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SI(TRG) 6-1

STAFF INDUCTION PROGRAM (SIP)

Amendment List

| Amendment | Comment | Date | Authority |
|-----------|---------------|-----------|-----------|
| AL-00 | Initial Issue | 05 Mar 15 | CDR-AAFC |

INTRODUCTION

- The Staff Induction Program (SIP) is one of the key outcomes of the Staff Training Needs Analysis 2010 that was initiated by CDR-AAFC and supported by CB-AF. Developed by Director Training (DT) and introduced into the AAFC in 2013 the SIP training package reflects the role of new Officers or Instructors in the Australian Air Force Cadets (AAFC) who take the first line of management in a wide range of organisational and training contexts. They may have existing qualifications and technical skills in any given vocation or profession (including ADF service), yet are required to further develop skills in AAFC youth specific supervisory functions, volunteerism, youth development, working with children in the broader ADO, or the frontline management of AAFC cadets, squadrons and activities. At this level AAFC staff as frontline managers / supervisors provide leadership and guidance to cadets and take responsibility for the safety, effective functioning and performance of cadet teams, their training and work outcomes as part of a nationally recognised youth development organisation.
- The SIP was developed to the standards of the Australian Qualifications Training Framework (AQTF) and consists of sixteen (16) units of competency delivered in four (4) modules commencing with a Squadron based learning module followed by three (3) residential modules. The SIP concludes with a weekend residential assessment process. The SIP is capable of being assessed by a Registered Training Organisation (RTO) as worthy of the award of a nationally recognised qualification at either Certificate IV or higher level. The SIP may provide sufficient evidence for staff to make an RPL/RCC application for a qualification however this is not guaranteed.

AIM

- The aim of this instruction is to detail the requirements of AAFC SIP for Civilian Instructors, ADF Auxiliaries, Instructors and Officers of Cadets.

SCOPE

- This instruction applies to all enrolled Civilian, AAFC and ADF staff that volunteer to work with Cadets in the AAFC. It sets out the minimum training obligations, knowledge, skills and attitudes required of AAFC staff to perform their roles.

STAFF INDUCTION PROGRAM

General

- The SIP Training Package Qualification is the main document that outlines what the SIP is all about and in what format it is delivered. This qualification reflects the role of new Officers or Instructors in the Australian Air Force Cadets (AAFC) who take the first line of management in a wide range of organisational and training contexts.
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Module 1 – Volunteerism and Youth Development (VYD)

| | | | |
|---|---|--|---|
| AFCVYD401A Becoming an effective AAFC volunteer | AFCVYD402A Mentorship and modelling AAFC behavioural expectations | AFCVYD403A Work effectively with young people and their parents/ guardians | AFCVYD404A Monitor a safe working environment for AAFC cadets and staff |
|---|---|--|---|

Module 2 - Working with the Australian Defence Organisation (ADO)

| | | | |
|--|---|---|---|
| AFCADO401A Understanding the AAFC and ADO structures and environment | AFCADO402A Establish effective working relationships within the ADO | AFCADO403A Implement ADO operational plans for the AAFC | AFCADO404A Work effectively with governance and financial resources |
|--|---|---|---|

Module 3 - Frontline Management of Cadets Squadrons and Activities (FLM)

| | | | |
|---|--|---|--|
| AFCFLM401A Leadership, Followership, Command and Management for OOC and IOC | AFCFLM402A Plan, organise and facilitate cadet learning in the workplace | AFCFLM403A Plan and organise cadet activities and apply risk management processes | AFCFLM404A Show leadership in resolving emergency management incidents |
|---|--|---|--|

Module 4 - Learning and Technical Skills for new Officers / Instructors (LTS) - Squadron based learning module

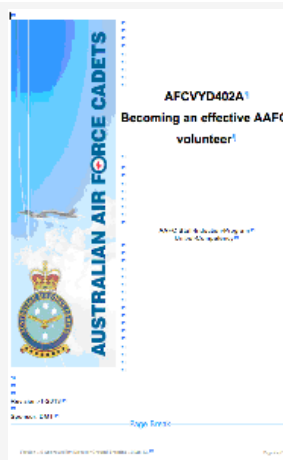
| | | | |
|--|--|---|---|
| AFCLTS401A Promote team effectiveness by demonstrating base level cadet skills | AFCLTS402A Make a presentation | AFCLTS403A Provide squadron business management support | AFCLTS404A Demonstrate base level drill and ceremonial skills |
|--|--|---|---|

SIP Courseware

- Each Unit of Competency comes with a number of mandatory training delivery courseware as follows:

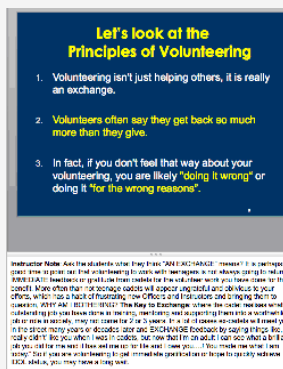
Unit of Competency

This document contains the approved learning requirements determined by the Training Directorate (TD) and approved by CDR AAFC. The UOC must be followed (and not be altered or enhanced) by the instructor and contains a unit descriptor, elements, performance criteria, required skills and knowledge, an evidence guide, critical aspects for assessment and evidence required for a student to demonstrate competency. Altering or adding content will invalidate a SIP qualification.



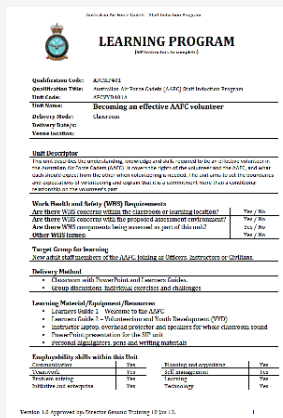
PowerPoint and Notes

Linked to the UOC and provides guidance for SIP Instructors. Under no circumstances will an instructor simply read from the slides. Slides are there for students to read and represent a precise only of what the instructor must verbally deliver. The Instructor MUST refer to the notes below each slide that contain the key points and deliverables. This does not restrict the instructor from using other instructional techniques as long as the content is delivered as mandated.



Learning Program

A Learning Program (LP) is new terminology for what we once referred to as a Lesson Plan and contains a qualification code, unit code, unit name, delivery time-mode-location, unit descriptor, WHS requirements, target group for learning, delivery methods, learning material resources, language, literacy and numeracy (LLN) needs, assessment plan, assessors details, assessment methods used, skills, knowledge critical aspects of the assessment, reasonable adjustments allowed, schedule of session times, topics criteria and resources, unit coverage check of all of the above which is like an old lesson plan. Note: Instructor should attach a copy of the UOC to this document for reference and review purposes during each session.



Learner Guide

In the modern era AAFC students are provided a professionally written, colour bound learner guide (LG) that contains (key, but not all) information presented during training sessions. It also contains case studies, On-the-Job tasks (OJT'S), group discussions, challenges and leadership exercises. It is designed as a take-away resource to aid students when they return to their Squadron and during their assessment weekend. These guides are provided by TD and are not to

be printed in black and white.

Australian Air Force Cadets
AFCC Cadets

LEARNER GUIDE 2
FOR
NEW OFFICERS AND INSTRUCTORS OF CADETS

Module 1
**Volunteerism and
Youth Development (VYD)**

Learner's details:

| AFCC/IOG | Name | First Name | Last Name | SQN/Unit |
|----------|------|------------|-----------|----------|
| (4470) | | | | |

This Learner Guide covers the 8 units of competency that make up the Volunteerism and Youth Development (VYD) module. Refer to Learner Guide 1 for the specific assessment, AAFCC and IOG requirements for each unit.

My SIP Unit Instructors details:

| Unit | Unit Name | My Instructor Is |
|-----------|---|------------------|
| AFCC/IOG1 | Recruitment as an Officer, AAFCC Instructor | |
| AFCC/IOG2 | Mentoring and coaching AAFCC Volunteerism and Youth Development | |
| AFCC/IOG3 | Unit 3: Leadership and Teamwork for AAFCC and IOG | |
| AFCC/IOG4 | Unit 4: Leadership and Teamwork for AAFCC and IOG | |

Table 1.1 Approved to Change/Extend Training of the 11

7. This is the first time in AAFCC history that Instructors have been provided a complete training package for a unit of competency. These documents are provided for ALL units of competency except Module 4 which only has a unit of competency document and is completed at the staff members home SQN using Learner Guide 1.

SIP completion within 12 or 18 months

8. Civilian Instructors (CIV) intending to come into OOC/IOC uniform roles will generally have eighteen (18) months to complete the SIP, based upon six (6) months as a CIV and a further twelve (12) months as an OOC or IOC.

9. When appointed to the AAFCC as an OOC or IOC new staffs have twelve (12) months from the date of appointment to complete all aspects of the SIP including their Squadron based Learner Guide 1 tasks and their assessment weekend. OOC/IOC not completing induction training within this timeframe may be outside the conditions of their appointment and will be posted to the UAL until they can demonstrate and commit to a learning plan which includes a CDR approved extension aimed at fulfilling their SIP requirements by a specified date.

AAFCC adult learning 70-20-10 Philosophy

10. The AAFCC has embraced (and acknowledges) the 70/20/10 learning concept that was developed by Morgan McCall, Robert W. Eichinger, and Michael M. Lombardo at the Center for Creative Leadership and is specifically mentioned in The Career Architect Development Planner 3rd edition by Michael M. Lombardo and Robert W. Eichinger.

11. To ensure that real learning takes place and endures, the AAFCC emphasises and encourages a holistic approach by integrating both formal and informal elements. The Ground Training Directorate believe that the most effective way to learn and develop a new skill or behaviour is to apply and practice it on the job and in real life situations. This learning and development philosophy is built upon how individuals internalise and apply what they learn based on how they acquire the knowledge. The AAFCC will rely on the 70:20:10 formula that describes how learning occurs:

- a. 70% from real life and on-the-job experiences, tasks and problem solving. This is the most important aspect of any learning and development plan. Many organisations agree in theory, but getting it right is another matter altogether.
- b. 20% from feedback and from observing and working with role models. - coaching from peers, subject matter experts and mentors.
- c. 10% from formal training/learning so that participants gain a solid base of knowledge and skills.

12. The 10% of AAFCC learning will come from formal SIP units of competency whereas a further 20% plus will come from the AAFCC MENTORING PROGRAM. The 70% of learning will come from an adult 'Experiential' learning approach.

SIP enrolment

13. **AAFCC executives** are responsible for enrolling their new staff in the SIP and this task must not be delegated to other staff. Immediately a new Civilian Instructor receives their AC number in C1 or is directly enrolled as an IOC or OOC their **AAFCC executive** must;

- a. If the new staff member intends to take up a uniform role, enrol them in the SIP by emailing the Deputy Director Staff and Cadet Training (DDST) at atdddct.td@aafc.org.au and request a "Learner Guide 1" be mailed direct to the **AAFCC executive** nominated address;
- b. Include the Wing SOMS and SOGT in the above email application so that they can monitor training progress through to completion;
- c. Ensure Civilian Instructors who have applied for IOC/OOC roles are aware that they are approved to attend all SIP residential programs including being accommodated and rationed; and
- d. Understand that Civilian Instructors who do not intend to move to an IOC/OOC role may attend all, or part, of the SIP residential programs as an experiential development option, but accommodation and rations will not be supplied. In this instance day attendance may be necessary.

Starting the SIP at Squadron level

14. Upon enrolment, TD will provide access to "Learner Guide 1" to the **AAFCC executive's** nominated address. The CO must then have a Mentoring Meeting with the new staff member and explain the learner guide to them and run through what SIP on-the-job-tasks are required to be completed at the SQN and what will be completed by attendance at SIP residential weekends.

15. **AAFCC executives** must take the new staff member off line and facilitate their access to a range of Cadet specific learning opportunities outlined for their Squadron based induction using Learner Guide 1. To achieve this the CO and SQN TRGO must ensure that SIP Students are placed with Cadet Recruit Courses for this purpose. The best time to start Learner Guide 1 is in February and July of each year in sync with recruit courses. The key experiential learning tasks and assessments to be completed at the a SQN are;

- a. Promote team effectiveness by demonstrating base level cadet skills by sitting in on some DCR, AVB, SKR, FCR and FCP classes to immerse the SIP student in the cadet experience;
- b. Undertake some self-paced learning on how to make a presentation and then deliver two 10 minute presentations at the SQN;
- c. Start to understand your squadron business management support role through an adult experiential learning unit where you will be required (over a period of weeks or months) to sit down with key business management portfolio holders within your squadron and ask them what they do, what are their responsibilities, who do they report to, what forms, programs or filing systems they use, where can you find the policy for this role and any other questions you would like to ask; and
- d. Learn to write basic correspondence such as minutes and emails.

Mandatory appointment of a Mentor

16. As part of the initial mentoring meeting the **AAFCC executive** must appoint at least one (1) Mentor as per the AAFCC Staff Mentoring policy, to work with the new member and assist them through the SIP. The general aims of this mentoring are to;

- a. Ensure the new staff member feels welcome;

- b. Provide a go-to-person or buddy for the new staff member;
- c. Establish a strong bond either in person or via email / telephone, or both;
- d. Guide the new staff member as they move towards and through the Staff Induction Program; and
- e. Have a contact point that can explain why things are done, give advice and mentor them towards becoming an operationally functional staff member.

17. It will take time for new staff members to move from being "Functional" in a staff role to becoming fully "Competent." The Staff Mentoring Program provides much needed support to ensure that new staffs are mentored pre and post SIP. Ideally the **AAFC executive** needs to start the Mentoring discussion when a potential new staff members application paperwork is being processed. NOT ALL AAFC STAFF will fit the role of "Staff Mentor" therefore flexibility will need to be used in who-is-matched-to-whom. It is NOT necessary for the Mentor and new staff member to be from the same Squadron or work location. It may also be possible for there to be a "Primary" and "Secondary" staff mentor. The **AAFC executive** does not have to be a mentor; however circumstances in smaller Squadrons will dictate that this occurs. Quite often good quality mentoring can be achieved through regular email and telephone contact. New staff in FLT's will need to attend a local SQN for up to six months to undertake Learner Guide 1 and the associated on-the-job tasks and assessments. **AAFC executives** must negotiate this access on behalf of their new staff member.

OC Wing support for SIP

18. Wing OC's are the key sponsors and owners of the SIP and where possible may attend each SIP intake on a formal or informal basis to welcome and or assess new staff. OC's also have a vital role to play in personally selecting the best available SIP presenters to deliver the 12 live-in or weekend units of competency and to represent the OC as Assessors at the end of the program.

SOGT responsibilities

19. SOGT's are responsible directly to the Wing OC to manage the delivery of the entire SIP and responsible to DT for compliance with this SI. SOGT's must coordinate closely with Wing staff and TD to plan dates well in advance for the 6 day SIP, the various SIP weekends, and the assessment weekend that best services the Wings staff training needs. SOGT needs to discuss with their OC the best combination of SIP Instructors to ensure that delivery of the program is credible and meets high standards. SOGT is responsible for the Activity Approval paperwork and for arranging accommodation, transport and messing. SOGT should aim for an SIP student group of two thirds local Wing and one third other Wings to ensure cross-pollination of ideas. To ensure this occurs ALL SIP's must be opened up on CadetOne Activity Module to all staff and in all Squadrons nationally. TD will pay the travel costs of its Facilitator for the SIP Assessment Weekend however accommodation and messing should be booked for one TD member by SOGT. The SOGT is also responsible for personally entering all SIP results on C1 and this task must not be delegated. The following preparatory tasks are essential;

- a. Agreement between SOGT and DT on suitable dates for 6 day SIP's and Assessment Weekend dates must be done at least 6 months in advance.
- b. SOGT selects a suitable number of weekend SIP dates to suit the needs of the Wing and its new staff and communicates these to TD;
- c. Agreement between SOGT and DT on suitable dates for assessment weekends;
- d. SIP Instructional Staff are consulted and briefed at least 3 months out from proposed delivery dates and provided access to courseware to prepare;
- e. A suitable venue is selected for a minimum of 12 and maximum of 16 SIP candidates. The venue must have a main classroom and at least three break-out rooms for syndicate work, overhead projection facilities and a large quantity of butchers paper and markers to record and esent syndicate outcomes;
- f. OA-86 Activity Request approved and opened up on C1 to all AAFC **units** at least 3 to 6 months out;
- g. Individual Wings are to carry the cost of student attendance, particularly if a Wing needs to send their staff interstate to another Wings SIP;
- h. Interstate / Territory candidates MUST have approval from their OC to travel interstate to complete the SIP;
- i. A Joining Instruction must be issued to new staff for each weekend and each 6 day SIP.

TRGOS responsibilities

20. TRGOS are responsible to the Wing SOGT and OC and may liaise with TD where directed for logistical and administrative purposes. The role of the TRGOS is not necessarily to deliver training personally to staff but has the primary focus of planning and facilitating the logistical requirements for new staff engaging with the SIP. A TRGOS must be cleared by the OC to be an SIP Instructor and under no circumstances should the TRGOS be the only SIP Instructor on a weekend or week long program. The SOGT may delegate tasks as required, with the exception of recording results on C1.

SIP delivered options

21. The SIP can be delivered in various flexible formats to meet the differing needs of our volunteer staff. SIP module 4 is delivered under the guidance of the new staff members **AAFC executive**, whereas modules 1 to 3 are delivered under the guidance of the Wing OC and SOGT during residential programs. There are two suggested options for Wings to adopt as follows, however SOGT may negotiate an alternative model with DT;

Weekend Option 1 - Delivered over multiple weekends

22. This option provides staffs that find it difficult to get a full week off work to attend their SIP, an option to complete it on weekends over the period of 12 months allocated by the AAFC for completion of induction training. An example of this would be a Civilian Instructor who starts at a SQN in January and works on Learner Guide 1 for the first 6 months, does weekend 1 in March, weekend 2 in June and completes the SIP assessment weekend in October.

Full Week Option 2 - Delivered as a six (6) day continuous option after completing the Squadron Based Training in Learner Guide 1.

23. This option provides staff that can get a full week off work to attend their SIP. They MUST however have completed the Squadron Based Training and Learner Guide 1 before they arrive at the six (6) day SIP. An example of this would be a Civilian Instructor who starts at a SQN in January and works on Learner Guide 1 for the first 5 months, does a full SIP in the June/July school holidays at an RAAF Base. Day 5 and 6 MUST be on a Weekend.

Applying to attend SIP weekends

24. Students attending SIP Weekends 1 and 2 may attend without completing Learner Guide 1, but must have completed it by the time they attend and Assessment Weekend.

25. SIP Students MUST complete Learner Guide 1 before attending a six (6) day continuous SIP which includes the Assessment Weekend. Staff attending this mode of training will be turned away without a fully completed learner guide. Bulk sign-offs of Learner Guide 1 will not be accepted and students will not be permitted to commence the assessment weekend.

26. SIP Students may apply to attend SIP's and Assessment Weekends on C1, but should seek local Wing advice before doing so. In most cases TRGOS may be delegated the task of speaking directly with Students to arrange suitable SIP attendance dates. In instances where limited numbers of SIP students are available to be assessed DT may be consulted in order to send some students to another Wing for this purpose. Costs associated with such an option are the responsibility of the relevant Wing OC.

Entry requirements for the SIP

27. To commence this program (normally with the Learning and Technical Skills for New Officers and Instructors at the home Squadron) you must be appointment to the AAFC as a civilian instructor, officer or instructor of cadets.

Civilian Instructors

28. Must have an appointed AAFC Mentor (engaged for the first 18 months) and;
 - a. Are encouraged to complete the following groups of foundation units prior to being interviewed for an OOC or IOC role;
 - i. Volunteerism and Youth Development (VYD x 4 units); and
 - ii. Working with the Australian Defence Organisation (ADO x 2 units)

- b. Completion of these units will assist the civilian instructor in making an informed decision to engage as an OOC or IOC and provide the AAFC with an opportunity to better assess their competency for appointment to the role; and
- c. Completion of these units is NOT an offer or guarantee of appointment to the AAFC.

Newly appointed Officers and Instructors of Cadets

29. Must have an appointed AAFC Mentor (engaged for the first 12 months) and must complete all 16-core units within 12 months of initial appointment to AAFC, unless exceptional circumstances are demonstrated to CDR AAFC.

Specialist Civilian Instructors

30. Where a civilian instructor is engaged (as a paid professional or volunteer) purely to deliver specialist training such as powered flying or gliding or any other role, then at the Commander AAFC's discretion, may be required to undertake the following units by way of a half day presentation prior to working with cadets;

- a. AFCVYD402A Mentorship and modelling AAFC behavioural expectations
- b. AFCVYD403A Work effectively with young people and their parents/guardians
- c. AFCVYD404A Monitor a safe working environment for AAFC cadets and staff.

Appointment of ADF members as AAFC Auxiliary Instructors

31. In accordance with the Cadet Force Regulations 2013 serving ADF personnel may be deemed suitable for appointment to an OOC or IOC role based upon their service in the ADF. This does not mean that they are qualified to supervise cadets unaided, without AAFC youth specific training as delivered through the SIP.

Mandatory training for serving ADF members engaging as AAFC Auxiliary Instructors

32. Auxiliary instructors must not conduct unsupervised instruction of cadets until they have received the necessary police checks and completed mandated components of the Staff Induction Program. Supervised means, that an AAFC member qualified at the SIP (or its predecessor) must be in the physical presence of the ADF Auxiliary at all times when instructing or assisting with the supervision of cadets.

33. Auxiliary instructors may supervise cadets unaided once they have successfully completed the following (minimum) units of the SIP;

- a. AFCVYD401A Becoming an effective AAFC volunteer;
- b. AFCVYD402A Mentorship and modelling AAFC behavioural expectations;
- c. AFCVYD403A Work effectively with young people and their parents/ guardians; and
- d. AFCVYD404A Monitor a safe working environment for AAFC cadets and staff.

34. Auxiliary instructors must attend the Assessment Weekend to provide overall evidence of their competency to supervise cadets in a youth development context. This is to ensure that all AAFC staff is cognisant of their youth development responsibilities and that they possess and can demonstrate the minimum acceptable level of youth specific in-service training before being authorised to supervise cadets.

RCC / RPL for former Cadet Under Officers and Cadet Warrant Officers

35. Experience with the delivery of the SIP is that former Cadet Under Officers (CUO) and Cadet Warrant Officers (CWOFF) gain a great deal of benefit by completing the entire residential components of weekends 1 and 2. They also benefit from, and provide benefit to, the adult learning environment where new adult staff join the AAFC. Whilst RPL/RCC will usually be obtained for module 4 (Learner Guide 1), the SOGT may make a decision that an individual must complete the weekends 1 and 2 and the assessment weekend only.

36. However, former CUO/CWOFF who terminated up to five (5) years prior to returning as a Staff Member may receive a written assessment from their SOGT for RCC/RPL based upon their prior learning, training and service. Where an SOGT is satisfied that the member is mature and can actively demonstrate currency, RPL/RCC may be documented and granted for all or part of the following units;

- a. The full Volunteerism and Youth Development (VYD) module;
- b. The full Working with the Australian Defence Organisation (ADO) module, but will be required to attend the following unit within that module only;
- c. FCADO404A Work effectively with governance and financial resources.
- d. The full Frontline Management of AAFC Cadets, Squadrons and Activities (FLM) module but will be required to attend the following unit within that module only;
- e. AFCFLM404A Show leadership in resolving emergency management incidents.
- f. The full Learning and Technical skills for new Officers and Instructors of Cadets (LTS) module.

37. Regardless of the above, ALL former CUO/CWOFF staff candidates WILL be required to attend the full Assessment Weekend as an RPL / RCC competency check. Former CUO/CWOFF who terminated over five (5) years prior to returning as a Staff Member will be required to attend the full SIP.

SIP assessment plan

38. The AAFC assessment plan for ALL Staff Induction Program units is;

- a. To assess learners in all 16 units of competency that make up the qualification AFCVIP401 Australian Air Force Cadets (AAFC) Staff Induction Program, at the same time as part of a facilitated Assessment Weekend;
- b. New Staff (Learners) will have access to their learner guides during the assessment weekend to guide and refresh themselves;
- c. The 16 assessments will be conducted as part of individual and group exercises, discussion sessions, challenges and leadership exercises;
- d. There will be no written exams or tests as part of these assessments.

SIP Assessors and assessment rules

39. The rules around assessors and assessments require;

- a. The SOGT in consultation with the OC of the Operational Wing will appoint assessors for the Weekend Assessment Program;
- b. It is mandated by TD that assessors WILL be experienced AAFC Officers and Instructors with at least 3 years active AAFC service in those roles;
- c. Prior to the any Assessment Weekend commencing the SOGT MUST arrange for TD to approve the date, location, number of students and the nominated assessors. This is required for validation purposes and failure to complete this part of the assessment planning process may invalidate the assessment weekend results;
- d. To gain the above approval an email is sent to the Deputy Director Staff and Cadet Training (DDSCCT) at TD ddsct.td@aafc.org.au who will ensure that students are eligible for assessment and have completed the required modules; and
- e. The DDSCCT will cause a TD member to be added to the Wing Assessment Team as the Facilitator for validation purposes.

SIP assessment methods

40. New AAFC staff will be assessed throughout the delivery of the SIP, which includes their attendance and interaction within the classroom, at their Squadron during on-the-job-tasks, and during the assessment weekend. Over the journey of the entire SIP the following methods of assessment may be used for all units of competency;

| Method | Description |
|--|--|
| Observation in a simulated AAFC work environment | Provided a task, issue or problem and is required to demonstrate the use of processes, policy and steps to achieve the required outcome. |
| Role Play | Assigned a role and a scenario to enact and provide responses to particular situations. Assessor must provide a clear role briefing and de-briefing. |
| Verbal questioning | Assessor asks questions relevant to required underpinning knowledge and contingency skills. |
| Verbal presentation to assessor or learning group | Candidate is given a topic and time to research and prepare. The candidate then presents his/her findings or argument or evidence to the assessor or group. The assessor may question the candidate to obtain further information. |
| Group challenge | The Assessor presents a group of candidates with a challenging situation or set of circumstances. Candidates are then assessed on how they approached it and their input and workability within the group. |
| Leadership exercise | The Assessor presents one or more candidates with an AAFC leadership role and a task or tasks to complete. They are then required to lead a team of cadets or staff in a simulated leadership situation. |
| Learner Guides | The Assessor will examine candidate Learner Guides to ensure that all written exercises and note taking have been completed and that Squadron based assessments have been signed off in the correct areas of Learner Guide 1. The guide may then be returned to the student for ongoing reference. |

SIP assessment of Officer candidates

41. Whilst all SIP candidates will participate in the same induction program and are required to participate in joint assessments, Officer appointments or Instructors or Civilian Instructors aspiring to attend an Officer Selection Board (OSB) will have the additional requirement to actively demonstrate capacity in the below criteria (Annex B to Application for Appointment as an Officer of Cadets):

| | |
|--|--------------------------------|
| Demonstrated work capacity | Resourcefulness |
| Development of subordinate's abilities | Control of subordinates |
| Understanding aims and priorities | Acceptance of responsibilities |
| Judgement and common sense | Decisiveness |
| Communication | Analysis of a problem |

42. Instructor candidates need to demonstrate these skills too, however your Assessors have the ability to make reasonable adjustments based upon your intended rank, role and experience.

What does an SIP Student have to complete to be eligible to attend an assessment weekend?

43. SIP students must have attended Induction Weekends 1 and 2 (includes Learner Guides 2, 3 and 4) and completed ALL Squadron Induction classes, assessments and on-the-job-tasks in Learner Guide 1. This includes the following;

Induction Weekend 1

1. AFCVYD401A Becoming an effective AAFC volunteer
2. AFCVYD402A Mentorship and modelling AAFC behavioural expectations;
3. AFCVYD403A Work effectively with young people and their parents/ guardians
4. AFCVYD404A Monitor a safe working environment for AAFC cadets and staff
5. AFCADO401A Understanding the AAFC and ADO structures and environment
6. AFCADO402A Establish effective working relationships within the ADO

Induction Weekend 2

1. AFCADO403A Implement ADO operational plans for the AAFC
2. AFCADO404A Work effectively with governance and financial resources
3. AFCFLM401A Leadership, Followership, Command and Management for AAFC Officers and Instructors
4. AFCFLM402A Plan, organise and facilitate cadet learning in the workplace
5. AFCFLM403A Plan and organise cadet activities and apply risk management processes
6. AFCFLM404A Show leadership in resolving emergency management incidents

Squadron Induction

1. AFCLTS401A Promote team effectiveness by demonstrating base level cadet skills
2. AFCLTS402A Make a presentation
3. AFCLTS403A Provide squadron business management support
4. AFCLTS404A Demonstrate base level drill and ceremonial skills

44. Once the above requirements are completed an SIP Student may apply to attend an assessment weekend. You must bring Learner Guides 1 through 4 to your Assessment Weekend for validation. You may also refer to these guides at any time during your assessments.

RPL / RCC and attending the full assessment weekend?

45. All staff granted RPL/RCC are still required to attend the FULL Assessment Weekend. The reason for this is that the AAFC has a duty of care to make a final assessment that validates your skills and knowledge against the SIP Qualification. It also enables the AAFC at Wing level to ensure that the RPL or RCC granted to you by your SOGT is cross-validated by other SIP Assessors. Validation is part of the AAFC's quality assurance processes and ensures that as an organisation we deliver the SIP to Australian Quality Training Framework (AQTF) standards so that our staff MAY be considered for RPL / RCC towards the award of a nationally recognised qualification.

Existing OIC/IOC/AUX attendance at SIP

46. Staff who completed the former Staff Induction Course (SIC) or the Officer / Instructor Bridging Workshop prior to 04 January 2012 are eligible to attend the SIP. They may attend the full program and this is NOT discouraged by TD, particularly if an existing staff member would like to update / refresh their skills, knowledge and interest in being an AAFC Staff member. This will be an OC Wing decision based upon training or development needs, remediation training and cost.
47. Similarly TD does not discourage Civilian Instructors who have NO INTENTION of becoming uniformed Officers or Instructors of Cadets, from attending selected units within the SIP as long as it does not disadvantage an Officer or Instructor applicant for an SIP position.
48. An SOGT or Wing OC is also encouraged to fully utilise the 12 key SIP units of competency as a remediation tool within any WG, SQN or FLT where communication, teamwork, conflict or skills gaps are evident. Presenting some key units to existing staff such as volunteerism or mentorship and modelling AAFC behavioural expectations for example, may be a way to tailor a solution to existing problems by reiterating why we are here and what our focus should be upon as a youth development organisation.

Procedure for 'Not-Yet-Competent' in one or more SIP units of competency

49. If after an assessment process a student is assessed as 'Not-Yet-Competent' in **just one unit of competency in the SIP** their assessors will de-brief them on their findings and the SOGT and AAFC executive will be required to put in place a remedial program at a Squadron where they will be mentored, coached and given the opportunity to undertake a second assessment at Squadron level. Common sense is to be applied based on individual needs, the unit of competency evidence guide and a reasonable timeframe for completion. Once competent in the final unit they may be signed off by SOGT as qualified at the SIP. The assessment weekend is not conducive to re-assessment and under NO circumstances will students be required to attend another full assessment weekend based on one only 'Not-Yet-Competent' assessment.
50. If after an assessment process a student is assessed as 'Not-Yet-Competent' in two or more units of competency in the SIP their assessors will de-brief them on their findings and the process to be undertaken with reference to recommending re-attendance at those units of the SIP (after Squadron based mentoring and coaching) or the students current suitability due to other safety factors to remain an Officer or Instructor of Cadets. The Wing SOGT is required to make a comprehensive assessment of the student's situation, which includes speaking with the student and their AAFC executive and then recommending to the Wing OC and DT one of the following courses of action;
- Validation of the Assessors conclusions which on review may lead to no remedial training, mentoring or coaching and the requirement (only) for the student to attend the next available assessment weekend; or
 - Re-attendance at the units of competency the student is currently not-yet-competent in and attending another full assessment weekend; or
 - In exceptional cases a review of the students suitability to be confirmed in the role of Officer or Instructor of Cadets (based primarily on cadet safety), which may lead to an interview with the OC / Director to discuss the students continuance as a member of the AAFC.

51. The AAFC values its people and has an equal responsibility to ensure staff is given reasonable opportunities to acquire the skills and knowledge that is critical to the role of an Officer or Instructor of Cadets, balanced against the AAFC's duty of care and legislated requirement to provide a safe workplace. Where the two are at odds, the retention of an Officer or Instructor of Cadets who is manifestly 'not competent' for the role due to assessment or personal circumstances, or demonstrates an adverse attitude to AAFC behavioural policy, or is simply not safe to supervise and manage cadets and their safety in an emergency, then the new staff member must accept and understand the Commander AAFC's right to potentially discontinue their enrolment.

SIP and nationally recognised qualifications

52. The AAFC as a result of the 2010 Staff Training Need Analysis has committed to the process of delivering a new SIP, which is capable of being assessed by a tertiary institution (Registered Training Organisation) as worthy of the award of a nationally recognised qualification under the AQTF at either Certificate IV or higher level. The AAFC intends that the SIP may provide sufficient evidence for staff to make an RPL/RCC application for a qualification, however under present RTO legislation this is not guaranteed.

Assessment only Pathway

53. Only in exceptional circumstances will any candidate be permitted to undertake an "Assessment Only" pathway to completing the full SIP. The DT must grant approval for this to occur and any RPL/RCC must be documented by the proposing SOGT. The DT may approve an assessment only for individual units of competency that have not otherwise been mandated as part of this document. Often this approach will be adopted by an SOGT who is not fully confident in the validity, reliability, sufficiency, currency and authenticity of evidence presented for RPL or RCC by a new staff member.

Recording of SIP Results

54. Attendance at various units of competency over weekend 1 and weekend 2 DOES NOT amount to competency being gained in that unit or units within the SIP. The ONLY TIME SIP results are to be recorded in CadetOne is when the member has completed the Assessment Weekend and had their Learner Guide 1 validated by TD (with key class attendance and signature pages photocopied and placed on file at Wing HQ by SOGT). Then, and only then, may the SOGT record "Competent" against each of the sixteen (16) units and add the qualification to the members CadetOne Record. Any variation to this record keeping methodology is invalid.

Graduation Requirements

55. Assessment for the SIP is based on either experience based learning or practical demonstration of skills. Participants will be required to have their participation and/or demonstration of current competency signed off on CadetOne by their SOGT or DDSCT for non-Wing personnel. Only then is the person classified as a "Competent Officer or Instructor of Cadets or Auxiliary" who can supervise and train Cadets unsupervised.

Related OIP:

- CDF Directive 22/2013
- VCDF Directive 2014-03 - Child Protection
- MoM Vol 1, Part 1 – CH02 – Youth Development Philosophy
- MoM Vol 2, Part 1 – CH01 – Conditions of Service – Officers and Instructors
- MoM Vol 2, Part 1 – CH03 – Conditions of Service – ADF Auxiliary
- MoM Vol 2, Part 1 – CH04 – Conditions of Service – Civilian Instructors
- MoM Vol 2, Part 1 – CH10 – Behaviour
- SI(PERS) 1-1 - Appointment of OOC and IOC
- SI(PERS) 1-2 - Appointment of ADF Auxiliary
- SI(PERS) 1-3 - Registration of Civilian Instructors
- SI(PERS) 8-1 - Behaviour
- AAFC Safety Management Plan