mapping to create new understanding in a field of highly skilled and professional practice of counselling supervision. • Have communication skills to present knowledge and ideas to: supervisee and a range of other stake holders such as Organisation, educational institution, professional bodies, etc.

	<ul style="list-style-type: none"> • Be able to make high level, independent ethical judgments/decisions in a range of complex ethical and legal issues within the counselling supervision framework. • Be able to initiate, plan implement, and evaluate a broad range of complex supervisory interventions to protect the welfare of clients, supervisees, own and Organisation, within a range of varied specialized skills and creative context of counselling supervision. • Be able to demonstrate: <ul style="list-style-type: none"> ○ Full responsibility and accountability for personal outputs for ethical decision making and executing judgments; ○ Full responsibility and accountability for all aspects of supervisee's performance and counselling outcomes in individual counselling supervision; ○ Full responsibility and accountability for group counselling supervision outcomes of authoritative, participative and co-operative styles/types, within broad parameters; ○ Partial responsibility and accountability for peer group supervision types/styles outcomes, within broad parameters
Major Topics	<ul style="list-style-type: none"> • Working with a counselling supervision framework, • Metaphors and definitions, • Goals of supervision, • Processes and task of supervision, • Roles and responsibilities • Dimensions of supervision, • Phases of counselling supervision • Developmental stages • Supervision models: <ul style="list-style-type: none"> ○ Psychotherapy Theory Base Supervision, <ul style="list-style-type: none"> - Psychoanalytic/psychodynamic supervision, - Person-centered supervision, - Cognitive - Behavioral supervision, - Narrative approaches to supervision, - Solution-focused supervision; ○ Functions Model: <ul style="list-style-type: none"> - Kadushin, (1992), - Inskipp and Proctor, (1993) Supervision Alliance Model, - Hawkins and Shohet, 2007 function model; ○ Developmental Models of Supervision: <ul style="list-style-type: none"> - Littrell, Lee-Borden, & Lorenz Model (1979), - Integrated Developmental Model IDM (Stoltenberg and Delworth 1987), - <i>The Skovholt and Ronnestad Model (1992)</i>, - Hawkins and Shohet (2007) developmental model; ○ Social Role Supervision Models: <ul style="list-style-type: none"> - The Discrimination Model (Bernard 1979), - System Approach Supervision Model (SAS)/Holloway Model (Holloway 1995, 1996), - The seven-eyed/double matrix supervision model; ○ Eclectic & Integrationist Models; • Models for Supervisor Development;

	<ul style="list-style-type: none"> • Supervision Interventions: <ul style="list-style-type: none"> ○ Individual counselling supervision, ○ Live counselling supervision, and ○ Group counselling supervision; • Ethical and legal issues and response frameworks; • Supervision relationship issues and response frameworks; • Initial criteria's for choosing an intervention within a group setting; • Group management frameworks: (leadership flexibility, style/type, interventions, • Supervisor general roles and responsibilities in group settings; • Transference; • Countertransference; • Defense mechanisms; • Parallel processes; • Intra-psychic and interpersonal learning; • Evaluation/revision techniques; • Cognitive learning; • Ways to apply interactive technologies; • Common supervisor mistakes. • Supervision tools/instruments
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DELIVERY

Flexible Delivery	<p>Accredited training in the VET sector is competency based. Competency based training develops the knowledge, skills, abilities and attributes required to achieve competency standards to meet industry determined employment requirements and the accredited course/qualification outcomes.</p> <p>The (69795) Vocational Graduate Diploma in Counselling Supervision program is designed to be delivered in the:</p> <ul style="list-style-type: none"> • Workplace, • Simulated Workplace: <ul style="list-style-type: none"> ○ Classes/Lectures ○ Distance • Recognition of Prior Learning (RPL) • Combination of all of the above.
Workplace Learning	<p>Workplace learning is for those learners who are currently working as counselling supervisors and want to gain formal qualifications in counselling supervision or experienced counsellors wanting to undertake the learning program within their present workplace can undertake learning and achieve competency in this qualification in their workplace.</p> <p>The day to day counselling supervision activities undertaken by you as a counselling supervisor in the workplace form the bases of the guided learning program; learning is made relevant to your needs, and is directly applicable to your counselling supervision responsibilities.</p>
Simulated Workplace Learning	<p>Classes/Lectures</p> <p>Classes are based upon the theoretical and practical application of a Unit with Unit prerequisites that need to be completed.</p> <p>Attending the classes is a popular and interactive way of learning and gaining understanding and knowledge in both theory and practice of counselling supervision,</p>



	<p>and in completing the practical component of this course. These classes give you an opportunity to practice and demonstrate the practical skills in counselling supervision under the supervision of a qualified counselling supervisor. For class time table, please refer to the 'Class Time Table' at www.becsonline.com.au</p> <p>Distance Those who cannot attend the classes/lectures due to distance, disability, work or family commitments can undertake learning and achieve competency in this qualification via distance, allowing you to gain the qualification without ever attending formal learning classes.</p>
<p>Recognition of Existing Skills and Experience</p>	<p>Recognition of Prior Learning (RPL) According to Australian Qualifications Framework (AQF), Recognition of Prior Learning (RPL) is an assessment process in the Vocational Education and Training (VET) sector which assesses a learner's non-formal and informal learning to determine the extent to which that learner has achieved the required employability skills within the learning/competency outcomes/standards, for entry to, and/or partial or total completion of, a qualification.</p> <p>Competencies/Employability skills achieved through non-formal and informal learning (supervision training workshops or from being employed and having extensive experience as a counselling supervisor) and currently held by students can be formally assessed to determine the extent to which the student has achieved the required learning outcomes of the current version of the (69795) Vocational Graduate Diploma in Counselling Supervision and if equivalent, they will be appropriately recognised for some/all of the units of competency/employability skills of this qualification.</p> <p><i>Benefits of Recognition of Prior Learning (RPL)</i></p> <ul style="list-style-type: none"> • No need to spend time to relearn what you already know, or demonstrate skills you can already perform; • You can gain the qualification in less time, • Focus your time and energy on learning new knowledge and skills, • Start your course at the level that suits you. <p><i>Students wishing to integrate RPL into this course</i>, must self assess by using the 'Self Assessment RPL Kit' received with the course resource materials and must submit the 'Application Form - Recognition for Prior Learning (RPL) F34-01' (also available from BECS website www.becsonline.com.au or directly from BECS), no later than 14-days prior to the commencement of classes OR no later than as per guidelines provided in the Course Delivery Kit. Prior to completing the form students are asked to discuss their particular situation with BECS so that we can provide them with additional information and guidance in relation to both, the RPL process and completing the form.</p> <p><i>Students wishing to apply for Full Recognition</i> must follow the steps below:</p> <ul style="list-style-type: none"> • Satisfy the course entry requirements: • Download the RPL Self-Assessment Kit from BECS website www.becsonline.com.au or request a copy from BECS • Review the RPL Self-Assessment Kit • Complete the Self-Assessment • Make a decision as to whether or not they are eligible to enroll into the full RPL

	<p>process or if they need to have further training in part/all of this accredited course.</p> <ul style="list-style-type: none"> • Book an interview/competency conversation with BECS RPL Assessor and discuss their decision for options available and further progression. <p><i>Mutual Recognition/Credit Transfer</i> According to Australian Qualifications Framework (AQF), Mutual Recognition (MR) /Credit Transfer (CT) is an assessment process which assesses the <i>initial course, subject, module, unit, or competency</i>; which a learner wants to use to claim access to, or the award of credit in, the destination course to determine the extent to which it is equivalent to the required learning outcomes, competency outcomes/standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF framework.</p> <p>Full Credit Transfer <i>Articulation and Credit Transfer Arrangements:</i> The units selected for this course come from the PSP04 Public Sector Training Package and the CHC08 Community Services Training Package; as such the national recognition policy within these Training Packages will apply.</p> <p><i>Qualifications of particular relevance are:</i> CHC80208 Vocational Graduate Diploma of Relationship Counselling CHC80308 Vocational Graduate Diploma of Family Dispute Resolution CHC80108 Vocational Graduate Diploma of Community Sector Management PSP40104 Certificate IV in Government</p> <p>Students who have completed any of the Units of Competency/Employability Skills outside of this qualification will receive full recognition for the same units. To meet the requirements of this accredited course and to get the qualification however, competencies/ employability skills achieved and currently held by students through formal training from other than this course, must have been integrated and achieved within the counselling supervision framework, as required by the criteria set out in the standards of the (69795) Vocational Graduate Diploma in Counselling Supervision and/or the Employability Skills Summary for this qualification.</p> <p>Students who have completed the (69828) Certificate IV in Counselling Supervision course, will receive full credit transfer for the following two Units of Competency/ Employability Skills:</p> <ol style="list-style-type: none"> 1. PSPGOV414A - Provide workplace mentoring/Benchmarks: Individual Counselling Supervision (with a qualified counsellor) 2. PSPGOV415A - Provide workplace coaching/Benchmarks: Live counselling supervision (with a novice)
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ASSESSMENT

<p>Flexible Assessment</p>	<ul style="list-style-type: none"> • Workplace <i>Assessment at the Workplace</i> -where assessment is conducted in the workplace, BECS will negotiate the learning and assessment strategy with the employer and students; and work with the employer to integrate any on-the-job training and assessment and schedule workplace visits to monitor/review the training and assessment.
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	<ul style="list-style-type: none"> • Simulated Workplace <ul style="list-style-type: none"> ○ <i>Classes/Lectures and Practicum</i> - are a popular way to accomplish consistency in competency in the practical component of skills application through demonstration/ observation of practical skills in a range of 3 or more occasions over time. ○ <i>Distance and Practicum</i> - are a popular way to accomplish consistency in competency in the practical component of skills application through demonstration of practical skills in a range of 3 or more occasions over time via video taping and then submitting the video for assessment. • Recognition of Prior Learning (RPL) Delivery - Competencies/Employability skills achieved through non-formal and informal learning (supervision training workshops or from being employed and having extensive experience as a counselling supervisor) and currently held by students can be formally assessed to determine the extent to which the student has achieved the required learning outcomes of the current version of the (69795) Vocational Graduate Diploma in Counselling Supervision and if equivalent, they will be appropriately recognised for some/all of the units of competency/employability skills of this qualification. • Combination of all of the above
<p>Assessment Process</p>	<p>BECS assessment strategies and procedures for accredited training outcomes comply with the relevant Training Package requirements, Australian Quality Training Framework (AQTF) Standards, the industry requirements, and this accredited course/qualification outcomes.</p> <p>The assessment is competency based with a focus on the gathering and judging of evidence in order to decide if the student has achieved the required competence to meet the standards for each unit of competence/employability skills for which they are enrolled. The focus is on the application of the knowledge and skill to the standard of performance required by the industry.</p> <p>The assessment tools of the (69795) Vocational Graduate Diploma in Counselling Supervision, assess both, the theoretical component and the practical component of various different elements of counselling supervision sessions in a workplace/ simulated training environment:</p> <ul style="list-style-type: none"> • Independent studies (workplace/ simulated workplace) – are designed to enhance your understanding and knowledge in counselling supervision and cognitive, problem solving, and research skills, as well as skills in reflective practice and self-reflection through: <ul style="list-style-type: none"> ○ Projects: <ul style="list-style-type: none"> - Research, - Reflective journal, - Self critique of a counselling supervision session; ○ Case studies <ul style="list-style-type: none"> - Case studies - as a basis for discussion of issues and strategies to contribute to best practice to assess cognitive, analytical and problem solving skills to relate theoretical concepts to practical real life situations of ethical issues and dilemmas in particular Organisations or educational institutions;

	<ul style="list-style-type: none"> ○ Scenarios Scenarios - as a basis for discussion of issues and strategies to contribute to best practice to assess awareness, understanding and knowledge of ethical and legal issues that pose ethical dilemmas from across the range of experiences of a counselling supervisor, in line with legislation, Organisation/education institution policy and procedures; ● Practicum - practical component of skills application in the workplace or simulated workplace, to ensure consistency through demonstration/observation of practical skills in a range of 3 or more occasions over time. ● Portfolios (learning and/or RPL): a formal or informal collection of student work completed over a period of time; ● Authenticated evidence from workplace/training courses; ● Questioning (verbal) to assess understanding, knowledge and skills where there is a need to find out about learning which has not been directly observed/ demonstrated, what did not happen, seeking an explanation for particular practices, checking understanding of underlying principles, challenging practice, or other aspects of counselling supervision. <p>The theoretical and the practical components are integral part of the course curriculum and must be completed to achieve competency in both <i>workplace</i> and <i>simulated workplace</i>.</p>														
Notification of Assessment Requirements	<p>Students will be advised of the assessment requirements and assessment tools to be used for each unit of competency in their 'Assessment Resource Kit', at the time of commencement of training in the course.</p> <p><i>Where assessment is conducted in the workplace</i>, BECS will negotiate the learning and assessment strategy with the employer and students; and work with the employer to integrate any on-the-job training and assessment and schedule workplace visits to monitor/review the training and assessment.</p> <p><i>Where assessment or training is conducted by distance learning</i>, BECS will have in place effective strategies for learner support, monitoring, assessment and learner validation. The 'Alternative Assessment' option will apply.</p>														
Assessment Outcomes	<p>A series of result codes are used to record assessment outcomes. Overall Assessment Result codes used by BECS are:</p> <table border="1" data-bbox="500 1465 1427 1751"> <tr> <td>C</td> <td>Competent</td> </tr> <tr> <td>NYC</td> <td>Not Yet Competent</td> </tr> <tr> <td>WD</td> <td>Withdrawn</td> </tr> <tr> <td>NAS</td> <td>Non Assessed</td> </tr> <tr> <td>RLG</td> <td>Recognition of Prior Learning – Granted</td> </tr> <tr> <td>RLN</td> <td>Recognition of Prior Learning – Not Granted</td> </tr> <tr> <td>CT</td> <td>Credit Transfer</td> </tr> </table>	C	Competent	NYC	Not Yet Competent	WD	Withdrawn	NAS	Non Assessed	RLG	Recognition of Prior Learning – Granted	RLN	Recognition of Prior Learning – Not Granted	CT	Credit Transfer
C	Competent														
NYC	Not Yet Competent														
WD	Withdrawn														
NAS	Non Assessed														
RLG	Recognition of Prior Learning – Granted														
RLN	Recognition of Prior Learning – Not Granted														
CT	Credit Transfer														

Feedback and Assessment	<p>Students will receive written feedback regarding their assessment by way of email, telephone, or hard copy.</p> <p>If the assessor grades a student 'Not Yet Competent', the assessor will give feedback to the student together with comments and/or recommendations as to how the student can improve the unit before he/she resubmits the amended unit for reassessment.</p> <p>Students may appeal an assessment result in accordance with BECS academic appeals process.</p>
Re-assessment Process	<p>A student, who has received a result of 'Not Yet Competent' for any form of assessment and for any reason, will be given one further opportunity to complete the assessment requirement.</p> <p>If competency is not achieved after the second attempt, an interview and undertaking further evidence gathering activities will be required (this may involve class/workplace learning). Additional costs may apply relating to the interview and/or resubmission of evidence and/or developing a learning gap-program.</p>
Failure in Re-assessment	<p>If a student fails to attain competency after the interview and/or resubmission of evidence and/or developed learning gap-program, and the reassessment attempt, but still wishes to achieve competency in this course, the student will be required to re-enroll, pay the course fees and undertake the whole training and assessment again. BECS is in no way obliged to provide further training where a student has not gained competence in this course.</p>
Review of Student Progress	<p>Monitoring student progress is BECS important enabling and proactive strategy to assist students to achieve their learning potential by:</p> <ul style="list-style-type: none"> • Allowing for the early identification of students whose academic progress is less than satisfactory and who may need appropriate learning support, resources and assistance; and • Identifying and excluding students who continue to make unsatisfactory progress. <p>BECS reserves the right to withdraw a student from training where the student fails to make reasonable progress or is subject to disciplinary procedures that warrant withdrawal from training.</p>
SUPPORT	
Communication	<p>Communication with BECS can take place in a variety of ways.</p> <p>For all <i>inquiries</i>, including enrolments or payments, study inquiries, study progress, class/lecture time tables, etc., please contact BECS by calling (03) 6356 0492 or 0418 387 982; or emailing info@becsonline.com.au.</p> <p>Any <i>changes</i> in students' contact details such as name, address, email, or any course enrolment details, the student must notify BECS within 5-14-working days. Appropriate forms are provided in the 'Student Handbook'.</p>
Classes/Lectures	<p>Classes are based upon the theoretical and practical application of a Unit with Unit prerequisites that need to be completed.</p>

	Attending the classes is a popular and interactive way of learning and gaining understanding and knowledge in both theory and practice of counselling supervision, and in completing the practical component of this course. These classes give you an opportunity to practice and demonstrate the practical skills in counselling supervision under the supervision of a qualified counselling supervisor. For class time table, please refer to the 'Class Time Table' at www.becsonline.com.au .
Telephone/Email/Skype Support	Online support (telephone/email/Skype) from trainers and assessors, can assist learners by way of answering the learner's questions, guide their learning program, assess their process, and provide training as necessary within the program. If a more in depth assistance is required, a tutorial session or mentoring can be arranged.
Tutorial Sessions (face-to-face/ telephone/ email/Skype)	Tutorials are an integral part of the distance study mode of this qualification. They are designed to assist learners' in keeping up the course work, understanding the application of theory into practice and practice into theory through scenarios and case studies, or in demonstrations of different supervision interventions or with tips on how to structure studies, assignments, or portfolio; or the opportunity to ask questions. They also designed to provide learners with a more in depth assistance if required.
Workplace Visits	Workplace visits by the trainer/assessor are an integral part of the workplace study mode of this qualification. They are designed to assist learners' understanding of theory into practice and practice into theory, or in demonstrations of different counselling supervision interventions, or provide learners with tips on how to structure their studies, assignments, and portfolio, or the opportunity to ask questions.
Mentoring (face-to-face/ telephone/ email/Skype)	Mentoring is there to provide students with personalized support with each unit of this qualification.
Study Time	To gain this qualification in 36-weeks, 12-hrs of studies is recommended per week or part time equivalent. It is important to set regular study times (e.g. two hours at a time daily) to keep up self motivation and the program requirements. When studying for longer periods of time (e.g. 4-hrs), it is advisable to have short breaks. When having breaks between session topics of the program, it is a wise choice to have a quick revision before continuing studies. Assistance is available from BECS on an ongoing basis throughout the course: <ul style="list-style-type: none"> • A continual telephone /email/Skype support (10-20min) is provided to all students free of any fees. • Classes, tutorials, and mentoring are fee based.

RESOURCES

Study Materials	The required learning materials to complete the studies in the (69795) Vocational Graduate Diploma in Counselling Supervision are provided by BECS as part of the course resource learning materials. <i>BECS learning materials:</i> <ul style="list-style-type: none"> • IBSA Learner Guides (ANTA noted),
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	<ul style="list-style-type: none"> • Generic Information Book (over 200 A4 size pages summary of theories and practice from references used for this course), • The list of references used, • Copy of the facilitator' class presentation notes, • Assessment resources – '<i>Learner Assessment Kit</i>': <ul style="list-style-type: none"> ○ Learners' guide and checklist, ○ Case study briefs, ○ Scenario briefs, ○ Role play briefs, ○ Learner demonstration checklist of criteria against which performance is to be assessed, ○ Learner project guide and checklist, ○ Collection of evidence, ○ Learner guide to evaluation and checklist, ○ Third party/assessor guide and checklist, ○ Portfolio instructions, ○ Portfolio cover sheet • RPL Self Assessment Kit <p>BECS resources are a result of most recent research and development in the field of counselling supervision in Australia and around the world; this is with the aim to assist students'/learners' comprehension, research/other skills relating to counselling supervision interventions/issues, and ultimately to enable students/learners to become a confident and competent counselling supervisors.</p> <p>Our resource materials are unique to BECS and are fully protected by copyright and other registrations; we ask students/learners to do all they can to protect BECS unique information and methodology.</p>
Recommended Text	<ul style="list-style-type: none"> • Bernard Janine M. & Goodyear Rodney K., 'Fundamentals of Clinical Supervision' Second Edition, ALLYN & BACON, 1998; or Third Edition 2003; or Fourth Edition 2008 • Hawkins Peter and Shohet Robin (2007): '<i>Supervision in the Helping profession</i>', Third Edition, McGraw Hill Open University Press • Grant Jan and Crawley Jim (2002): '<i>Transferences and Projection</i>' Open University Press • Pelling Nadine, Barletta John, and Armstrong Philip 2009: '<i>The Practice of Clinical Supervision</i>'; Publisher - Australian Academic Press, • Proctor Brigid, 'Group Supervision – A guide to Creative Practice' SAGE Publications, 2000 <p>NOTE: The text books are not included in the course resource materials. The responsibility to purchase one/any lies with the student</p>
Further References	<ul style="list-style-type: none"> • Bion, W. R. <i>Experiences in Groups</i>. Basic Books: New York, 1959. • Brown, A. (1992), <i>Group work</i>, (3rd Edition), Ashgate Publishing, Aldershot • Carroll Michael 2007: '<i>Counselling Supervision: theory, Skills and Practice</i>' Sage • Carroll, M., and Holloway, E. (Eds.) 1998. <i>Counseling Supervision</i>. California: Sage Publications.

	<ul style="list-style-type: none"> • Feltham & Dryden (2004). <i>Developing Counsellor Supervision</i> - Sage Publications • Grant Jan and Crawley Jim (2002): <i>'Transferences and Projection'</i> Open University Press Hawkins P & Shohet R (2001). <i>Supervision in the Helping Professions</i> San Francisco, CA: Jossey- Bass. • Inskipp, F. and Proctor, B. (1993) <i>The Art, Craft & Task of Counselling supervision : Pt. 1: Making the Most of Supervision</i> . Twickenham, Middlesex: Cascade Publications • Inskipp, F. and Proctor, B. (1993) <i>The Art, Craft & Task of Counselling supervision : Pt. 2: Becoming a Supervisor</i>. Twickenham, Middlesex: Cascade Publications • Kagan, N. (1980) <i>'Influencing human interaction-Eighteen years with IPR'</i> . In A. K. Hess (Ed.) • McGuire Sheila, L.S.W., C.C.D.P. (1996) <i>'Subtle Boundary Dilemmas'</i> Hazelden Publishing. Discussions guided by tape instructions • McMahon Mary & Patton Wendy, <i>'Supervision in the Helping Profession – a practical approach'</i>, Prentice Hall, 2002 • Pelling Nadine, Barletta John, and Armstrong Philip 2009: <i>'The Practice of Clinical Supervision'</i>; Publisher - Australian Academic Press, • Powell DJ, Brodsky A. <i>Clinical Supervision in Alcohol and Drug Abuse Counseling: Principles, Models, Methods (Revised Edition)</i>. San Francisco, CA: Jossey-Bass, in press (first edition published by Lexington Books, 1993). • David J. Powell and Archie Brodsky, <i>Clinical Supervision in Alcohol and Drug Abuse Counseling</i>, 2004. • Proctor Brigid, <i>'Group Supervision – A guide to Creative Practice'</i> SAGE Publications, 2000 • Stoltenberg, C.D., and Delworth U.. 1987. <i>Professional supervision Counsellors and Therapists: A Developmental Approach</i> • Stoltenberg Cal D., McNeill Brian, and Delworth Ursula, <i>IDM Supervision: An Integrated Developmental Model for Supervising Counselors and Therapists</i>, 1998.
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COURSE SCHEDULE

Week No	Date	Topics	Assessment Tasks - Due Dates
Week 1	30 Jan 12	Independent Study Reading: 'BECS Generic Information Book' in preparation to class	
Week 2	06 Feb 12		RPL Self Assessment (end w-2)
Week 3	13 Feb 12		
Class 1	Melbourne 13/02/12	<p style="text-align: center;">PSPGOV414A - Individual Counselling Supervision Theory</p> <p>Introduction <i>Self and Participants</i></p> <p>The importance, scope and definitions of supervision</p> <ol style="list-style-type: none"> 1. <i>History of supervision</i> 2. <i>Definitions of supervision</i> 3. <i>The stakeholders in supervision</i> 4. <i>Dimensions of supervision</i> 5. <i>Functions/tasks of supervision</i> 6. <i>Supervision formats</i> 7. <i>Legislation, ethics, policy and procedure</i> 8. <i>Working within the counselling supervision framework</i> <p>Stages of supervision Program preparation/Induction</p> <p><u>Identifying the need for counselling</u></p> <ol style="list-style-type: none"> 1. <i>Purpose of supervision</i> 2. <i>Tasks of supervision</i> 3. <i>Expectations of supervision</i> 4. <i>Goals and objectives of supervision,</i> 5. <i>Structure of sessions</i> 6. <i>Future activities</i> 7. <i>Supervisee-supervisor congruency</i> <p><u>Establish a Counselling Supervision Framework/Plan</u></p> <ol style="list-style-type: none"> 1. <i>The scope and boundaries of supervision</i> 2. <i>Ground rules and expectations</i> 3. <i>Confidentiality and its boundaries, evaluation criteria, referral and reporting frameworks</i> 4. <i>Dual relationships, (individuals' perceptual complexities), response frameworks</i> 5. <i>Contractual agreement (administrative task of supervision)</i> <p>Facilitation/ Management</p> <ol style="list-style-type: none"> 1. <i>Session preparation</i> 2. <i>Building the supervisory relationship</i> 3. <i>Factors effecting the relationship</i> 4. <i>Conflict</i> 5. <i>Response frameworks to conflict</i> 6. <i>Educative task</i> 7. <i>Supportive task</i> 8. <i>Evaluative task</i> <p>Monitoring/ Management</p> <ol style="list-style-type: none"> 1. <i>Supervisor ethical and legal responsibilities</i> 2. <i>Complex ethical and legal issues critical to counselling supervisors:</i> 3. <i>Promoting ethical, legal, and professional practice</i> 4. <i>Fostering ethical, legal, and professional practice</i> 5. <i>Monitoring ethical, legal, and professional practice</i> 6. <i>Response frameworks</i> <p>Monitoring/ Management/ Program evaluation</p> <ol style="list-style-type: none"> 1. <i>Self evaluation frameworks:</i> 2. <i>Program evaluation frameworks:</i> 	
	Brisbane 16/02/12		
	Sydney 20/02/12		
	Townsville 24/02/12		
.....		
Distance Tutorial 1	13-24/02/12		
.....		
Workplace Visit 1	13-24/02/12		
.....		

		3. <i>Closure</i> Summery of class 1-content		
Class 2 Distance Tutorial 2 Workplace Visit 2	Melbourne 14/02/12 Brisbane 17/02/12 Sydney 21/02/12 Townsville 24/02/12	PSPGOV414A - Individual Counselling Supervision Skills and Knowledge Case studies, Scenarios, Practical Summery of class 1-content Case studies (group discussions) Ethical problem solving and decision making of issues and strategies that contribute to best practice: <ul style="list-style-type: none"> • competence (supervisor-supervisee) • informed consent • direct and vicarious liability • duty to warn and duty to protect • dual relationships • boundary behaviours • due process • evaluation methods Scenarios (group discussions) Ethical and legal issues, and strategies/response frameworks that contribute to best practice <ul style="list-style-type: none"> • competence (supervisor-supervisee) • informed consent • direct and vicarious liability • duty to warn and duty to protect • dual relationships • boundary behaviours • due process • evaluation methods Practical <i>Facilitator lead</i> demonstrations of key ideas, concepts, and principles, processes, techniques, and skills when facilitating: <ul style="list-style-type: none"> • an induction session • a supervision session within the counselling supervision framework <i>Simulation/ Role plays</i> - procedures and techniques <i>Learners demonstration</i> of key ideas, concepts, and principles, processes, techniques, and skills when facilitating an induction session and one-to-one supervision session within the counselling supervision framework, through simulation/ role plays Summary of case studies/scenarios outcomes		
	Week 4	20 Feb 12	Independent Study	PSPGOV414A: A1 (end w-4)
	Week 5	27 Feb 12		PSPGOV414A: A2 (end w-5)
	Week 6	05 Mar 12		PSPGOV414A: A3 (end w-6)
	Week 7	12 Mar 12		PSPGOV414A: G1 (end w-7)
Week 8	19 Mar 12	PSPGOV414A: G2 (end w-8)		
Class 3 Distance Tutorial 2 Workplace Visit 2	Melbourne 19/03/12 Brisbane 22/03/12 Sydney 26/03/12	PSPGOV415A - Live Counselling Supervision Theory Introduction: The importance, scope and definitions of live supervision <ol style="list-style-type: none"> 1. <i>History of live counselling supervision</i> 2. <i>Definitions of live supervision</i> 3. <i>The stakeholders in live supervision</i> 4. <i>Dimensions of live supervision</i> 5. <i>Functions/tasks of live supervision</i> 6. <i>Legislation, ethics, policy and procedure</i> 	PSPGOV414, PSPGOV415, CHCGROUP806B: E4 (up to date sign off end w-8/9) I (up to date sign off end w-8/9) D (up to date sign off end w-8/9)	



		<ul style="list-style-type: none"> • duty to warn and duty to protect • dual relationships • boundary behaviours • due process • evaluation methods <p style="text-align: center;">Practical</p> <p><i>Facilitator lead</i> demonstrations of key ideas, concepts, and principles, processes, techniques, and skills when facilitating:</p> <ul style="list-style-type: none"> • an induction session • a live supervision session <p>within the counselling supervision framework</p> <p><i>Simulation/ Role plays</i> - procedures and techniques</p> <p><i>Learners demonstration</i> of key ideas, concepts, and principles, processes, techniques, and skills when facilitating an induction session and live supervision session within the counselling supervision framework, through simulation/ role plays</p> <p>Summary of case studies/scenarios outcomes</p>	
Week 9	26 Mar 12	Independent study	PSPGOV414A: G3 (end w-9)
Week 10	02 Apr 12		PSPGOV414A: 1E1 (end w-10)
	09 Apr 12	Mid Break	
	16 Apr 12	Mid Break	
Week 11	23 Apr 12	Independent Study	PSPGOV414A: 2E1 , (end w-11)
Week 12	30 Apr 12		PSPGOV414A: 3E1 , (end w-12)
Week 13	07 May 12		PSPGOV414A: 4E1 (end w-13)
Class 5	<p>Melbourne 07/05/12</p> <p>Brisbane 10/05/12</p> <p>Sydney 14/05/12</p> <p>Townsville 17/05/12</p> <p>..... Distance Tutorial 5 07-17/05/12</p> <p>..... Workplace Visit 5 07-17/05/12</p> <p>.....</p>	<p style="text-align: center;">CHCGROUP806B - Group Counselling Supervision Theory</p> <p>Summary of classes 1 to class 4</p> <p>Introduction</p> <p>Planning, developing and applying frameworks to manage individual and the group-as-a-whole schema for interpersonal learning and change, and the supervision task</p> <ol style="list-style-type: none"> 1. Defining group counselling supervision 2. Preparation: contracts and agreements 3. Facilitation/ Management: group counselling supervision types and leadership styles <p>Transference, counter-transference, parallel processes, defense mechanisms, reflective practice, linking supervision experience to supervision task</p> <ol style="list-style-type: none"> 1. <i>Identifying transference, counter transference, parallel processes, defense mechanisms</i> 2. <i>Addressing transference, counter transference, parallel processes, defense mechanisms</i> 3. <i>Responding to transference, counter transference, parallel processes, defense mechanisms</i> <p>Monitoring/Evaluation frameworks</p> <ol style="list-style-type: none"> 1. <i>Reflective practice:</i> 2. <i>Evaluation frameworks:</i> 3. <i>Response frameworks:</i> <p><i>Closure</i></p> <p>Summary of class 5</p>	<p>PSPGOV414, PSPGOV415, CHCGROUP806B: E4 (up to date sign off end w-13/14) I (up to date sign off end w-13/14) D (up to date sign off end w-13/14)</p>
Class 6	<p>Melbourne 08/05/12</p> <p>Brisbane 11/05/12</p>	<p style="text-align: center;">CHCGROUP806B - Group Counselling Supervision Skills and Knowledge</p> <p style="text-align: center;">Case studies , Scenarios, Practical</p> <p>Summary of class 5</p>	



	<p>Sydney 15/05/12</p> <p>Townsville 18/05/12</p> <p>..... Distance Tutorial 6</p> <p>..... Workplace Visit 6</p> <p>.....</p>	<p>Case studies (group discussions)</p> <ol style="list-style-type: none"> Ethical problem solving and decision making of issues and strategies that contribute to best practice: <ul style="list-style-type: none"> competence (supervisor-supervisee) informed consent direct and vicarious liability duty to warn, duty to protect dual relationships boundary behaviours due process evaluation methods within group supervision context Identifying, addressing, and responding to transference, counter transference, parallel processes, defense mechanisms Group interventions to effectively manage individual developmental identity issues, subgroups, and group building <p>Scenarios (group discussions)</p> <ol style="list-style-type: none"> Ethical and legal issues, and strategies/response frameworks that contribute to best practice <ul style="list-style-type: none"> competence (supervisor-supervisee) informed consent direct and vicarious liability duty to warn and duty to protect dual relationships boundary behaviours due process evaluation methods Identifying, addressing, and responding to transference, counter transference, parallel processes, defense mechanisms Group interventions to effectively manage individual developmental identity issues, subgroups, and group building <p>Practical</p> <p>Facilitator lead demonstrations of key ideas, concepts, and principles, processes, techniques, and skills when facilitating:</p> <ol style="list-style-type: none"> an induction session within the group supervision framework a group supervision session <p>Simulation/ Role plays</p> <p>Learners demonstration of key ideas, concepts, and principles, processes, techniques, and skills when facilitating</p> <ol style="list-style-type: none"> an induction session within the group counselling supervision framework a group supervision session <p>Summary of class 6</p>	
Week 14	14 May12	Independent study	PSPGOV414A: E2 (end w-14)
Week 15	21 May12		PSPGOV415A: A1 (end w-15)
Week 16	28 May12		PSPGOV415A: A2 (end w-16)
Week 17	04 Jun 12		PSPGOV415A: G1 (end w-17)
Week 18	11 Jun 12		
Class 7	<p>Melbourne 11/06/12</p> <p>Brisbane 13/06/12</p> <p>Sydney</p>	<p>Practicum 1 - Assessment 1</p> <p>Learner demonstrations of key ideas, concepts, and principles, processes, techniques, and skills when facilitating counselling supervision session in one-to-one, live, or group formats:</p> <p>Workplace: (Date to be arranged with workplace)</p> <p>Demonstration 1/ Observation 1/ Questioning 1</p>	<p>PSPGOV414, PSPGOV415, CHCGROUP806B: E4 (up to date sign off end w-18/19) I (sign off end w-18/19) D (sign off end w-18/19)</p> <p>PSPGOV414, PSPGOV415: H1-B1-C1-F1 (1); H2-B2-C2-F2 (1);</p>



..... Distance Video lot 1	15/06/12 Townsville 18/06/12 11-18/06/12	<ul style="list-style-type: none"> • Induction sessions with a qualified counsellor • Induction sessions with a novice counsellor • Counselling supervision session with a qualified counsellor • Group counselling supervision session <p style="text-align: center;">Simulation Workplace</p> <p>Role-play 1/Demonstration 1/ Observation 1/ Questioning 1</p> <ul style="list-style-type: none"> • Induction sessions with a qualified counsellor • Induction sessions with a novice counsellor • Counselling supervision session with a qualified counsellor • Live counselling supervision session with a novice counsellor • Group counselling supervision session 	Workplace/Simulated Workplace (w-18/19) CHCGROUP806B: H1-B1-C1-F1 (1); Workplace/Simulated Workplace (w-18/19)
Week 19	18 Jun 12	Independent Stud	PSPGOV415A: G2 (end w-19)
Week 20	25 Jun 12		PSPGOV415A: IE1 (end w-20)
	02 Jul 12	Mid Break	
	09 Jul 12	Mid Break	
Week 21	16 Jul 12	Independent Study	PSPGOV415A: 2E1 (end w-21)
Week 22	23 Jul 12		PSPGOV415A: E2 (end w-22)
Week 23	30 Jul 12		
Class 8	Melbourne 30/07/12 Brisbane 04/08/12 Sydney 06/08/12 Townsville 09/08/12 Distance Video lot 2 30/07-18/08- 08/12 Workplace Ass Visit 2 30/07-18/08- 08/12	<p style="text-align: center;">Practicum 2 - Assessment 2</p> <p>Learner demonstrations of key ideas, concepts, and principles, processes, techniques, and skills when facilitating counselling supervision session in one-to-one, live, or group formats:</p> <p style="text-align: center;">Workplace: (Date to be arranged with workplace)</p> <p>Demonstration 2/ Observation 2/ Questioning 2</p> <ul style="list-style-type: none"> • Induction sessions with a qualified counsellor • Induction sessions with a novice counsellor • Counselling supervision session with a qualified counsellor • Group counselling supervision session <p style="text-align: center;">Simulation Workplace</p> <p>Role-play 2/Demonstration 2/ Observation 2/ Questioning 2</p> <ul style="list-style-type: none"> • Induction sessions with a qualified counsellor • Induction sessions with a novice counsellor • Counselling supervision session with a qualified counsellor • Live counselling supervision session with a novice counsellor • Group counselling supervision session 	PSPGOV414, PSPGOV415, CHCGROUP806B: E4 (up to date sign off end w-23/24) I (sign off end w-23/24) D (sign off end w-23/24) PSPGOV414, PSPGOV415: H1-B1-C1-F1 (2); H2-B2-C2-F2 (2); Workplace/Simulated Workplace (w-23/24) CHCGROUP806B: H1-B1-C1-F1 (2); Workplace/Simulated Workplace (w-23/24)
Week 24	06 Aug12	Independent Study	CHCGROUP806B: A1 (end w-24)
Week 25	13 Aug12		CHCGROUP806B: A2 (end w-25)
Week 26	20 Aug12		CHCGROUP806B: A3 (end w-26)
Week 27	27 Aug12		CHCGROUP806B: G1 (end w-27)
Week 28	03 Sep 12		
Class 9	Melbourne 03/09/12 Brisbane 05/09/12 Sydney 07/09/12 Townsville 10/08/12	<p style="text-align: center;">Practicum 3 - Assessment 3</p> <p>Learner demonstrations of key ideas, concepts, and principles, processes, techniques, and skills when facilitating counselling supervision session in one-to-one, live, or group formats:</p> <p style="text-align: center;">Workplace: (Date to be arranged with workplace)</p> <p>Demonstration 3/ Observation 3/ Questioning 3</p> <ul style="list-style-type: none"> • Induction sessions with a qualified counsellor • Induction sessions with a novice counsellor • Counselling supervision session with a qualified counsellor • Group counselling supervision session 	PSPGOV414, PSPGOV415, CHCGROUP806B: E4 (up to date sign off end w-28/29) I (sign off end w-28/29) D (sign off end w-28/28) PSPGOV414, PSPGOV415: H1-B1-C1-F1 (3); H2-B2-C2-F2 (3); Workplace/Simulated Workplace (w-28/29) CHCGROUP806B: H1-B1-C1-F1 (3);

..... Distance Video lot 3 03-10/09/12	Simulation Workplace Role-play 3/Demonstration 3/ Observation 3/ Questioning 3 • Induction sessions with a qualified counsellor • Induction sessions with a novice counsellor • Counselling supervision session with a qualified counsellor • Live counselling supervision session with a novice counsellor • Group counselling supervision session	Workplace/Simulated Workplace (w-28/29)
..... Workplace Ass Visit 3 03-10/09/12		
Week 29	10 Sep 12	Independent Study	CHCGROUP806B: G2 (end w-29)
Week 30	17 Sep 12		CHCGROUP806B: G3 (end w-30)
	24 Sep 12	Mid Break	
	01 Oct 12	Mid Break	
Week 31	08 Oct 12	Independent Study	CHCGROUP806B: 1E1 (endw-31)
Week 32	15 Oct 12		CHCGROUP806B: 2E1 (end w-32)
Week 33	22 Oct 12		CHCGROUP806B: 3E1 (end w-33)
Week 34	29 Oct 12		
Class10	Melbourne 29/10/12 Brisbane 31/10/12 Sydney 02/11/12 Townsville 05/11/12	Practicum 4 Learner Video Taping & Self Critique <u>Workplace (Date to be arranged with workplace)</u> Video of a Demonstration 4, for Self-critique • Counselling supervision session with a qualified counsellor • Live counselling supervision session with a novice counsellor • Group counselling supervision session Simulation Workplace Video of Simulation/ role play of Demonstration 4, for Self-critique • Counselling supervision session with a qualified counsellor • Live counselling supervision session with a novice counsellor • Group counselling supervision session Self-critique of Practical 4 video session in each of the above. Starting the critiques of: 1. Segment A - learner's counselling <u>supervision strengths</u> . • Self-Observation 2. Segment B - learner's area in counselling <u>supervision</u> that could be improved with feedback and progress Self-Assessment	PSPGOV414, PSPGOV415, CHCGROUP806B: Video taping for E3 Workplace/Simulated Workplace (w-34/35) E4 - (up to date sign off end w-34/35) I - (sign off end w-34/35) D - (sign off end w-34/35)
..... Distance Video lot 4 29-02/10- 11/12		
..... Workplace Video lot 1 29-02/10- 11/12		
Week 35	05 Nov 12	Final Submission Date (end w-36) NOTE: Certification will occur only when all outstanding payments are paid	PSPGOV414, PSPGOV415, CHCGROUP806B: E3 (completed end w-36) E4 (completed end w-36) I (completed end w-36) D (completed end w-36)
Week 36	12 Nov 12		

COURSE EVALUATION

At the end of the course, you will be asked to complete evaluation forms relating to the delivery and assessment processes. Your feedback is much appreciated and taken very seriously. Continual improvements are made to the course based in part on such feedback and this helps us to improve the course for future students

COURSE FEES & CHARGES 2012		\$	PAYABLE		
Registration		400.00	At Registration (Non refundable)		
Enrolment		800.00	At Enrolment (Non refundable)		
Resource Materials	BECS Course Resource Materials	1500.00	At Enrolment (Non refundable)		
Core Unit 1: PSPGOV414A Provide workplace mentoring	Benchmarks-Individual Counselling Supervision	950.00	End w-10 (see BECS Fees, Charges, and Refunds Policy and Procedure)		
Core Unit 2: PSPGOV415A Provide workplace coaching	Benchmarks-Live Counselling Supervision	950.00	End w-20 (see BECS Fees, Charges, and Refunds Policy and Procedure)		
Core Unit 3: CHCGROUP806B Plan group interventions	Benchmarks-Group Counselling Supervision	950.00	End w-30 (see BECS Fees, Charges, and Refunds Policy and Procedure)		
	Total Course Fees	4350.00			
INSTALLMENTS (see BECS Fees, Charges, and Refunds Policy and Procedure)	1. \$4350.00+\$ 565.50 (13% of \$4350.00)	Total	4,915.50	Deposit	Monthly Payment
				\$1500.00	\$284.63/month X 12
	2. \$4350.00+\$ 739.50 (17% of \$4350.00)	Total	5,089.50	Monthly Payment	
				\$424.15/month X 12	
Classes	Number of participants				
2-daysX3 = 6-days	(min-6)	180.00/day	10-days prior/during classes (Non refundable)		
Practicum	Number of participants				
1dayX4= 4-days	(min-6)	180.00/day	10-days prior/during practicum (Non refundable)		
Tutorial/Mentoring	Number of participants				
Individual		180.00/hr	10-days prior/during sessions (Non refundable)		
Group	(min-6)	80.00/hr			
Payment Methods	<input type="checkbox"/> Cheque/Money Order, <input type="checkbox"/> Direct Bank Transfer (please ask BECS for details), <input type="checkbox"/> Visa/Master Card (available via PayPal ONLY at www.becsonline.com.au)				
Outstanding Fees	Where fees remain outstanding after agreed payment terms, debt collection and legal action may be commenced. Where a fee payer experiences genuine financial hardship they are required to contact BECS as soon as possible to discuss alternate arrangements.				
Effects of Outstanding Fees on Certification	If any fees remain outstanding, the student will not be eligible to graduate and will only receive their Certificate/Statement in the mail by BECS partner RTO once the outstanding fees and charges have been paid in full.				
STUDENT SELECTION, ENROLMENT AND INDUCTION PROCESS					
Student Selection	All students enrolling in BECS programs will be selected in an ethical and responsible manner consistent with the requirements of the National Training Package or Accredited Course and AQTF Essential Standard for Registration.				
The Enrolment Process	The enrolment to (69795) Vocational Graduate Diploma in Counselling Supervision is based on the approved entry criteria as set by the Australian Counselling Association ACA. This process is in 2-steps:				

	<p>Registration Students download and complete the 'Registration Form' (from Enrolment page at www.becsonline.com.au and forward it, together with evidence of meeting the entry requirements and the registration fees, to BECS.</p> <p>Enrolment Students who are successful with their registration will receive a confirmation email/letter, the Training Plan, and a request to download the 'Enrolment/Application Form'. Once the Training Plan is agreed upon by learner and BECS, the learner will be able to complete the 'Enrolment/Application Form', and forward it to BECS together with the completed Training Plan, and associated fees. BECS will process the enrolment form with partner RTO.</p>
Induction and Orientation	<p>Once BECS receives the 'Training Plan' and 'Enrolment/Application Form' together with the associated fees, BECS will forward a confirmation email/letter of enrolment, the student identification number, and BECS course resource materials within 5-10 working days.</p> <p>BECS course resource materials consist of:</p> <ul style="list-style-type: none"> • The Student Handbook (F21-03), • IBSA Learner Guides (ANTA noted), • Generic Information Book, • Study Guide (F21-05), • Assessment Resource Pack (F05-01), • RPL Self-Assessment Kit (F34-03).

ADMINISTRATION

Change in Personal Details	Should a student change any of his/her personal details (e.g. name, address, etc.), the student must contact us to update his/her records; keeping students' details current will ensure important correspondences are forwarded to the correct address. To record any changes in personal details, students will need to complete the Personal Details Amendment Form (F03-04), at the back of the Student Handbook (also available from BECS).
Change in Course Enrolment Details	The need to change course enrolment details may result from a student's decision to delay/withdraw from the course/s. When such changes are made, the student must ensure that the Variation to Enrolment Form (F03-02) at the back of the Student Handbook (also available from BECS website www.becsonline.com.au or directly from BECS), is completed and forwarded to BECS.
Course Cancellation	Whilst every effort is made to conduct all of the delivery of this course as advertised, BECS reserves the right to change or cancel course offerings, timetables, classes/seminar locations, trainer and assessors and other such details, in accordance with advertised information (e.g. minimum number of enrolments required) or due to circumstances beyond our control. Every effort will be made to advise students of any changes and any resultant procedures to be completed if required as soon as practicable.
Interstate Transfers	While provision has been made for students enrolled into a class/seminar at different States to progress to the (69795) Vocational Graduate Diploma in Counselling Supervision Qualification, students may be required to move between States to undertake classes/seminars. In such case, students will be advised of the same as soon as practicable. If the student wishes to change the class/lecture attendance from one state to another, the student must notify BECS 4-weeks prior to commencement of class/



	lecture, or as soon as practicable using the Variation to Enrolment Form F03-02.
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EXPECTATIONS OF STUDENTS

Attendance of Classes/ Lectures	Students who are enrolled in classes/lectures are expected to attend at all times including the practical sessions as these sessions are subject to numbers; once started a non-attendance may cause their discontinuation, inconveniencing all class participants. Class/lecture handouts will be available prior to each class/lecture.
Submissions of Assessment Tasks	<p>Students are expected to submit their assessment task in accordance to the guidelines given in the Assessment Kit and with the Student Training Plan (F18-02) signed by each student.</p> <p>In some rare circumstances, BECS may grant to a student an extension of time of up to five (5) working days from the due date for the submission of an assessment. We also advice that students read the Late Assessment Submission Policy and Procedure (POL05A), Assessment Extension Policy and Procedure (POL05B) and Fees, Charges and Refunds Policy and Procedure (POL19), prior to submitting an application request.</p>

CONDITIONS OF ENROLMENT

A condition of enrolment in BECS training programs is that students comply with BECS Student Conduct Policy and BECS Policies and Procedures as stated in BECS Code of Practice, which can be found at www.becsonline.com.au, Student Handbook or at request from BECS. Important parts of it can also be found in this Course Information Book. BECS bases this code on the principle of protecting the interests and safety of all students, and to enable BECS staff to provide a high level of service to all students.

BECS recommends that you read the full document of **BECS Code Practice** prior to applying for enrolment. The document is available at www.becsonline.com.au or on request from BECS.

BECS PRACTICES, LAGISLATION, POLICIES AND PROCEDURES THAT WILL EFFECT STUDENT PARTICIPATION

The following information will guide you of BECS' practices based on legislations, policies and procedures required from a training provider delivering an accredited course in partnership with an RTO that will affect your participation in the (69795) Vocational Graduate Diploma in Counselling Supervision studies with BECS.

BECS CODE OF PRACTICE

F15-03

Introduction

BECS' obligation, as a training provider of education and training, in partnership with TLC Training Solutions, a Registered Training Organisation ([RTO #31970](#)), in the Vocational Education and Training (VET) sector, is to document and follow a **Code of Practice**.

Purpose

To outline BECS commitment to its customers to:

- Delivery of subjects of Vocational Education and Training in partnership with the RTO consistent with the standards endorsed by State and Territory Ministers under the Australian Quality Training Framework (AQTF).



- Conduct its business soundly and ethically using quality management systems that ensures compliance to standards and excellence in services.

BECS recommends that you read the full document of **BECS Code Practice** prior to applying for enrolment. The document is available on request or at www.becsonline.com.au.

Sanctions

BECS will honour all guarantees, policies and procedures, and management practices outlined in BECS Code of Practice in order to maintain high professional standards in the design, delivery and assessment, and marketing of its courses and as such, safeguard the interests and welfare of our students.

We understand that if we do not meet the obligations of this Code or supporting regulatory requirements, we may have our partnership arrangement with our partner RTO withdrawn by the partner RTO.

LEGISLATIONS AND REGULATORY REQUIREMENTS

Compliance with Commonwealth, State Legislation & Regulatory Requirements

BECS complies with all relevant legislation and standards relating to the provision of vocational education and training in Australia.

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BECS complies with all relevant legislation and standards relating to the provision of vocational education and training in Australia.

Commonwealth Legislation:

- Human Rights and Equal Opportunity Commission Act 1986
<http://www.comlaw.gov.au/Details/C2009C00332>
- Disability Standards for Education 2005 <http://www.comlaw.gov.au/Series/F2005L00767>
- Disability Discrimination Act 1992
http://www.austlii.edu.au/au/legis/cth/consol_act/dda1992264/
- Racial Hatred Act 1995 http://www.austlii.edu.au/au/legis/cth/num_act/rha1995109/
- Racial Discrimination Act 1975
http://www.austlii.edu.au/au/legis/cth/consol_act/rda1975202/
- Sex Discrimination Act 1984 http://www.austlii.edu.au/au/legis/cth/consol_act/sda1984209/
- Privacy Act 1988 http://austlii.edu.au/privacy/Privacy_Act_1988/
- National Privacy Principles (2001)
http://austlii.edu.au/privacy/Privacy_Act_1988/index-Schedule-3.html
- National Occupational Health and Safety Commission Act 1985
http://www.austlii.edu.au/au/legis/cth/num_act/nohasca1985470/
- Equal Employment Opportunity (Commonwealth Authorities) Act 1987
http://www.austlii.edu.au/au/legis/cth/consol_act/eeoaa1987642/
- National Occupational Health and Safety Commission Act 1985
http://www.austlii.edu.au/au/legis/cth/num_act/nohasca1985470/



Occupational Health and Safety (State and Territory)

- (NSW) Work cover NSW <http://www.workcover.nsw.gov.au/>
- (VIC) Occupational Health and Safety Act 2004
http://www.austlii.edu.au/au/legis/vic/consol_act/ohasa2004273/
- (QLD) Workplace Health and Safety Department of Training and Industrial Relations
<http://www.dtir.qld.gov.au/>
- (SA) Work Cover Corporation <http://www.workcover.sa.gov.au/>
- (WA) WA Work safe Western Australia <http://www.safetyline.wa.gov.au/>
- (TAS) Workplace Health and Safety Act 1995 www.thelaw.tas.gov.au
- Work cover Tasmania <http://www.workcover.tas.gov.au/>
- (NT) Work Health Authority <http://www.nt.gov.au/wha/>
- (ACT) Work cover
www.workplacehealthandsafety.com.au/servlet/Web?s=1309068&p=Legislation_ACT

Workplace Harassment, Victimization and Bullying (State and Territory laws)

The laws protecting individuals from being treated unfairly because of their race, colour, nationality, descent, ethnicity or ethno-religious background are the Federal Racial Discrimination Act (1975), and the Racial Hatred Act (1995). Each state and territory has specific legislation cover in this area (see below for further information):

- Australian Capital Territory Discrimination Act 1991 (ACT)
http://www.hreoc.gov.au/info_for_employers/law/index.html#act
- New South Wales Anti-Discrimination Act 1977 (NSW)
http://www.hreoc.gov.au/info_for_employers/law/index.html#NSW
- Northern Territory Anti-Discrimination Act 1996 (NT)
http://www.hreoc.gov.au/info_for_employers/law/index.html#nt
- Queensland Anti-Discrimination Act 1991 (QLD)
http://www.hreoc.gov.au/info_for_employers/law/index.html#QLD
- South Australia Equal Opportunity Act 1984 (SA)
http://www.hreoc.gov.au/info_for_employers/law/index.html#SA
- Tasmania Anti-Discrimination Act 1998 (TAS)
http://www.hreoc.gov.au/info_for_employers/law/index.html#TAS
- Victoria Equal Opportunity Act 1995 (VIC)
http://www.hreoc.gov.au/info_for_employers/law/index.html#VIC
- Western Australia Equal Opportunity Act 1984 (WA)
http://www.hreoc.gov.au/info_for_employers/law/index.html#WA
- anti-discrimination, including equal opportunity, racial vilification and disability discrimination legislation <http://www.humanrights.gov.au>

Training and Assessment

- *Vocational Education, Training Act 1994* Tasmanian Consolidated Acts
http://www.austlii.edu.au/au/legis/tas/consol_act/veata1994306/
- *Australian Quality Training Framework Standards (AQTF)*: <http://www.training.com.au>
- *Australian Qualifications Framework* (available at: <http://www.aqf.edu.au/>)
- *Tasmanian Qualification Authorities (TQA) Act 2003* <http://www.tqa.tas.gov.au/>

Industry Code of Practice

- The Australian Counselling Association (ACA) (www.theaca.net.au);
- The Society of Counselling and Psychotherapy Educators (SCAPE) (www.scape.org.au);
- The Psychotherapy and Counselling Federation of Australia (PACFA) (www.pacfa.org.au).

The various acts are held on site and are accessible on at <http://www.legislation.tas.gov.au> or at the Australian Legal Information Institute web site: www.austlii.edu.au. Staff and students are informed of legislative requirements through such means as orientation, handbooks, and BECS website.

BECS POLICIES AND PROCEDURES**(POL01) Access and Equity in Training and Assessment Policy and Procedure**

BECS Access and Equity in Training Policy and Procedure (POL01) enables BECS to show its committed to promoting, encouraging and valuing equity and diversity with respect to its students and to provide students with the optimal environment to achieve a high level of success.

This commitment also includes: Special Needs and **(POL1A) Special Consideration Policy and Procedure**, **(POL01B) Language, Literacy and Numeracy Policy and Procedure** and **(POL01C) Welfare and Support Policy and Procedure**.

(POL03) Admission and Enrolment Policy and Procedure

Admission and Enrolment Policy and Procedure is BECS framework for students admission and enrolment to a course, to ensure that student entering any BECS programs/ courses are able/ capable to succeed in their studies and that all participants are enrolled non-discriminately and are clearly informed of the admission and enrolment processes.

This policy is supported by **(POL03A) Deferral/ Suspension, Cancellation/ Withdrawal, Transfer Policy and Procedure**

(POL05) Assessment Policy and Procedure

Assessments are carried out on a consistent and timely basis to ensure that learning has taken place and that students have acquired the knowledge and skills required to demonstrate competency. They are designed to be: valid, reliable, fair and flexible and to meet: the dimensions of competency, the rules of evidence.

In some rare circumstance, **(POL05A) Late Assessment Submission Policy and Procedure** and **(POL05B) Assessment Extension Policy and Procedure**, will be followed to aid the students in their academic achievements.

(POL10) Complaint /Grievance and Appeal (POL04) Policies and Procedures

BECS Complaints/Appeals Policies and Procedures require all disputes and grievances to be handled professionally and confidentially in order to achieve a satisfactory resolution.

If the matter cannot be resolved by BECS to the student's satisfaction internally, the student may wish to take the complaint/appeal through legal avenues (e.g. the Anti-Discrimination Commission, Office of Fair Trading or other as appropriate).



(POL11) Continuous Improvement Policy and Procedure

BECS is committed to the continuous improvement of its training and assessment system, products and resources. This Policy and Procedure enables BECS to:

- Implement and maintain written procedures relating to acting on opportunities for improvement identified by any means, and the continuous improvement of its systems;
- Collect and analyse stakeholder and client feedback on the training and assessment services it provides, including courses, assessment activities and recognition of prior learning; and
- Use all information collected and analyzed from stakeholders to review its training and assessment policies and procedures.

Feedback may be given by use the Continuous Improvement Request Form (F11-01).

(POL15) Equal Opportunity Policy and Procedure

BECS recognizes that honesty, fairness, mutual respect and the responsible exercise of power are fundamental to achieving equity for all.

As such, BECS has a legal and moral obligation to provide equal opportunity in an environment free from discrimination for employees, contractors and students. BECS **(POL15A) Academic Integrity Policy and Procedure**, **(POL15B) General Misconduct Policy and Procedure**, and **(POL15C) Suspension and Expulsion Policy and Procedure** are designed to prevent harassment, vilification and bullying or any academic misconduct, within BECS.

(POL16) Evaluation and Feedback Policy and Procedure

BECS is committed to ensuring that stakeholder feedback is collected, analyzed, and utilized in the provision of professional training and assessment services. BECS uses information gathered from stakeholders regarding training and assessment services, as per this policy and procedure through its continuous improvement processes to review policies and procedures.

BECS conducts a course review at least annually and students' academic progress review as per **(POL16B) Academic Progression Review Policy and Procedure**.

(POL18) Flexible Delivery and Assessment Policy and Procedure

BECS is committed to flexible learning options for students to accommodate diverse various learning styles and needs. In support of the Access and Equity Policies and Procedures (POL01) implemented at BECS, this policy and procedure will ensure that courses are offered with appropriate processing in place for distance/correspondence learning, taking into account safety issues, with multiple assessment options, and flexible learning options in accordance with the relevant industry, safety and terrorism laws.

(POL19) Fees, Charges and Refunds Policy and Procedure

BECS is committed to ensuring clear practices for the administration and implementation of course fees, other charges, and refunds are in place. All students are advised of total costs and fees as outlined in the Course Student Information Book before they register or enroll.

(POL25) Marketing and Advertising Policy and Procedure

BECS is committed to ensuring that it conducts ethical marketing and advertising of training and assessment products and services and ensuring that marketing processes provide an accurate customer perception on the range and quality of services it offers.



(POL26) Moderation and Validation Policy and Procedure

BECS conducts moderation and validation of its assessment tools, processes, evidence collected and judgments made by its assessors at least annually with key stakeholders.

(POL27) Mutual Recognition Policy and Procedure

BECS recognizes the AQF qualifications and Statements of Attainment issued by other RTO' as per this policy and procedure.

(POL28) Occupational Safety & Health & Environment Policy and Procedure

BECS is committed to providing a learning environment which is free from safety and health hazards. This policy and procedure ensures the provision of a safe and health learning environment to employees, student and contractors to allow all employees to perform their tasks to their maximum potential safely and efficiently and complying with all relevant laws, regulations and standards.

(POL31) Privacy Policy and Procedure

BECS operates under the privacy principles established by the Commonwealth Privacy Act 1988 (available at:

[http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/557ACD8CD6FF8421CA25725C0082803C/\\$file/Privacy1988_WD02HYP.doc](http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/557ACD8CD6FF8421CA25725C0082803C/$file/Privacy1988_WD02HYP.doc)).

The privacy principles involve:

1. Collection of information
2. Use and Disclosure of information
3. Data Quality of information collected
4. Data security of all collected information
5. Openness to how collected personal information is collected, managed and used.
6. Access and Correction to personal information
7. Unique Identifiers
8. Anonymity
9. Trans Border Data Flows throughout Australia.
10. Sensitive Information

(POL34) Recognition of Prior Learning Policy and Procedure

BECS is committed to providing fair and equitable processes for Recognition of Prior Learning options to all students or potential students as per this policy and procedure

For full information to the above policies and procedures, please refer to BECS Code of Practice (F15-03).

STUDENT CODE OF CONDUCT**F15-01**

BECS staff take pride in the high standard of training they provide and they invite you to work in partnership with them to share the responsibility for developing a safe and effective learning environment with mutual respect and understanding.



The Student Code of Conduct outlines a student's responsibilities and rights. Its purpose is to ensure an atmosphere of understanding, respect and professionalism and a supportive adult learning environment that celebrates diversity and embraces equal opportunity.

Every student has the right to participate in BECS' programs/activities, free of inappropriate behaviour that may impair the learning process or the emotional, physical and mental wellbeing of individual students.

As a student at BECS, you are required to adhere to the guidelines listed below.

Student Expectations

BECS expects that students will be committed to their studies, interact in a positive and respectful manner with both staff and students and operate in an ethical fashion. This Code of Conduct provides details of expectations of student behaviour/conduct as well as providing details of the possible consequences to students if they are in breach of it.

In particular, this Code of Conduct details expectations of students in relation to:

- General behaviour and attitude,
- Harassment/bullying,
- Plagiarism, Cheating, and collusion,
- Assessment tasks and deadlines.

1. General Behaviour and Attitude

BECS maintains high education and training standards that require students to be committed to their studies in order to achieve their educational goals. To those who are committed to their studies, BECS will be devoted to help them achieve educational success.

Students are expected to:

- 1.1. Be committed to their studies;
- 1.2. Be committed to satisfactory academic progress;
- 1.3. Be committed to any mandatory directions from BECS;
- 1.4. Complete all assessment tasks and practical work by the due dates, as agreed in their student Training Plan (F18-02);
- 1.5. Attend their classes/tutorials and practicum regularly and on time;
- 1.6. Be prepared for their classes/tutorials and/or practicum;
- 1.7. Treat their peers and teachers/trainers-assessors with respect;
- 1.8. Behave in a manner which does not interfere with the learning rights of others;
- 1.9. Seek help or guidance with any difficulties they may be experiencing by talking to the teaching staff and/or the Managing Director;
- 1.10. Have regard for BECS facilities available to them and ensure that such property is treated with respect.

2. Harassment/bullying

BECS operates with the philosophy of providing an environment of mutual respect, co-operation, and understanding; as such the learning environment should be comfortable for all staff and students and free from any form of harassment. Harassment may take many forms including:



- 2.1. Racial harassment - unfairly disadvantages people based on negative attitudes about cultural backgrounds and physical characteristics;
- 2.2. Sexual harassment - verbal or physical acts which refer to a person's sexuality or gender in an offensive or degrading manner;
- 2.3. Verbal harassment - can overlap with any of the other forms of harassment, but also includes offensive language, slander, offensive notes or graffiti or telephone messages, SMS, email or messages on blogs or on social networking websites about others.

All BECS students and staff have the right to:

- 2.4. Feel safe and comfortable at all times,
- 2.5. Feel secure at all times.

All BECS students and staff have the responsibility to:

- 2.6. Keep themselves and their environment safe,
- 2.7. Show respect for themselves, for others and BECS' property.

Actions which take the form of harassment or assault or which are coercive, including those that are seemingly justified on the basis of being an initiation into, or punishment within a group, are unacceptable. Harassment is not tolerated at BECS and the Managing Director will deal with all incidents of harassment as per BECS General Misconduct Policy and Procedure (POL15B) and Suspension and Expulsion Policy and Procedure (POL15C).

3. Plagiarism, Cheating, and Collusion

BECS expects all students to conduct themselves honestly, ethically and in accordance with accepted standards. BECS regards plagiarism as a very serious offence, and keeps a register of cases of student plagiarism to assist the detection of students committing multiple offences.

When it is identified that a student has cheated or committed an act of plagiarism, BECS Academic Integrity Policy and Procedure (POL15A) and Suspension and Expulsion Policy and Procedure (POL15C) are intended to provide direction.

4. Assessment Tasks and Deadlines

Due dates for assessment tasks have been agreed upon by the student in the Student Training Plan. Students must meet the deadlines; if there are difficulties, we encourage students to talk to the trainer/assessor to arrange another time. Students need to submit assessment tasks to the address as indicated in Student Training Plan. The required cover page and other forms, as indicated in the assessment kit, must accompany all submitted assessment tasks. In rare circumstances, students may be granted an extension as per BEC Assessment Extension Policy and Procedure (POL05B).

Students who disobey BECS rules as stated in BECS Code of Practice, and as stated in Academic Integrity Policy and Procedure (POL15A) and General Misconduct Policy and Procedure (POL15B), the student will be issued with two warnings. If the student re-offends, BECS reserves the right to withdraw the student from the enrolled course/program as per Suspension and Expulsion Policy and Procedure (POL15C).

